

Career Fair: Career Research 3

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

- Approx. 45 minutes
- I. Warm Up (5 minutes)
 - II. Complete Your Career Pamphlet (10 minutes)
 - III. Picture This! Images of a Career In Action (10 minutes)
 - IV. Best Day, Worst Day (10 minutes)
 - V. Wrap-Up: Personal Reflection (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 10 and 11, Career Pamphlet (from previous lesson)
 - Portfolio page 12, Best and Worst Days
 - Portfolio page 13, Personal Reflection
 - Portfolio page 14, Personal Reflection Paragraph
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 49 and 50, Career Research (from Careers 4)
- Laptop
- LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Use their knowledge of this career to create a description of their best and worst days on the job.
- Use career information obtained to determine whether or not this job is a good fit for them.

OVERVIEW

Over the past two weeks, students researched general information about their careers and compiled this information into a career pamphlet. This week, students will use the career information they've gathered to complete their career pamphlets. Then, students will find images representing their career, or draw their own pictures, to include in their career fair displays. Next, students will describe what they think will be the "best day" and "worst day" on the job. Finally, they'll consider what they've learned about the career and reflect on whether they think the job is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RURReadyND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address RURReadyND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 10 and 11, Career Pamphlet**
 - **Portfolio page 12, Best and Worst Days**
 - **Portfolio page 13, Personal Reflection**
 - **Portfolio page 14, Personal Reflection Paragraph**
- Prior to next week's lesson, photocopy students' career pamphlets onto two-sided pamphlets before they paste their original copies onto their displays (optional).

IMPLEMENTATION OPTIONS

See **Careers Lesson 1** for background information on computers and modifications for non-computer lessons.

See **Careers Lesson 4** for suggestions on adaptations for lower-level learners.

Activity III: You may wish to make the gathering of career images an optional activity at the end of the period. If students need more time for research or writing, you may want to assign collecting career images as homework.

If students need more time to complete their research or **Personal Reflection**, you may have students choose either the best or the worst day paragraphs to complete, or skip **Activity III** altogether. (You may wish to assign this as an optional activity for students who enjoy an extra challenge or finish early.)

Activity IV: If you're short of time or your students are burned out on writing, you may choose to have them answer the questions on **Portfolio page 13, Personal Reflection**, but skip the paragraph on the following page.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Over the past two weeks, you researched information about your assigned career. This week, you're going to complete your career pamphlets. Next, you will find images that represent your career to include in your career fair displays. Then you will describe what you think would be the "best day" and "worst day" on the job. Finally, you'll consider what you've learned about your assigned career and reflect on whether you think the job is a good fit for you.
2. **SAY SOMETHING LIKE:** I hope that as you've been researching, you've been thinking about whether or not your career is right for you. Maybe you started out with one opinion and have changed your mind. Or perhaps the more you research, the more excited you've become about your assigned career. The bottom line is, the more you know about a career, the easier it is to tell if it's right for you.

II. Complete Your Career Pamphlet (10 minutes)

1. **SAY SOMETHING LIKE:** As you complete your career pamphlet, remember that you should NOT be copying the words directly from RUREadyND.com. Instead, you should be summarizing this information into your own words.

Please be sure to use your best handwriting when filling in your career pamphlets! These will be part of your display board.

III. Picture This! Images of a Career In Action (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've researched your career and learned all the important facts, it's time to see what the job looks like in action! As part of your presentation at the career fair, you will display images of different people working in the career. For example, if your career is veterinarian, it would be interesting to show that vets don't just take care of dogs and cats in an office, but that a farm vet visits horses, cows, pigs, and more on a farm! You may look online for images to import, or draw one of your own using the information you've gathered to direct you. If you look for online images, you must collect at least three. If you are drawing, one detailed picture is required. Got a camera? If you can, take photos of your career in action!

2. [If students are searching for images online, review the school's Internet policy and guidelines before they get started. Suggest that students use Google Image Search (<http://images.google.com/>). (You may need to confirm that your school's filters do not block this site.) Students may also need guidance on right-clicking, saving, and printing images.]

