

# TEACHER'S GUIDE TO SPRING 2019 CAREER DISCOVERY PREZI

This presentation and guide was developed as a tool to structure discussions and activities tied to career exploration and the Career Discovery event. Please tailor it to your students' needs, your given class time and teaching style. With minor adjustments, this can be used both before and after students have attended the Career Discovery expo. Feel free to use all and/or parts of the presentation to help expose students to some of the many careers they will have the opportunity to be a part of through Career Discovery Spring 2019. The following is an outline of the presentation found at:

[https://prezi.com/yl5wvoqpk072/?token=9e5b4f16f696eaf535466a679a3d5d67c6673c713d092ddb55155d72eec837bd&utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](https://prezi.com/yl5wvoqpk072/?token=9e5b4f16f696eaf535466a679a3d5d67c6673c713d092ddb55155d72eec837bd&utm_campaign=share&utm_medium=copy&rc=ex0share)

Title: Spring Career Discovery 2019

Thank you for participating in Career Discovery!

## **MAIN OBJECTIVE:**

Students will be prepared for their Career Discovery field trip experience.

## **ADDITIONAL OBJECTIVES:**

1. Students will understand what is expected of them when they arrive at, participate in and exit the Career Discovery experience.
2. Students will have an understanding of the 11 career clusters presented.
3. Students will be able to identify jobs as belonging to particular career clusters.
4. Students will understand secondary and post-secondary options and how to gain additional information about jobs, careers and education and training options. (via, internet, personal contacts, school counselors, career coaches and Career Technical Education classes) *This objective is reliant on teachers or presenters directing students to applicable resources at both the secondary and post-secondary levels.*

## **OUTCOMES:**

1. Students will be able to identify personal interests and career clusters that hold jobs and career paths that are of interest to them.
2. Students will be able to identify and access resources to gain additional information about jobs, careers and education and training options at the secondary (CTE classes, job shadow, etc.) and post-secondary levels.

## **GENERAL INTRODUCTION:**

Show students images from the previous expo events and talk about what they see participants doing. Discuss how they should actively participate in as many cluster activities – both those familiar and unfamiliar to them.

Talk about the career clusters that will be at the event, explaining that not all clusters will be represented. The 11 career clusters represented have been chosen because they are most prevalent in our region.

Ask students what jobs, career paths they are interested in now. Encourage them to choose 2 to 3 clusters to personally explore. If a student is interested in a career that will not be at the event, such as Cosmetology, have that student identify what appeals to them about that field. Is it helping others? Working with different people? A variety of work? Flexibility? Help them find other clusters that contain similar elements to identify with.

Please, also cover your schools' field trip behavior guide and explain the importance of following the guidelines given to them, as they will be experiencing their day with approximately 3,000 other students!

### **Details Teachers Want and Need:**

- Buses will be greeted by expo volunteers and students will be broken into groups and escorted through the expo. Bus rosters and student permission forms should be handed in at this time. Bus drivers will then be direct to the onsite parking area.
- Once onsite, students will begin in their volunteer/guides designated starting area and receive their expo bags with Student Guide Books inside.
- Expo volunteers will stay with each group, prompting them when it is time to move to the next zone.

## ACTIVITIES:

The following activities are fun twists on classroom icebreakers you may already be familiar with. Use them as a launch pad to career discussions, connecting their preferences, abilities and interests now to future work.

### PERSONAL BINGO

**Basic Instructions:** We are going to play Personal BINGO. This is different than traditional BINGO. The goal is to have the entire card filled, not just one row. I will give you 5 minutes to fill in as much as you can on your BINGO card. (If the class size is large enough, tell students to have each person sign their card only once.) The person with the most (accurate) signatures wins. When I say "GO" - stand up and walk around the room getting people to sign your card under the appropriate boxes. We will play until someone shouts "BINGO" (entire card filled!) or I say "STOP." I will check answers! So, if you cannot say the A, B, C's backwards, don't sign that you can!

### **Follow-up:**

#### Points to Ponder:

Just because you don't like spinach today, does not mean you will never like spinach!  
If you can't do a back handspring today, can you learn to do one if you wanted to? Yes!  
What we choose for a career should highlight our own interests and personality.

#### Expanding the discussion:

Who likes spinach? –Not everyone likes spinach right now, but just because you don't like something now, doesn't mean that you will never like it. Who doesn't like spinach, but likes spinach dip? Yes, see – there is always one! You may not like math right now, but being able to apply math skills in a job can be entirely different. You may really enjoy using math to build something new or figure out a different way to working something. Applying academic skills can be exciting.

Who can do a back handspring? --Good. How did you learn to do a back handspring? (Usual answer is a cousin, a coach, dance team, etc. Some talk about teaching themselves on a trampoline.) It is always wise to talk to more experienced people and allow them to give you instruction, help and guidance. Talking to others prepares you for future goals and accomplishments. Even if you are forging out without formal instruction, it is always good to talk to someone who already knows how to do what you want to do and take precautions (i.e., the trampoline – give yourself a safe landing.) \*Now would be an appropriate time to discuss education and training options at the secondary (CTE classes, job shadow, etc.) and post-secondary levels.

Who has green eyes? --We all have different strengths, interests and abilities. Some are learned, others are natural to us. There are some characteristics, unique to us, that are inherent and we cannot change. We can either work with them, or around them. We do not have to allow these things to limit us. We can use these things to propel us forward.

