

# Considering My Future: When I Grow Up I Want To Be... (A3)

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**Course/Grade(s)**

Personal Finance/9-12

**Module:**

Considering My Future

**Lesson Title:**

When I Grow Up I Want To Be...

**Duration:**

3 - 45 minute class sessions

**Materials/Resources/Technology:**

Student Activity Sheet A3

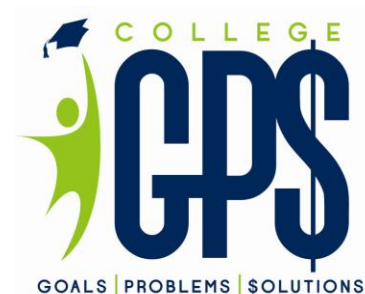
Paper

Computers/Internet Access

[www.CollegeforTN.org](http://www.CollegeforTN.org)

[www.BLS.gov/OOH](http://www.BLS.gov/OOH)

[www.Jobs4TN.gov](http://www.Jobs4TN.gov)



**Classroom Arrangement:**

No special classroom arrangement will be needed for this lesson.

**Content Background:**

It is important to understand the difference between a job and a career when looking toward the future. A job is an employment opportunity that provides income. A career is a series of employment opportunities that progress as you mature in your field and allows you to add to your focused skill sets.

While interests and skills inventories cannot tell you exactly what career to pursue, they can point you in the right direction. It is important to consider additional career factors such as future availability, geographic location, potential salary, and work environment, etc.

**Standards:**

National Jump\$tart: Income and Careers – Standard 1: Explore career options.

Tennessee Personal Finance: Standard 2 – Defining desired education, career and earning milestones.

## College GP\$: Goals, Problems, and Solutions

Tennessee Personal Finance Standard 3 – Develop a chart, table, or graphic to compare characteristics of various careers, such as education requirements, available positions, salaries, potential lifetime earnings, and employer benefits.

### Day 1

#### Learning Targets/Objectives:

Students will identify three specific careers to research that match their major interests and skills.

#### Activating Strategy:

On a piece of paper, list at least five careers that you might consider. Explain what you know about each of the careers and why you think each career might be a good fit for you.

#### Instruction:

Have students access CollegeforTN.org using their individual login. Have students select Career Planning, then select Learn About Yourself, and then select The Career Key. Prompt students to respond honestly and thoughtfully to the queries because their responses will impact the outcomes. Once the students complete the inventory, have them look to see if any of the careers they listed during the activating strategy appear in their list of potential careers. Have them circle the careers that match, if any.

Have students search through the list of suggested careers and identify three careers that they desire to explore more thoroughly. Instruct the students to list the three chosen careers on the Student Activity Sheet A3.

#### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance navigating the CollegeforTN.org, BLS.gov/OOH and Jobs4TN.gov websites. They may also need assistance with reading/understanding the information. Advanced students may be assigned additional career analysis items. Instructor will determine any additional modifications/grouping required for each class.

#### Assessment/Evaluation/Closure:

Students will share three of the careers that resulted from their completion of The Career Key. Ask students if they learned something new about themselves through this activity. Tell students that during the next lesson, they will research information about their top three career choices using the Bureau of Labor Statistics' *Occupational Outlook Handbook*.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

### Day 2

#### Learning Targets/Objectives:

Students will analyze the educational requirements for three potential careers.

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## College GP\$: Goals, Problems, and Solutions

### Activating Strategy:

Facilitate class discussion about any “matching” interest results obtained from The Career Key that you may not have previously considered.

### Instruction:

Have students access the Bureau of Labor Statistic’s *Occupational Outlook Handbook*, BLS.gov/OOH, and locate the three careers that were identified during the previous class. Using the information from this website, the student will complete the Student Activity Sheet A3 (median salary, skills required, education required, etc.)

### Modifications/Grouping:

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### Assessment/Evaluation/Closure:

Students will share the educational requirements for one of the three careers that they chose to research (Student Activity Sheet A3). What are some of the roadblocks (job market, economy, time, life issues, health, etc.) that might prohibit them from accomplishing their educational goals for a specific career? Now that they have researched general information about their three top career choices, the next lesson will include a little more research specific to Tennessee using Jobs4TN.gov.

Reflect on the students’ questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## Day 3

### Learning Targets/Objectives:

Students will compare the salary and benefits associated with their three chosen career profiles.

### Activating Strategy:

Students will discuss median salary information for one of their selected careers (Student Activity Sheet A3).

### Instruction:

Have students access Jobs4TN.gov and locate the three careers that they identified during Day 1 of this lesson. Students will complete the Student Activity Sheet A3 by adding specific Tennessee career information related to their three career choices, if available.

### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance navigating the CollegeforTN.org, BLS.gov/OOH and Jobs4TN.gov websites. They may also need assistance with

## College GP\$: Goals, Problems, and Solutions

reading/understanding the information. Advanced students may be assigned additional career analysis items. Instructor will determine any additional modifications/grouping required for each class.

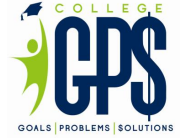
### **Assessment/Evaluation/Closure:**

Students will compose a three to five paragraph essay comparing the salary, benefits, education, and skills required to enter their three career choices. The students should include whether or not they are surprised by their findings; if so, explain why. If not, explain why. Based upon the research they have done thus far, have the students conclude their essay by stating which career they would choose, if a decision were required today.

Students will submit their completed Student Activity Sheet A3 and essay for formative grades. Ask students how they will use the information gathered about their interests, skills, and prospective careers to assist them in determining where they need to attend school to obtain the necessary education. Giving serious thought to the availability of post-secondary education will be focus of the next two lessons.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

College GP\$: Goals, Problems, and Solutions



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Student Activity Sheet A3

Student Name: \_\_\_\_\_ Student Login: \_\_\_\_\_ Period: \_\_\_\_\_

DESCRIPTION	CAREER 1	CAREER 2	CAREER 3
Career Name			
Median Salary (National/State)			
Skills Required			
Education Required			
Experience Required			
Benefits			
Positive Features			
Negative Features			
Number of Positions Available (National/State)			

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