Walk around the classroom or computer lab to be sure students are staying on task, and to assist students as needed. For those who elect to draw pictures, suggest that they review their resources to make sure they are representing the career accurately, and are really showing what the job is all about. Encourage them to annotate their drawing, like a diagram, to explain what the person is doing in the picture.]

IV. **Best Day, Worst Day (10 minutes)**

1. [Ask students to turn to **Portfolio page 12, Best and Worst Days**, and display this page on the overhead projector.]
2. **SAY SOMETHING LIKE:** Now that you have completed your career pamphlet and found images that represent your career, you have a good understanding of what you would like and dislike about this career.
3. **SAY SOMETHING LIKE:** At this point you should have a good sense of what someone in this job does each day. Some days are good and some are bad. Think about what you know about this job in terms of job responsibilities and working conditions and consider what would make a great day on the job, and what would make an awful day on the job. I'd like you to think about this information to complete the "Best" and "Worst" paragraphs on **Portfolio page 12, Best and Worst Days**.

Consider what a very good day, and a very bad day, would be like for someone with this job. For example, a veterinarian, might say a very good day was one in which none of her animals died and she helped animals to feel well.

SAY SOMETHING LIKE: I'd like you to describe these "best and worst days" for someone with your career. You may want to write these descriptions on scrap paper first, and have me or a partner check your description for grammar, spelling, and clarity. Keep in mind that this page will be included in your career fair display. [If you are short of time, skip the rough draft.]

V. Wrap Up: Personal Reflection (10 minutes)

1. **SAY SOMETHING LIKE:** By now you've learned quite a bit about the career you researched. With all that you now know, do you think it would be a good career for you? There are lots of questions you need to ask yourself when considering a career.

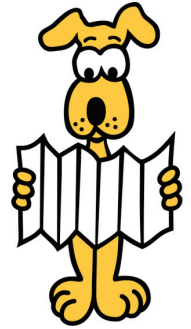
[Have students turn to **Portfolio page 13, Personal Reflection** and read the questions aloud. Point out that these questions relate to the research they completed for their assigned careers.]

These are just a few of the many questions you need to ask yourself when determining whether a job is a good fit for you or not.

2. [Have students answer the questions in **Portfolio page 14, Personal Reflection Paragraph**. Have them circle their opinion about whether or not this career is a good fit for them. Then have students draft on scrap paper a paragraph or two with details to support their opinion. The details should include both the facts they researched as well as their personal opinions.]
3. [Remind the class that they will display their personal reflection paragraph(s) as part of their presentation during the career fair. To ensure correct grammar, spelling, and clarity, they should have you review their rough copies. Or they can exchange with a classmate and review each other's writing. Once they have all of their corrections, instruct them to write the paragraph(s) in their neatest handwriting on the **Personal Reflection** pages.]
4. [Announce that next week will be their last chance to work on their presentations in class, so if they have any pictures or special touches they want to add, they should bring them to class next week, when they'll be assembling their presentation boards. If your class routinely meets in the computer lab, remind them that they'll meet in their regular classroom next week.]

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Use this page to describe the great and not-so-great things about this job.



Best and Worst Days

Career: _____

Now, imagine what a VERY BAD DAY on the job would be like—a day when everything goes wrong. Then imagine what a VERY GOOD DAY would be like—a day when you feel happy and satisfied with the work that you do. In the space provided, describe these “best” and “worst” days.

A VERY BAD Day at this Job

A VERY GOOD Day at this Job

PERSONAL REFLECTION

Did you discover the career of your dreams? Use these pages to record your opinions.



Career: _____

Think about the information you've researched about this career to answer these questions. Then decide whether or not you feel this job is a good fit for you and write a paragraph to support your opinion.

What They Do

What responsibilities in the job description would you like?

What responsibilities would you dislike?

Money and Outlook

How do you feel about the earnings for this job?

What to Learn

Are you willing to invest time and money in the education you'll need?

Ask The Experts! Likes and Dislikes

Considering what you know about the experts' likes and dislikes about this career, what do you think that you would like or dislike about this career? Why?
