

# 1

## Know the Importance of Making an Informed Career Choice

### TRANSITION OBJECTIVE

Students will begin the process of identifying an individual career path.

### RELEVANCE TO SUCCESSFUL TRANSITION

Deciding on a career is a monumental task. Some of us went about our decision by systematically collecting information and then settling on the career that was most desirable. For many more of us, the career decision was by default. We fell into our careers because of family influences or simple availability. It is important that young people learn information about themselves and available career options to make an informed choice.

---

## INSTRUCTIONAL SEQUENCE

---

### ❑ STEP 1: Update Journal

What career do I want?

### ❑ STEP 2: Convene Roundtable

"Deciding on a career is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will participate in a career choice game to realize the importance of choosing the right career for you."

### ❑ STEP 4: Activity - 25 Minutes

To introduce Unit 1, go over the **Student Letter** and discuss the major topic areas of this unit. Draw a large target on the board with four rings. Label the center ring with the word "career," the second inner ring with "college or training," the third ring with "2 or 3 career ideas," and the outer ring with "undecided." Give each student a dart and have them write their first name in large letters across the dart. Tell students they will now have a game of darts. There is no scoring in this dart game so everyone is a winner.

Now explain each ring of the dartboard: "At age 17, many students do not know what they are going to do after they graduate. Most students are not thinking about careers and would put their dart on the undecided ring. A few people might have started to

think about careers, but have not made a decision yet. They would put their dart in the 2 or 3 ideas ring. There are a few students who know they want to go to college or a training program, but have not made a career decision. Their dart would go in the college or training ring. Only a few students know what career they want and will put their dart in the middle circle or bulls eye."


Now tell the students where you would have put your dart when you were 17 and tell them about your experiences related to making a career decision.

Ask students to come up to the board one at a time to put their dart on the board and tell where they are in the career decision process. Conduct a mini-interview with each student as they stand at the board. Encourage them to share their career ideas. Assure students that if they are unsure about their future career, this class will give them information they need. Explain that they are going to spend the next five weeks exploring their interests and abilities. Validate and encourage those students who have made decisions about their future career. Tell them that they will be able to look at ways their skills and personalities will match their career interests.

**□ STEP 5: Activity - 20 Minutes**

Divide students into groups of three. Have each group spend five minutes making a list of all the careers in which they are interested.

Circulate among the groups to encourage students to keep an open mind and consider all possible choices. Have groups report by writing their ideas on the board. Have students make a copy of this list to use in the future.



PERSONAL MANAGEMENT: Unit 2 LESSON 1

**CAREER SURVEY**  
Form

1. What is your career?
2. How did you become interested in this career?
3. When did you decide to pursue this career?
4. How did you get started in this career?
5. Who encouraged you to pursue this career?
6. What do you like most about this career?
7. If you decided to make a different career choice, what career would you want? Why?

© Used by permission of the James Stanfield Company, Santa Barbara, CA 93103 THE TRANSITION CURRICULUM

56

**□ STEP 6: Evaluate Outcomes**

I want to have a career because "\_\_\_\_\_."

**□ STEP 7: Connecting Activity**

Students interview an adult on campus by asking the questions on the **Career Survey** form. Complete the form and report information to the class. Use class time for the interview, if needed, so that everyone has an opportunity to complete the assignment.

Students use the Internet to find and bring links to five websites that have information about careers in which they are interested.

---

## KEY WORDS

---

**career****interests****decision****match****MATERIALS AND PREPARATION**

- Student Handouts: **Student Letter**, page 55; **Career Survey**, page 56.
- Prepare darts, 2" wide and 5" long, using colored paper and back with double sided tape. Draw a large dart, on the board or a posterboard, with four rings and label as described in the activity.
- Prepare to motivate students about career ideas.
- Look for web-based lesson plans and ideas.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking,
- Thinking Skills: Decision-Making, Reasoning
- Personal Qualities: Sociability, Self-Management, Integrity/Honesty