



**Title:** Exploring Career through Photography

**Grade:** 7

**Career Development Model:**

Self-Awareness • Career Exploration

**Nebraska Career Readiness Standards:**

- Communicates effectively & appropriately
- Demonstrates innovation & creativity
- Models ethical leadership & effective management
- Manages personal career development
- Manages personal career development

**Objective:**

- Students will examine how individual priorities and purposes influence career choices (career values).
- Students will synthesize how careers choices may represent different things to different people to achieve career values.

**Materials and Supplies Needed:**

- Digital Cameras
- “Consider This Photograph” handout

**Class Instructions:**

1. Begin a discussion about how careers mean different things to different people, or how different people value different things about their work. For example, some people might seek financial wealth; others might see their career as a way of providing for themselves and their families; others might seek careers based solely on their passions and interests, without regard to money or security; still others might want a job that provides them with autonomy and independence; moreover, some people might desire a career just for fame, social status, and prestige. The list could go on and on.
2. Divide the students into groups and distribute the “Consider This Photograph” handout.
  - a. The photographs are purposefully chosen to “pull for” or elicit certain kinds of reactions/impressions from students. At the same time, they are also fairly ambiguous and will probably not elicit the same kinds of responses for each individual. It is important to remind students that there is not a right or a

wrong answer because it is all about their own ideas and impressions.

3. When students have completed the exercise, have the group share what they came up with.
4. Explain to students that they will go out on their own after class today and take pictures that answer the three questions from the handout. Students are encouraged to carry their camera with them everywhere they go and take as many pictures as they like. Students should try to answer the questions after they have taken the photographs, as opposed to trying to take a picture that answers the questions.
5. The teacher can decide how many pictures each student should submit for the assignment.
6. During the next class, have students submit their pictures and create a visual display of all the pictures from the whole class.
7. The visual exhibit can be in the classroom, in a hallway, or somewhere in the community.

#### POINTS TO REMEMBER

- If students do not have digital cameras, cell phones, iPads, or mobile devices that have the capacity to take digital photographs, an alternative procedure can have students search for photographs on the internet or use photographs that they have already taken.

#### Credits/Sources:



"Making my Future Work: A College and Career Readiness Program", U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

# CONSIDER THIS PHOTOGRAPH

## Instructions:

1. Examine each of the following photographs.
2. Answer these questions for each photograph:
  - a. What is the purpose of a career as captured in the photograph?
  - b. What will help you succeed in a career, suggested by this photograph?
  - c. What things will hinder your success in your career, suggested by this photograph?



1.

2.

3.



1.

2.

3.



1.

2.

3.



1.

2.

3.



1.

2.

3.



1.

2.

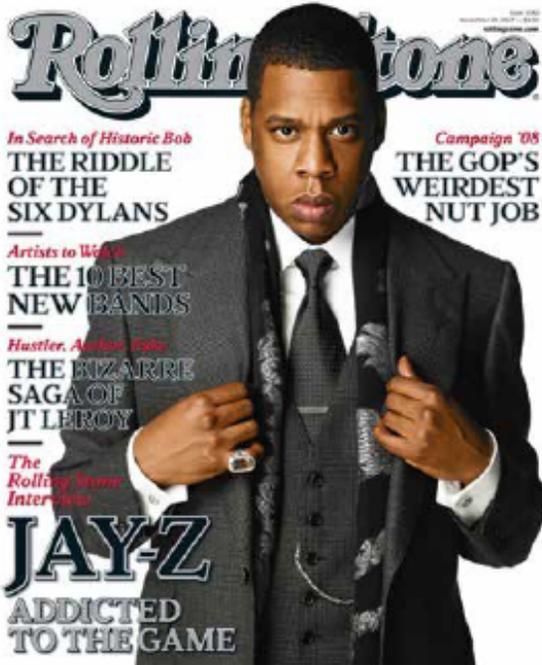
3.



1.

2.

3.



1.

2.

3.