



Lesson MS.66

RESEARCHING CAREERS

Unit. SAE—An Integral Component of Agricultural Education

Problem Area. Understanding Supervised Agricultural Experiences

Precepts. A4: Identify and use resources

N4: Choose a career based on passion, abilities and aptitudes

National Standards. NL-ENG.K12.8—Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



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

- 1 Identify career interest areas.
- 2 Develop a list of career priority areas for further exploration.
- 3 Explain ways of finding out information about career areas.



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Time. Instruction for this lesson: 50 minutes.



Resources

website of North Carolina State University SAE, www.cals.ncsu.edu/agexed/sae/toolbox/



Tools, Equipment, and Supplies

- ✓ Markers
- ✓ Poster Paper
- ✓ Tape
- ✓ 3 x 5 Index Cards
- ✓ MS.66.Assess—one per student



Key Term. The following term is presented in this lesson and appears in bold italics:

➤ **Career**



Interest Approach

Write the following question on the writing surface:

What Do I Want To Be When I Grow Up?

Give each student a 3.5 index card and ask the students to write the question on the card.



How would you like to know what is going to happen tomorrow? How would you like to be able

to predict the future? Did you know there is a way to predict the future?

Encourage some reaction from the students on these questions.



The best way to predict the future is to create it. You might ask yourself, “How can I create the future?” Well, the fact is that the planning and work that you do today can and will have a great impact on what happens to you in the future.



So, now that you have written the question on the card, I want you to take the next 120 seconds to write down as many different things you think you might be interested in becoming some day on one side of your 3 x 5 card. On your mark, get set, go!

Move around the room as they are working, encouraging the students to remain focused on their work. When the time is finished, collect the cards, go through them, and call out one to three career areas from each card. Try to get as many different careers mentioned as possible. The idea is to open the students’ minds to the limitless opportunities they have before them. Encourage student interaction and have some fun with them as you go through the cards.



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify career interest areas.

Write these questions on the writing surface:

What is a career?

What does the word “career” mean to you?



Take a look at these two questions. When you see these questions, what comes to mind?

Entertain class discussion and capture their ideas on a writing surface so that everyone can see the key concepts.

I. A career is ...

The dictionary defines **career** as the course followed by a person in his or her life's work.



This definition implies that a career may include several different jobs or responsibilities over a person's lifetime. However, the word "course" indicates that these jobs or responsibilities should be connected or built on one another. So, what does this mean to you? Well, let's see. Let's take what I do as a teacher. My career field is education, so education is my career. Within education, there are many different, yet related, jobs or responsibilities I might have over my adult lifetime. What would some of those be? I want you to brainstorm this question at your seats with a partner for the next 90 seconds. Ready, set, go!

Have the students brainstorm in pairs. See how many different jobs or responsibilities they might be able to think of. Responses might include: teacher—at different levels; principal; guidance counselor; university faculty. The important concept is for the students to understand the idea of a career.



Time is up! Let's go around the class and have each group share one job or responsibility a person might have in education.

Go around the room, with each group sharing one idea until all ideas have been shared.



Objective 2. Develop a list of career priority areas for further exploration.

II. Career priority areas for further exploration



Identifying career areas of interest is very important. It is never too early to begin planning and thinking about what you may want to do when you grow up. There is nothing wrong with changing your mind along the way. However, your educational and work experiences should help you develop skills that will prepare you for a successful career.



I want each of you to identify one career area you would like to learn more about. You are not going to be held to this for the rest of your life. Choose something you want to know more about. Your assignment is to answer the following questions about this career as best as you know it right now:

How much education does this career require?

What is the salary for people in this career?

What are the employment opportunities for this career area in the future?

Write your best guess to each of these questions and turn in your paper. You have two minutes to complete this assignment. Start now.



Now that you have submitted your papers to me, I want you to find the answers to these questions. This assignment is due in one week. When answering these three questions, you will need to cite your sources. You can use the Internet, personal interviews, talking to the guidance counselor, etc. You have one week to get the answers.

Make sure you follow up on this in one week. Students may need some additional coaching from you during their research period.

Objective 3. Explain ways of finding out information about career areas.

III. Finding career information

Now let's explore some ways of obtaining career information. I want you to use a Graphic Artist Moment to illustrate at least five different ways to obtain career information. You will work in groups of three for this assignment. Your group assignments are ...



Now that each of you has been assigned to a group and has paper and markers, you may begin. You have seven minutes to complete this task.

When time is up, have a member of each group post his or her drawing for the class and give a 30 second overview of what his or her ideas were. This should be a great asset to the students in completing their homework assignment.



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Review/Summary

Use a Descartes Moment to have the students answer the following questions in their notebooks:

What is a career?

Why is career planning important?

Where can I find career information?



Application

►Extended Classroom Activity:

Have each student do the following activity outside of class time: Your assignment is to answer the following questions about this career as best you know it right now:

How much education does this career require?

What is the salary for people in this career?

What are the employment opportunities for this career area in the future?

►FFA Activity:

Not applicable.

►SAE Activity:

Not applicable.

✓ Evaluation

A written test is provided to measure the objectives of this lesson.

Answers to Assessment:

1. F
2. F
3. T
4. F
5. T



MS.66.Assess Name: _____

RESEARCHING CAREERS

Answer the following true or false questions by indicating T for true and F for false:

- _____ 1. A career and a job are the same thing.
- _____ 2. A job has many different career areas.
- _____ 3. A career may have many different job areas.
- _____ 4. People should never change their minds about careers.
- _____ 5. Career planning is a very important activity for a person to conduct.



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