



High School

National FFA Organization

Lesson HS.32

MAKING DECISIONS ABOUT CAREER PATHS

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

Make clear decisions in my professional life. Choose a career based on passion, abilities, and aptitudes.

National Standards.

NSS-EC.9-12.2 — Effective Decision Making — Understand

marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify factors in making professional decisions.
- 2 List possibilities of their professional life.
- 3 Create a brochure about a career that is consistent with student interest.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Career Cluster Resources, 2002.

Ricketts, Cliff. *Leadership Personal Development & Career Success*. Albany, New York. Delmar Publishers, 1997.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Access to resources about careers/student Internet access
- ✓ HS.32.TM.A
- ✓ HS.32.TM.B
- ✓ HS.32.Assess—one per student
- ✓ Copies of HS.32.AS.A—one per student
- ✓ Copies of HS.32.AS.B—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Technical degree
- ▶ Formal education
- ▶ Mobility



Interest Approach



Let's fast-forward ourselves fifteen years into the future. Picture the qualities that you have that help you to be successful and happy in your professional life. Are you organized, responsible, and motivated? For the next few minutes, complete the self-assessment sheet to see where you think you are now in these qualities.

Pass out HS.32.AS.A. Allow students time to complete the self-assessment, then discuss areas where growth is needed.



Now take a look at the areas where you circled “sometimes” and “no.” Throughout today’s lesson, we will discuss professional choices in life and find out more information about careers that each of us are interested in.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify factors to consider in making professional decisions.

Students will write some “short goals” for three areas of their life. Copy the following areas onto a writing surface: Where you live, What you drive, and What your hobby is.



We know that the decisions we make today will have a huge impact on our future. It is time for us to start thinking about our professional career path. We must consider our interest, values, and goals while preparing to make these decisions. Take the next few minutes to write down what you would like to accomplish in these three areas of your life: Where you live, what you drive, and what your hobby is. Remain focused and detailed as not only write the answer for each area, but also how you would accomplish or obtain what you want.

Allow students time to complete their plan. Ask for a few volunteers to share their plan with the class. Once this is complete, initiate a discussion about factors they should keep in mind while preparing to make professional decisions.



While writing your plans, you were probably thinking of what you expect out of life in order to make plans to achieve it. Since we are now thinking about our professional decisions, let's look at a few factors to consider when making professional decisions.

Use a Little Professor Moment to assist students copy HS.32.TM.A into their notebooks. Use stories or personal experience to explain this to the students throughout the e-Moment.

I. Factors To Consider When Making Professional Choices

A. Education required

1. High School diploma
2. **Technical degree** certification pertaining to a particular trade
3. **Formal Education** education from a four-year university

B. Experiences that may be important to achieving my goal.

1. Become involved in what you expect to achieve to get experience and determine if that is something you can see yourself doing for a lifetime.

C. The amount of money that I expect to make.

1. Can you live comfortably?
2. Can you achieve your material goals with the income?

D. Working Conditions

1. Inside/Outside
2. Customer Relations/Personal

E. **Mobility:**the ability to move with a job

1. Are you willing to move?

F. Amount of time off desired

1. How strenuous of a work schedule are you willing to fulfill?



G. Benefits

1. Insurance
2. Retirement
3. Vacation

H. Your Personal Interest

1. Are you interested in the profession?

Objective 2. List possibilities of my professional life.



There is a world of opportunity awaiting you after high school. Do you know the path you will take? What are your options?

Let's take a look at the four options each person has when leaving high school. When you think you know one of these options, please raise your hand.

Have students brainstorm what they feel their options are and record them on the writing surface. Compare their responses to those on HS.32.TM.B. Develop common Motion Moments for each of the four options.

II. Options after high school

- A. Enter Workforce
- B. Military Options
- C. Technical Training
- D. Formal Education

Objective 3. Create a brochure about a career that is consistent with student interest.

Students will create a career brochure. The brochure should include all information that is needed to help someone if they are interested in that career. If you have access to a computer lab, students can create the brochure using a word processing program or they can create it with pen and pencil. This can be assigned to turn in at a later date. A rubric is included on activity sheet HS.32.AS.B to score the assessment.



Now that we understand what our options are after high school, let's create a career brochure. It should contain everything that someone may want to know about that career. The brochure should be neat, accurate, and contain all information below. It should be well illustrated. You will turn this sheet in with your brochure.

Talk the students through the assessment sheet, HS.32.AS.B. Check in with your students every few minutes to benchmark where they are and give suggestions on their progress if working on this during class.



Review/Summary

Students should perform a Eye Witness News Moment revealing what each other's future plans entail. Be ready to give your breaking news to the class! entail. Be sure to tell them to be ready to give their report to the class.



► **Extended Classroom Activity:**

Students should complete the assignment outlined on HS.32.AS.B.

► **FFA Activity:**

Have the students review the list of career development events that may help them to develop their skills. Students should choose a CDE that interests them and participate in it.

► **SAE Activity:**

Instruct the students to participate in an internship or job shadow with local agricultural businesses. Students should use this time to enhance their skills to be successful in a career.

✓ **Evaluation**

Students will complete HS.32.Assess.

Answers to Assessment:

Should be graded on clarity and content. Must include at least five of the eight factors listed below.

1. Education required
2. Experiences that may be important to achieving my goal
3. The amount of money that I expect to make
4. Working Conditions
5. Mobility
6. Amount of time off desired
7. Benefits
8. Your Personal Interest



MAKING DECISIONS ABOUT CAREER PATHS

► **Directions:**

Respond to the following scenario in the space provided.

1. You have a friend who is trying to prepare for the future. He or she asks your opinion on things to consider while making professional decisions. In paragraph form, try to help your friend learn more about professional decisions. You should include at least five factors covered in class. Remember this is your best friend and you want him or her to be successful.



FACTORS TO CONSIDER WHEN MAKING PROFESSIONAL CHOICES

- ◆ **Education required**
- ◆ **Experiences that may be important to achieving my goal.**
- ◆ **The amount of money that I expect to make.**
- ◆ **Working Conditions**
- ◆ **Mobility—the ability to move with a job**
- ◆ **Amount of time off desired**
- ◆ **Benefits**
- ◆ **Your Personal Interest**



OPTIONS AFTER HIGH SCHOOL

- ◆ **Enter Workforce**
- ◆ **Military Options**
- ◆ **Technical Training**
- ◆ **Formal Education**



SELF-ASSESSMENT

► **Directions:**

Circle the choice that applies the most to you.

1. I am always prepared and ready when given a deadline.

Yes Sometimes No

2. I take charge and make decisions for myself.

Yes Sometimes No

3. I understand the need for preparation.

Yes Sometimes No

4. I get along well with others.

Yes Sometimes No

5. I understand that my decisions today will affect my future.

Yes Sometimes No

6. I understand the importance of having a future career plan.

Yes Sometimes No

7. I listen to what others have to say.

Yes Sometimes No

8. Family is important to my life.

Yes Sometimes No



Students, you are to create a career brochure. It should contain everything that someone may want to know about that career. The brochure should be neat, accurate, and contain all information below. It should be well illustrated. You will turn this sheet in with your brochure.

	Points Scored	Points Possible
Bibliographical entries of sources		20
Creative, Extraordinary title		10
Cover		
Title in bold letters		10
Illustration		10
Contents		
Introduction		15
Career History		15
Training/Education		15
Salary		15
Future Outlook		15
Benefits		15
Overall appearance		35
Total		175

