



# A Perfect Fit: Finding the Right Career for You

## LESSON 5: TEACHERS GUIDE

When thinking about their futures, young adults often envision great wealth and success. Turning dreams into reality, however, is no easy feat. In this lesson, students will research job openings, career descriptions and skills needed to enter their dream professions. They will examine concepts of passion and profit by reading success stories from experienced self-starters, and consider their own true calling. Finally, students will analyze qualifications, salaries and education linked to career goals, and then write realistic resumes to demonstrate their understanding.

**Topic:** Exploring Careers

**Time Required:** 70 minutes

### SUPPLIES:

- Notebooks
- Computers or tablets
- Internet access
- Projector
- Student activity sheet
- Self-starter articles (2)

### PREPARATION:

- Copy student activity sheet
- Copy self-starter articles
- Collect sample resumes from [jobsearch.about.com](http://jobsearch.about.com)

### STUDENT ACTIVITY SHEET:

#### ***Ready, Set, Resume. Have You Got the Skills?***

Students will conduct research, write a resume and learn about the skills needed to achieve their career goals.

### LEARNING OBJECTIVES:

#### ***Students will...***

- Explore a career goal and create a plan for reaching it
- Discover different career and income options
- Understand how entrepreneurship impacts a career path

### STANDARDS:

#### ***Jump\$tart Standards:***

- Income Standards 1 and 2

#### ***National Economics Standards:***

- Standard 13: Income
- Standard 14: Entrepreneurship

#### ***Common Core ELA Anchor Standards:***

- Reading: Key Ideas and Details
- Writing: Research to Build and Present Knowledge
- Speaking and Listening: Comprehension and Collaboration
- Speaking and Listening: Presentation of Knowledge and Ideas
- Language: Vocabulary Acquisition and Use

#### ***Common Core Math Standards:***

- Number and Quantity: Quantities

**Essential Question***“How do I determine the right career path for me?”***Investigate: Exploring Career Goals**

[Time Required: 15 minutes]

1. Begin by asking students to consider what kind of career they might like to have someday. What do they enjoy doing and how might they make a living in relation to their interests? What kinds of jobs do the people in their lives have, and are the students interested in following similar career paths? Then, ask students to complete the sentence, “My ideal career is... because...” in their notebooks. Invite them to talk with a partner about their dream jobs. Explain that each pair will share his or her partner’s ideal career with the class.
2. Record students’ ideal careers, and then ask them to divide themselves into small groups (3-4 students) based on their career interests (e.g., business, education, science, etc.).
3. Ask students to think about what they would need to do in order to get their dream jobs (e.g. a college degree or specific work experiences), and then have the groups brainstorm a list of possible sources for information on what employers want.

**Student Preparation: Understanding Career Choices**

[Time Required: 30 minutes]

4. Challenge students to research the ideal career for each member of their small group by searching job openings and descriptions using websites such as [usajobs.gov](http://usajobs.gov) and [jobdescriptions.net](http://jobdescriptions.net).
5. Share sample resumes with students, and discuss the basic information, structure and purpose of a resume as a class. Help students see that different jobs may require different information on a resume, and talk about how employers use resumes to evaluate potential candidates for a job. Explain that employers will look at more than resumes; they will often conduct Internet searches, and explore social media pages to observe potential candidates’ online interactions. Help students understand that their online presence is equally as important as writing a professional resume.

**TEACHER’S TIP****What is the Essential Question?**

The Essential Question is designed to “hook” the learner, promote inquiry and engagement with the lesson, and allow students to exercise problem-solving abilities. It addresses a larger concept, does not have a right or wrong answer, and requires higher order thinking skills.



- Distribute the **Ready, Set, Resume. Have You Got the Skills?** activity sheet. Ask students to use their research to create a sample resume for each group member by assessing optimal qualifications, education and skills.
- Invite volunteers from each group to share their resumes with the class and discuss the similarities and differences between careers. Engage students in a discussion about different job responsibilities, salaries, experience, education and skills. Encourage them to analyze how they can find a career path they love while also maintaining financial security. How can students balance passion and profit? What advantages or disadvantages does starting a business offer? Do they see entrepreneurship being a part of their career plans? Why or why not?

### Challenge: Learning From Self-Starters

[Time Required: 20 minutes]

- Divide the class in half and ask one group to read the article “Stephen, King of Business” at [success.com/article/stephen-king-of-business](http://success.com/article/stephen-king-of-business) and the other group to read “Lovin’ It with McDonald’s President Jan Fields” at [forbes.com/sites/85broads/2011/06/10/lovin-it-with-mcdonalds-president-jan-fields/#21753a4b2394](http://forbes.com/sites/85broads/2011/06/10/lovin-it-with-mcdonalds-president-jan-fields/#21753a4b2394). Then, ask each group to share with the class what its article was about.
- As a class, discuss the differences in career paths between the people featured in the two articles. What is similar and what is different? Analyze the merits of what it takes to be a self-starter and what it means to be entrepreneurial. For example, what led to King’s and Fields’ success? What skills are needed to be a self-starter? How can students take what they love and shape it into a career?

### Reflection

[Time Required: 5 minutes]

Ask students to write in their notebooks about how they can balance profit with passion when choosing their careers. What did they learn from King’s and Fields’ experiences and how does it apply to their own goals? Encourage students to evaluate the qualifications on their sample resumes, explaining how their interests and experiences could turn into future careers.



#### TEACHER’S TIPS

##### Extension Idea:

Compile and distribute each group’s completed **Ready, Set, Resume. Have You Got the Skills?** activity sheets to build a collection of resumes students can peruse anytime. If you have a classroom website, post the activity sheets online for students and parents to review.

##### Inspire Self-Starters:

Do you want to teach more about entrepreneurship and self-starters? Ask an entrepreneur to share challenges and success stories with your class via Skype, or check out videos from real-life innovators at [entrepreneur.com/video](http://entrepreneur.com/video).

##### What is Reflection?

The Reflection part of the class gives students the opportunity to reflect on the bigger-picture meaning of the exercise, and to assimilate and personalize some of the concepts and ideas learned about in the class.