

# Steps on a Path

## Theme and Level

**Theme:** Set Goals

**Levels:** Getting Started

## At a Glance

Students review career paths of others and establish tentative educational and career paths of their own.

**Time:** 100 minutes (across two days).

## Essential Questions

- Which steps do I want to take now to help me with my career path?

## Preparation

- Set up overhead projector with classroom computer
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation
- Print *Steps on a Path Worksheet*, two per student
- *Optional:* Ask the careers teacher for assistance with interviews for Step 11 in Day One
- *Optional:* Create a slide with your own personal career history for Step 1 in Day One

## Steps

### Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students the goal of the lesson is to consider career paths and all the alternate steps people take to use their skills, talents, and to meet their needs. Explain to students that people's occupational paths often change over time and that they will begin writing down their own career path in this lesson. *Optional:* Share with the class your personal career history.
2. Show PPT Slides 2-6. Discuss the term "career path." Point out that a career includes a person's education and training, as well as all work experience, whether it's paid or unpaid (e.g., job shadowing, internships, volunteer work).
3. Ask the students to help you identify the steps and stages of the career path shared in the PowerPoint.
4. Show PPT Slide 7. Ask students to think of what Don's next future step might be.
5. After they have shared five or six ideas, ask them to think about why a person might change their career and alter their career path. Discuss.
6. Show PPT Slide 8. Although the steps Don took followed a planful sequence, there were alternate steps he could have taken.
7. Show PPT Slide 9, which portrays the career path of an architect. Read Steps 1-6. Discuss alternative paths by asking the class to give examples of someone they know or have heard of who did not follow a traditional path (was educated or trained for something different than the job they have now, their career was interrupted, or they had an unusual sequence of jobs).
8. Show PPT Slide 10. Point out the Alternative Paths listed at the side of the slide. Discuss the importance of possessing a backup or alternative plan and how many people have had to overcome disabilities, setbacks, and significant life changes throughout their careers. If your community has had recent layoffs, this could be an appropriate topic to discuss.
9. Show PPT Slide 11. Introduce the homework assignment.
10. Distribute one copy of the *Steps on a Path Worksheet* to each student. Let the students know that either they can use this handout, or they can choose another format to outline the steps for this assignment.
11. As a homework assignment, ask students to talk with an adult in their family, a neighbor, or someone who works at the school about their careers. The Real World Interviews in CIS are another option. Ask students to record the steps taken for the career path they are learning about. Remind students that there are many ways to represent a career path. Some alternatives could be a maze, spiral, route map, and they could include pictures, awards, mementos, etc.

### Day 2

1. Allocate time for students to share their findings or ask students to display their work on a bulletin board.
2. Ask students if they feel they have taken any steps in their own career path. Their answers should include activities, academics, and other experiences (e.g. hobbies, school subjects they are especially good at, special talents, skills and abilities they have used, special projects they are proud of, awards and recognitions, work experience, extracurricular activities).

3. Let students know that their unique talents and interests can be uncovered by exploring and thinking about their "good times," their "proud moments," and how they like to spend their free time. Ask: "How does knowing who you are and what you are good at help you think about your high school career and your future?"
4. Distribute another copy of the *Steps on a Path Worksheet* to each student.
5. Let the class know that it is important for them to be aware of the steps and choices they make now and in high school. Ask them to complete at least three steps on their worksheets.
6. Ask students to imagine their future based on the steps they have recorded so far.
7. Show PPT Slide 12. Tell the students to complete the rest of their career path by predicting their own future. Point out that at the bottom of the worksheet they need to list two alternatives paths plus identify their next step.
8. Explain that their next step needs to be a goal that can be accomplished within the next year.

## Variations and Accommodations

- Invite a panel with varying backgrounds to speak about their career paths.
- From the survey above, identify any common features of speakers' career journeys, any important influences and important times for key decisions.
- Read Robert Frost's poem "The Road Not Taken" to the class and discuss the influence of both planned and spontaneous decisions on our lives and the implications of the choices we make.

## Assessment

Use the *Steps on a Path scoring guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the following text boxes in the Set Goals section of Career Plan:

- What are your academic goals?
- What are your career goals?

## Materials

Classroom with computer, overhead projector and CIS access

[Steps on a Path \(PPTX\)](#)

[Steps on a Path Worksheet \(PDF\)](#)

[Steps on a Path Worksheet \(DOCX\)](#)

[Steps on a Path Scoring Guide \(PDF\)](#)

[Steps on a Path Scoring Guide \(DOCX\)](#)

*Optional:* Real World Interviews from CIS, one per student

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL CM1 Create and manage a career plan that meets your career goals.

### *American School Counselor Association*

- Career Development, Academic Development

*Bloom's Taxonomy:* Applying, Evaluating, Creating

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success

- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions
- Participate in Enrichment and Extracurricular Activities

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate the Ability to Balance School, Home and Community Activities

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment