

Formulas for Career Success: Career Testing & Investigation

Media Type: Microsoft® PowerPoint® presentation

Duration: 64 slides

Goal: To discuss the ways in which individuals discover their ideal career path.

Description: Discovering what to do for a career can be challenging and overwhelming. This presentation discusses factors which should affect career decisions, such as work-life balance and job outlook. The benefits and methods of self-assessment are also explored, as well as ways to further investigate career fields of interest.

Objectives:

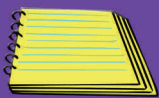
1. To identify factors which may affect career choices.
2. To explore types and benefits of career testing and assessment.
3. To analyze methods of investigating career fields.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none">• Descriptive, informative, creative and persuasive writing• Organizing logical arguments• Brainstorming• Analyzing audiences
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none">• Drawing inferences and generalizations• Critical thinking• Creative thinking• Expression of thoughts and ideas• Communication skills• Developing listening and comprehension skills• Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none">• Utilizing document processing software• Utilizing presentation processing software• Internet-based research

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**Note: Make prior arrangements to have the school guidance counselor come on Class 4 to give students information about career tests and career investigation methods available to them.*



Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out the *Formulas for Career Success: Career Testing & Investigation Vocabulary Handout* for students to use as reference materials during the presentation. Show *Formulas for Career Success: Career Testing & Investigation - Considering Careers*. Follow the segment with its *Assessment*. Have students complete the *What I Want in a Career Activity*.



Slides
1-15

Class 2: Remind students to continue to use the *Vocabulary Handout*. Show *Formulas for Career Success: Career Testing & Investigation - Career Testing*. Follow the segment with its *Assessment*. Have students complete the *Preparing for Guidance Activity*. Have students complete the *Factors of Career Choices Activity* for homework.



Slides
16-39

Class 3: Remind students to continue to use the *Vocabulary Handout*. Show *Formulas for Career Success: Career Testing & Investigation - Career Investigation*. Hand out the *Apprenticeships Activity*, allow students time to work, if they do not finish the *Activity* can be completed for homework. Follow the segment with its *Assessment*. Have students complete the *Virtual Job Shadowing Activity*.



Slides
40-64

Class 4: Administer the *Formulas for Career Success: Career Testing & Investigation Final Assessment*. Arrange for the school guidance counselor to come talk to the class about career assessments and career investigation methods available to them. Introduce the *Career Testing Project*, the *Career Investigation Project* and the *Personal Profile Project*.

Class 5: Allow students the entire class period to work on their *Projects*.

Class 6: Allow students the entire class period to work on their *Projects*.

Class 7: Allow students the entire class period to work on their *Projects*.

Class 8: Have students present their *Career Investigation Projects*.

Lesson Links

CareerOneStop

- <http://www.careerinfonet.org>

O*net Online

- <http://www.onetonline.org>

The Career Key

- <http://www.careerkey.org>

Career & Technical Student Organizations

Business Professionals of America

- Career Research Project

Family, Career and Community Leaders of America

- Career Investigation

Future Educators Association

- Exploring Education Administration Careers
- Exploring Professional Support Services Careers

Technology Student Association

- Career Preparation

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Lab Activities

What I Want in a Career

Directions:

Students will consider the factors affecting career decisions which were listed in the *Considering Careers* segment. They will rank each factor from 1 to 10 based on how important the factor is to them, with 1 meaning it is not at all important and 10 meaning it is extremely important. Students should also write a short statement explaining why each factor is or is not important to them and what they expect regarding each factor. (Statements do not have to be very detailed, but they should show the student thoroughly considered the factor.) Then students will get into groups of four or five to discuss how their needs and expectations differ from their classmates'.

Factors of Career Choices

Directions:

Students will research three careers in which they have an interest. After completing the chart provided, students will rank each career based on the information in the chart and taking personal interests into account.

Preparing for Guidance

Directions:

Students will work to prepare themselves to talk to a career guidance counselor. They should think about the things they want to discuss with a counselor, develop questions they want to ask a counselor and create a list of information they believe will help the counselor get to know them and their career goals.

Apprenticeships

Directions:

Students will research three careers for which an apprenticeship is required or would be beneficial. Examples could include: engineer, plumber, electrician or health-care provider. They will describe the benefits of the apprenticeship and why it is required or beneficial for each chosen career.

Virtual Job Shadowing

Directions:

If student licenses have been purchased: Each student will choose at least three career interviews from the provided list to view. They should write one to two paragraphs for each interview describing what they learned. *If only a teacher license is purchased:* Show students at least three of the career interviews from the provided list. Have students write one to two paragraphs for each interview describing what they learned.



Projects

Career Testing

Directions:

Students will take a career assessment made available to them through the school counselor. If students prefer, allow them to visit a nearby college and take a career assessment through the career counselor there. After completing the assessment, students will write a one-page paper describing what they learned and how it affects their career goals and plans. Assessment results should be turned in with the paper.

Career Investigation

Directions:

Students will conduct a personal interview with a professional in a career field of the student's interest. Students will be responsible for choosing the professional, contacting him or her, arranging the interview and conducting the interview. Five questions are provided on the *Career Investigation Project* sheet, but the student must develop five questions of their own to ask as well. Students should also have the professional critique their performance and professionalism by filling out page two of the *Project* sheet and sealing it in an envelope to be turned in with the list of questions asked. Students will then create a ten-slide Microsoft® PowerPoint® presentation describing what they learned and will give the presentation in class.

Personal Profile

Directions:

After completing all other *Projects* and *Activities*, students will consider what they have discovered and will write a one-page personal profile regarding their career goals and plans. Profiles should summarize what they learned about themselves through career testing and investigation. For example, interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc. Then allow them to refer back to the profile throughout the course when goal setting, planning, etc.