Understand that everyone holds unique attributes, likes and dislikes, skills and abilities. This makes us individuals. We should choose a career path that fits us and our uniqueness –not be limited to what we think we should do or what others choose. Remember, you will be going to work every day, not your parents, not your best friend. So, let's find out more about what we like!  
\* For some groups, it is appropriate to play the Pop-up Game here.

### **YOU ARE THE TEACHER**

**Basic Instructions:** Divide into 11 groups. Each group is assigned a career cluster to quickly research and report to the class on. Choose as many or as few questions to answer to the class. Typically, I have students answer all questions with a time limit of 4 minutes total. After the 4 minutes is up, I tell them that they will report only the third question to class.

All answers can be found on the assigned cluster page. Some answers must be inferred from cluster information.

1. What does it take to be successful in this cluster?
2. What are some of the activities, interests or skills that people in this cluster have?
3. What are three jobs from this cluster?
4. Where are some places you could expect to work in this cluster? *Answers could be specific or general.*

**Follow-up:** Discuss how different jobs fall into multiple clusters. For example, EMT or Paramedic can be found in both Public Service and Healthcare; Welder can be found in Manufacturing, Auto Manufacturing, Architecture and Construction, etc.

### **INDEPENDENT EXPLORE THE GUIDE**

#### Explore the Guide

Answer these questions independently:

1. Which career cluster looks the most interesting to you? *Students may find a job that they are interested in listed under more than one cluster. Encourage them to understand that no career has a hard and fast line and many careers bridge cluster divisions.*
2. What career (from this cluster) has a job title you have never heard of before? *Have students*

ask questions and informally research job titles new to them.

3. Do you know anyone who does any of the jobs listed in the careers section? If yes, which one(s)?

4. If you worked in this cluster, where is a place you could expect to work? *Students are encouraged to answer with specific locations, such as East Alabama Medical Center, or general answers such as a hospital.*

### **POP-UP GAME:**

**Basic Instructions:** Students should be able to stand easily where they are to play. This is a silent game and they should answer for themselves only! Encourage students to not look to friends, wondering 'do we like that?' Tell them to stand on things that ring true for them. If I have students who stand alone on anything, I give them a prize, like a pencil, key chain, etc. Add any additional sentences (questions or statements) you would like.

### **Pop-Up Game Questions:**

- Do you like to make things, do crafts or draw?
- Would you rather work on a computer or build something with your hands?
- Do you enjoy solving math problems?
- Is speaking to groups fun for you?
- Do you like to teach others new things?
- Is helping people a joy to you?
- Would you rather work indoors or outdoors?
- Do you like to play games? Board games, video games, word games...
- Would you like to have a similar schedule every week?
- Would you like to have a different schedule every week?
- Is traveling exciting to you?
- Do you like meeting new people?
- Do you like to cook or bake?
- Have you ever taken something apart to see how it works?
- Do you like solving puzzles and practical problems?
- Would you like to look under a microscope?
- Do you like people watching?
- Do you like to work with animals?

### **Possible Additions:**

- I like to read.
- I play an instrument.
- My parents never have to remind me to do my homework.

- I am on a sports team.
- I like to hunt or fish.
- I take care of pets at my house.
- I know basic first aid.

Expanding the discussion:

**Basic Instructions:** Have students use the guide to make connections.

Pop-up Connection (In what cluster would you...)

When we go through the Pop-up questions, we can see everyone has different preferences.

Let's connect the questions into something...into a career cluster!

Tell in what career cluster would you:

- Work outside?
- Work with animals?
- Work with computers?
- Teach people new things?
- Expect to travel?
- Cook or bake?
- Look under a microscope?
- Expect to meet lots of new people?
- Help others?
- Use math skills?

**CLOSING REMINDERS:**

- Students should dress comfortably for the weather and wear comfortable shoes.
- Students do NOT need to bring backpacks or pencils. All student participants will receive a Career Discovery string backpack upon arrival.

**CLASSROOM WORKSHEETS ARE INCLUDED ON THE FOLLOWING PAGES**

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

**You Are the Teacher: Group Work**

1. What does it take to be successful in this cluster?
2. What are some of the activities, interests or skills that people in this cluster have?
3. What are three jobs from this cluster?
4. Where are some places you could expect to work in this cluster?

**Explore the Guide: Independent Work**

1. What career cluster looks the most interesting to you?
2. What career in that cluster is a job title you have never heard of before?
3. Do you know anyone who does any of the jobs listed in the careers section?
4. If you worked in this cluster, where is a place you could expect to work?

**In what cluster would you: Class Work**

*There is more than one right answer.*

- Work outside?
- Work with animals?
- Work with computers?
- Teach people new things?
- Expect to travel?
- Cook or bake?
- Look under a microscope?
- Expect to meet lots of new people?
- Help others?
- Use math skills?

## Personal BINGO Game

- Put your own name in the top left-hand box, under “Your Name Here:”
- Get as many different people to sign your card, in the appropriate boxes, as possible.
- The first person to get all the boxes signed or the person with the most boxes filled at the end of time is the winner.

Your Name Here:	Parent went to this school	Has a pet	Has long hair
Can say their ABC's backwards	On a sports team	Has 3 or more siblings	First name begins with an O
Can do a back handspring	Has green eyes	Can name the Vice President	Straight A student!
Knows the capital of Maryland	Has flown in an airplane	Wearing a school tee-shirt today	Likes to eat spinach
Plays an instrument	Can say an entire sentence in Spanish	Has braces	Has painted nails today