

<b>Lesson Topic</b>	“You’re Hired! Finding a Career For You”
<b>Concept Category</b>	Career Development
<b>Applicable Classes</b>	Business Communications                      Introduction to Business Career Exploration                                  Workplace Readiness
<b>Estimated Time Needed</b>	4-5 hours
<b>Intended Student Level</b>	Secondary
<b>NBEA Standards</b>	<p><i>Career Development I—Self-Awareness, P 24</i></p> <ul style="list-style-type: none"> <li>• Assess personal skills, aptitudes, and abilities, along with personal strengths and weaknesses as they relate to career development and exploration</li> </ul> <p><i>Career Development II—Career Research, P 25</i></p> <ul style="list-style-type: none"> <li>• Utilize career resources to develop a career information database that includes international career opportunities</li> </ul>
<b>NE Frameworks Essential Learnings</b>	<p><i>BE 12.1 Career Development Essential Learning</i></p> <ul style="list-style-type: none"> <li>• Career Decision-making skills — develop a career plan based on information about self</li> <li>• Career Exploration — explore career opportunities and projected trends nationally and internationally and identify required education and training</li> <li>• Career Research — identify a variety of domestic and global occupational trends by gathering, evaluating, using and citing employment information from print and online resources</li> <li>• Interest and Aptitude Assessments — examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> </ul>
<b>Links to Nebraska Standards</b>	<p>R/S/L 12.1.1 Students will identify the main idea and supporting details in what they have read.</p> <p>R/S/L 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.</p> <p>R/S/L 12.1.6 Students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.</p> <p>R/S/L 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.</p> <p>R/S/L 12.2.2 Students will write compositions with focus, related ideas, and supporting details.</p> <p>R/S/L 12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.</p>

<b>Purpose Description</b>	<p>Students will explore national and international career and occupational opportunities, education and training need for those careers</p> <p>Students will identify national and international employment trends</p> <p>Students will research a specific career opportunity of interest</p> <p>Students will participate in assessment activities to identify their values, interests, and aptitudes for various jobs, occupations, and/or career clusters</p>
<b>Teaching Strategy</b>	<p>Research and application</p> <p>Classroom discussions and career research will take place using print and online sources.</p> <p>School guidance counselor could be utilized to explain the importance of aptitude testing, career interest inventories, etc. Several aptitude and interest inventories are available online as well.</p> <p>Research will be performed by students to further their understanding of the education and training needed for various career clusters.</p>
<b>Materials</b>	<p>Computer with Internet access:</p> <p><a href="http://bls.gov/bls/occupation.htm">http://bls.gov/bls/occupation.htm</a> Occupational Outlook Handbook</p> <p><a href="http://www.careermag.com/">http://www.careermag.com/</a> Choose Your Career Channel</p> <p><a href="http://www.salaryexpert.com/">http://www.salaryexpert.com/</a> What Salary Is Your Job Worth?</p> <p><a href="http://www.jobstar.org/tools/salary/sal-prof.cfm">http://www.jobstar.org/tools/salary/sal-prof.cfm</a> Job Salaries</p> <p><a href="http://keirseey.com/frame.html">http://keirseey.com/frame.html</a> Keirseey Personality (free online test)</p> <p><a href="http://www.rabbitbrush.com/personality/index.html">http://www.rabbitbrush.com/personality/index.html</a> Your communication style (free online test)</p> <p><a href="http://ecedweb.unomaha.edu/lessons/lesson15.htm">http://ecedweb.unomaha.edu/lessons/lesson15.htm</a> “Is The Tassle Worth The Hassle?” Nebraska Council of Economic Ed one-day student activity utilizing economics’ “HDG Handy Dandy Guide”</p> <p>Computer with word processing and PowerPoint application software</p> <p>Values and aptitude test(s) administered by school guidance counselor and/or classroom instructor</p> <p>List of career clusters provided by instructor</p>
<b>Student Instructions</b>	<p>“You’re Hired! Finding A Career For You”</p> <p><i>Day 1:</i></p> <p>Discuss who already has a job, has gone through an interview</p> <p>Discuss the importance of finding a career you enjoy</p> <p>Discuss national and international employment trends, salaries, job skills and education needed for the 21<sup>st</sup> Century global workplace</p> <p>Explain aptitude and interest inventories/tests and discuss how these are important tools in matching a job to your interests</p>

