

Design Your Future:

Intro to Career Investigation



FCCLA Event Description: These lessons are based on the Career Investigation STAR (Students Taking Action with Recognition) Event and lay a strong foundation for preparation for the event. Additionally, students will complete a self-assessment, research a recommended career, and create a poster showcasing information about that career.

Project Description: This interactive, four day lesson helps students understand the various reasons people work and the importance of a career that aligns with ones' interests, skills, and goals. Students will assess personal interests and traits, determining a career that compliments those components. After selecting the career, students will research it to learn more about required tasks, educational preparation, and other facts about the chosen career. This information is then organized into a creative project. Those who complete this project successfully will have completed many requirements for the Career Investigation STAR Event and are encouraged to review the STAR Events Guidelines for the event and make adjustments to prepare for competition at the state level.

This lesson utilizes a presentation created in Canva. If you would like to customize the presentation to better suit your situation, please make a copy of it and make any necessary edits.

Classroom Integration			
FCS Courses	Grade Level	Average Time to Complete	FCCLA National Programs
All with a career component	6-9	3-4, 50 minute class periods	STAR Events Career Connection

Objectives, National Standards, Common Core		
Lesson Plan Objectives	National FCS Standards	Additional Resources
Analyze personal interests and qualities to determine a potential career choice	1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.	Many support materials and activities can be found on the FCCLA website.
Research one career using reputable sources to secure information regarding career preparation, salary, duties, and other important components	1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.	Other sources of additional resources include Teachers Pay Teachers and the Family and Consumer Sciences Teachers Facebook group.
Apply creative and digital design skills to create a mini-poster showcasing information learned about the career		

Content Prerequisites	Anticipated Misconceptions
None required, however basic understanding of FCCLA would be helpful. Consider using the Three Days with Montana FCCLA prior to this lesson	One common misconception is that FCCLA activities occur only outside of the FCS classroom. Activities such as this one enhance and support existing curriculum and offer students with limited FCCLA experiences the opportunity to understand the importance of participation

Materials	
Provided in the lesson plan	To be accessed separately
Presentation Student Handout (rubric included) Agree/Disagree Signs	One die per 2-3 students Projector and screen Computer and internet access

Lesson Facilitation	Teaching Tips
<p>Anticipatory Set: Approximate time: Materials needed: one die per 2-3 students, one copy of student handout per student, writing instrument, presentation, projector, screen, internet</p>	
<ol style="list-style-type: none"> 1. Ask student to close their eyes and think about what their lives will be like in 15 years. Ask them to keep them closed and consider where they live, how they get from place to place, who lives with them, where they work, what they spend their free time doing, what kind of goals and dreams they are still working to achieve. Pause for a few seconds to allow students to mentally consider what their futures will look like. 2. When students open their eyes, explain that today is all about thinking about those futures and considering potential careers. Explain that the first step in that involves a game. Explain that each student will need one copy of the student handout and something to write with, and they will share a die with 1-2 other students. 3. Ask students to look at page 1 of the handout and roll a die. Demonstrate crossing off the number and option associated with the number rolled on the first try. Demonstrate that the student will continue rolling until only one option remains in the first box. If a roll results in a repeat number, simply roll again. Once there is only one option remaining, circle that option and move on to the second box. Continue until all boxes are complete. Students will likely be excited about their results and ready to share. Consider reading the options from each box and asking students to stand as they hear their results. 4. Ask students to then reflect on their results. Did the prediction for their lives turn out like they had imagined previously? Ask students how that could be? Lead the discussion to the topic of planning and goal setting and how impactful these activities can be in designing a future that aligns with our goals. 	<p>Some of the results will be funny to students; this is a great opportunity to build relationships by engaging and allowing students to express their reactions to the results.</p>

Facilitation:

Approximate time:
Materials to prepare:

