

career connections

LEARNING STRATEGY GUIDE

STRUCTURE

Lead-in: introductory activity that establishes career connections (*e.g., simulation or real-work problem based upon the academic knowledge or skill*)

Student action: a project or assignment where students apply career connections (*e.g., identifying a real-work problem, then researching and developing a solution using academic knowledge and skills*)

Reflection: a follow-up activity or discussion that emphasizes career connections (*e.g., group or individual response analyzing application of academic knowledge and skills to real-work scenarios*)

VOCABULARY

Variations of “experience”: real-work, workplace, career-based

Variations of “career”: career, career field, job, work, business, company, occupation

Types of “experiential learning”: career speaker or presentation, career interview, career research, career mentorship, cooperative learning, job shadow, service learning, workplace visit

CAREER AWARENESS

Shared reading or read aloud: using a text that focuses on an aspect of work, careers, or a career field

Career speaker: a professional from the community who represents a company, business, or industry and shares information relative to their career and workplace

Workplace visit: a field trip or virtual tour of a specific company or business where students asks questions of employees to gather information on careers and various aspects of the workplace

CAREER RESEARCH, INTERVIEWS, AND SPEAKERS

(Suggested topics and leading questions)

Job outlook: current demand (employment openings), projected growth, and labor market trends (*e.g.: What is the future job outlook in your community and across the state?*)

Education and training (high school and beyond): secondary and postsecondary academic, extracurricular, and experiential learning activities (*e.g.: What are the education and training requirements? What types of classes or activities could you get involved in throughout middle and high school to prepare for this type of work?*)

(Continued)

CAREER RESEARCH, INTERVIEWS, AND SPEAKERS

Certificate and industry credentials: documentation for meeting specific qualifications (e.g.: *Is a license or certificate needed? Are there other minimum qualifications?*)

Skills: qualities necessary to perform work (e.g.: *What types of skills are needed? What types of technology do you use in your work?*)

Working conditions: setting and environment of typical work (e.g.: *What are the typical working conditions?*)

Typical duties: tasks performed most often on the job (e.g.: *What are the common tasks? What types of tools, resources, and equipment do you use for your work?*)

Wage/salary/earnings: expected income for working full-time (hourly and annually) (e.g.: *How much would you expect to be paid starting out?*)

Related information: pathways and occupations with similar skills, knowledge, and working conditions (e.g.: *What pathways and related occupations are available within this same career field? What other resources are available for further exploration and investigation? How does this career field, pathway, and occupation align with your interests, skills, abilities and future goals?*)

REFLECTION

Student follow up: write in a journal, report out to the class, multi-media presentation, short essay, personal statement, résumé

Example reflective prompts:

- What are your career interests, skills, and values?
- What are your career goals?
- What courses will you take in high school to reach your goals?
- What activities will you participate in, through high school and beyond, to reach your goals?
- What education and training will you complete through high school and beyond?

Teacher-lead discussion: whole class, small group, or one-one-one written or verbal dialogue with students

Example reflective prompts:

- What knowledge, information, and ideas did you learn through [insert learning target] that relate to careers you are interested in?
- Which of the skills that you used through [insert learning target] translate to the skills needed to be successful in the workplace; how are these skills applied in the careers that you are interested in?
- How did learning [insert learning target] impact your career interests; which areas of [insert learning target] are you interested in exploring further and finding out more about related careers?