	<p>Show instructor's Career Planning "You're Hired!" PowerPoint (attached)</p> <p><i>Day 2:</i>  School counselor administer aptitude tests and/or interest inventories to students, OR  Instructor uses online personality tests (such as the popular Keirsey personality free online inventory assessment), interest inventories</p> <p>Students discuss results of tests/inventories  Students create a list of jobs they would enjoy, be good at, etc.</p> <p><i>Days 3-4-5:</i>  Students use the computer to research one occupational opportunity in which they are interest, would qualify for according to interests, aptitude, and values testing.</p> <p>Students write a one-page report summarizing the nature of the job or career, types of education and skill needed, job demand and opportunities, salary expectations, and opportunities for future professional growth.</p> <p>Using PowerPoint, students create a 6-slide show that can be used for a 3-5 minute classroom presentation regarding desired occupational goal</p> <p>Students will present their research findings, as contained in their essay, through the above PowerPoint presentation</p>
<b>Author(s)</b>	Karrie Bodwell Wisner-Pilger High School Wisner, NE

### “You’re Hired! Finding a Career For You” Rubric

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	5-4	3-2	1-0	Points Earned	Comments
<b>Career Research Time Management skills</b>	Effective time management, on task, researched appropriate sites and info	Poor time management skills, not always researching topic, often off task	Inadequate effort in researching chosen topic, usually off task		
<b>Career Research</b>	Sufficiently identified national/ international employment trends, job demand, salaries, growth expectations	Not all required career research elements included; research not current	Inadequate career research		
<b>Aptitude, Values, Personality Inventories</b>	Serious effort to accurately, honestly respond to questions	Moderate or half-serious effort to answer	Hurried through inventory/testing; did not take testing seriously, or failed to take		
<b>Essay Content</b>	Detailed, current content that reflects all required career research elements	Basic coverage of career choice, but lacks depth, supporting details	Inadequate coverage of career choice		
<b>Essay Technical Writing</b>	No format, spelling, grammar, or punctuation errors	Correctable format, grammar, or punctuation errors	Spelling, grammar, punctuation, and/or format errors detract from professional appearance, readability of report		
<b>Powerpoint Slides</b>	Corresponds with presentation; creative; good use of sounds, graphics, and effects to enhance presentation; adequate number of slides; effective sequence	Follows oral presentation; utilizes basic visual & graphic effects; poor content placement; insufficient slides	Doesn't follow oral presentation; overused and/or inadequate effects detract from appearance; insufficient slides		
<b>Powerpoint Content</b>	Sufficiently reflects required career research elements; lists sources and websites used	Reflects most, not all, required career research elements; lists sources and websites used	Inadequately reflects required career research elements; fails to cite sources, websites		
<b>Oral Presentation Content</b>	Info easy to understand and follow; all required research is covered; presenter is well organized, rehearsed	Majority of information easy to follow and appeared to be organized.	Inadequate topic coverage; insufficient career detail; poorly organized.		

<b>Oral Presentation Eye Contact</b>	Outstanding eye contact with audience.	Adequate eye contact.	Poor eye contact; read from report.		
<b>Oral Presentation Body/Voice</b>	Spoke clearly, loudly; good speaking posture & gestures; no grammar or pronunciation errors	Spoke clearly and loudly most of the time; sometimes exhibits distracting or nervous actions	Difficult to hear; use of slang or poor grammar; mispronunciation of words; exhibited distracting non-verbal movements; appears disorganized, unprepared		
<b>Total Possible Points</b>				<b>/50</b>	
<b>Grading Criteria</b>	<b>46 – 50                    A</b> <b>40 – 45                    B</b> <b>35 - 39                    C</b> <b>30 - 34                    D</b> <b>Below 30                  F</b>  <b>Comments:</b>				