1. Show the slide entitled, “Why do people work” and ask students to consider the images shown. Ask for volunteers to share reasons that people work. Some responses may include money, to experience teamwork and social interactions, to experience success and reaching personal goals, the feeling of making positive contributions, a creative outlet, or the satisfaction of leading a team. Encourage students to discuss which of these options are most appealing to them. Ask students to record some reasons people work on their handout.
2. Ask students to consider all of these reasons people work, and to rank them mentally. How high does earnings rank? Is that an important factor to consider? In what ways can one’s earnings impact other areas of life? Explain that we will be taking a short quiz to determine how much money the students will need to earn in order to maintain a lifestyle they want.
3. Direct students to the Reality Check quiz and guide them as they complete it. Ask students to record the amount of money they need to earn in the handout, along with 2-3 of the occupations that fall into that range as recommended by Reality Check. Ask for volunteers to share what their results were and how they felt about those results.
4. Remind students that there are many factors to consider when choosing a career, and earnings are only one of those factors. As we work through the next few slides, they will be asked to agree or disagree with the statement on the slide by moving to the thumbs up or thumbs down signs.
5. Show each slide, read the statement, and ask students to navigate to indicate their opinions of the statements. Ask for volunteers to share their perspectives with the class. The last slide relates to the importance of researching careers; emphasize that the next step in the lesson is to select a career to learn more about. Explain that we will begin with a short survey that will recommend some career options based on the answers provided in the survey.
6. Direct students to the Montana CIS 360 page (linked in the presentation). Assist students as they create an account. Ask students to record their username and password on the handout. Remind students that as they finish, there are some questions to answer on the handout related to their results. This component of the lesson may take a bit more individual guidance; it is recommended to circulate and assist students frequently during this segment. As some students will require more time than others, encourage early finishers to explore the many resources found on their results page.
7. Once all surveys are completed, ask for volunteers to share their results and perspectives regarding the results. Ask students to choose 1-2 of the recommended careers from either the Reality Check or Self Survey to research and learn more about today. Explain that we will be using specific websites to find out

Additional discussions might include:
Who do you know that seems to love their job?
What are some reasons they seem to like what they do?

If students are surprised at the high wages needed, ask them to consider re-taking the Reality Check survey to look for any changes.

Print signs on white paper or cardstock and hang around the room, or provide small groups of students with printed copies to hold up at their seats.

A great deal of information is available on the Montana 360 website. Encourage students to explore the various tabs.

The survey results are stored under each

more about the career, then organizing all the career information into a poster. Ask students to begin with the Montana CIS 360 results page to determine the information listed on the handout. Encourage students to create a Google Doc or Word document to organize all the information gathered during the research portion of the activity.

8. Once students have collected all the information they can from the Montana CIS 360 site, use the projector to share the Occupational Outlook Handbook (link in presentation) with the students. Demonstrate to the student how to navigate the site, and what information they may be still in need of to complete the assignment. Ask students to spend some time on the OOH site to find additional information about their career and add to the Google Doc or Word document they are using to track information. For the early finishers, ask them to see what other information they can find about the career while on the OOH site.
9. Remind students that while most answers to the prompts will be found on the websites, students will need to think about which FCS courses might be related to the career, as well as personal qualities that will make them well suited for the career.
10. Once the research portion is completed. explain to the students that the next component of the lesson is to organize the information they have gathered into a poster. Explain that they may use an online platform to design the poster (such as Canva or Pictochart) or they may make a poster using posterboard. The instructor may limit these choices, based on local resources. If the online option is selected, spend some time becoming familiar with the platform, or ask for student volunteers to assist others while designing. If the posterboard option is selected, consider necessary resources, such as markers, glue, scissors, magazines, etc. in order to have supplies ready for students. Often, offering students the option to choose provides more student ownership in the activity.
11. Review with students the required components of the poster, and ask students to review the rubric. Consider asking the class these questions to ensure they understand the rubric prior to beginning:
 - Which is better on your poster, sentences or bullet points?
 - What are two items that are required on your poster?
 - How many spelling/grammar mistakes should I find on your poster?
 - What kind of graphics might be good ones to include?
 - What kind of additional information could someone include to score higher on the first row?
 - What could make a poster seem unattractive?
12. As students work on their project, circulate to remind of the elements to be included and to encourage students as they work. Once a student completes the poster, ask them to share their work with a fellow student. Ask them to use the rubric as a guide, sharing one thing the student has done well and one thing they could do to improve the project.

student's account for future reference.

The national FCCLA program Career Connection offers additional lessons and activities designed to help students explore and prepare for careers, as well as develop outreach programs designed to share what they have learned with others. Learn more at the [national FCCLA website](#).

<p>13. When students have finished the work, provide instructions for submitting the project. Some may include:</p> <ul style="list-style-type: none"> ○ Printing finished digital posters and hanging up in the classroom or in the hall outside the classroom ○ Submitting finished project on an online instructional management system, such as Google Classroom or Canvas ○ Post projects around the room and lead students in a gallery walk <p>14. Once the projects are complete, ask each student to find a partner and share one thing they learned about a career through this project, with multiple rotations as time allows, finding a new partner for each round. Explain to the students that the student leadership organization FCCLA offers a competition very similar to this project, and students who enjoyed this activity may consider adding a few elements to prepare for competition at the state level. Winners at the state level will advance on to national competition. Students who may want to compete, but not in this particular event have many other options as well.</p>	
<p>Formative Assessment: Materials to prepare:</p>	
<p>Check progress of students as they are completing the Reality Check and Montana 360 Self Survey Check progress of students as they complete the research portion of the project Check progress of students as they complete the poster portion of the project</p>	
<p>Summative Assessment: Materials to prepare:</p>	
<p>Poster rubric is located in the student handout</p>	