

College & Career Awareness

Program Area(s): Career Development Application

Lesson Plan Title: CDA #14 - Effective Career Planning Resources (Presented by Counselor)

Students will explore places to find information about job openings and evaluate whether all sources are equally reliable. Students will also have the opportunity to review types of job applications, complete application as a team, and practice thinking like an employer.

Estimated Time: One 45-minute session

Primary CTE Pathway(s) Explored:

Intended Learning Outcome(s):

- Explain how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals.
- Discuss how education, career exploration, planning for college career readiness, and current occupational information will assist individuals in making long-range plans.
- Become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers.
- Participate in experiential activities related to career expectations.

College and Career Awareness Strand, Standard(s):

Strand 1, Standard 2

Strand 1, Standard 3

Cross Curriculum Integration:

- **21st Century or Interpersonal Soft Skills:** Critical thinking, collaboration, communication, creativity

Career Opportunities in the CTE Pathway(s): See 5 Star Occupations Chart (included in the [7th Grade Utah Student Planning Guide](#)), UtahFutures website, or the USOE-CTE Pathway tables.

Nontraditional Career Opportunities: A career where 25% or less of those employed are of one gender - ethnic diversity, access to educational and training opportunities, economic factors.

STEM Specific Career Opportunities:

Methods (Approach to Teaching and Learning):

- Direct Instruction and Demonstration
- Activity/Inquiry/Practice Centered Instruction

Materials Needed:

- Teacher computer connected to projector with Internet access to YouTube and job openings websites (e.g. UtahFutures)
- Copies of sample job applications
- Reference copy of "Power of the Pose" (page from the [7th Grade Utah Student Planning Guide](#), also included as a separate file in Resources).

Vocabulary:

Prior Knowledge Required by Students:

- UtahFutures (accessing website as well as individual account)

Instructional Procedures:

Procedures

1. Part One – Where Do I Find Information About Job Openings? (10 Minutes)

Teacher/counselor led discussion with students. Discuss how and where are you going to look to find out what jobs are available?(Answers could include: Google, ask people, sign in a store window, newspaper, additional areas to check are college boards, professional organizations, UtahFutures)

- Ask about the kinds of jobs a high school student might be qualified to apply for and the best places one would go to look for those jobs. (Ask for examples of jobs their siblings or other older friends have and how they found them.)
- Demonstrate a Google search for a job opening (e.g., cashier job openings Salt Lake City) and point out the importance of looking at the URL to verify the source of the information and whether it looks reliable.
- Are the sources of job listings different for someone looking for an entry-level or first job, which tend to require fewer specific skills (low-skill=large pool of qualified applicants=low wage), than those who are looking for jobs that require specialized skill sets? (e.g., LinkedIn)

Discuss that some sources of information may be more accurate and reliable than others. Also explain that some jobs sound too good to be true – and usually are – so, be cautious and get advice if your gut feeling is unsettled.

If possible go to UtahFutures – go to “Careers” select “Find A Job” do a search to show them some idea of what they might find on UtahFutures.

When using movies and YouTube clips, or videos of this nature, please verify with your LEA’s media policies and/or seek LEA approval to use them.

2. Part One – The Job Application (20 Minutes)

Divide the class into groups of 4. Distribute copies of sample applications (best would be actual applications from recognizable employers – for example, Target or a fast food restaurant, but there is a generic sample application included in CDA 14 Resources). Talk about the prevalence of online applications, and the advantages/disadvantages to the applicant and employer of limiting to web-based only application processes.

Each group will work together to complete an application under a fake name, but reflecting responses consistent with the skills and positive characteristics they believe would be attractive to the employer.

Gather the completed applications. Redistribute so that each group is reviewing the application of another group. Ask for examples of –

- A job application is actually the very first sample of your work that you provide a potential employer. Look at the application you have, and raise your hand if you get the impression that this applicant does great work. Why?
- What information do you see on the application that would inspire you to hire this person?
- Again, putting yourself in the position of the employer, what other elements stand out in favor of the applicant?
- What elements take away from a positive impression?

Regather the applications. Glance through them quickly, and choose one that is neat and complete. Tell students the (fake) name of the applicant, and say, "I am happy to announce that – on the basis of the best application in this stack, _____ has been chosen to be interviewed."

3. Part Three – The Interview (10 Minutes)

Tell students that everyone is going to practice just a few key elements of a job interview – things they probably know intuitively, but are sometimes forgotten when people are under stress (as in a job interview).

- Staying in the same teams of four, the first thing to try is a simple handshake. They will shake hands with every member of their team. Ask the students to choose the person in their team that has the best handshake. As a group discuss what makes a handshake good. (You might want to demonstrate and have students try along with you, the "cold fish," the "oh-so-shy," or other humorous, ineffective handshakes.)
- Now have students line up against two sides of the room. Tell them to walk across the room (past each other) as though they are entering the reception area of the place they want to work. They want to impress both the receptionist and their interviewer who is watching from an office. Then ask students if any of their peers made a good first impression as they walked by, and discuss why.
- Finally, have students take their seats using body language to communicate to an imaginary interviewer that they are really interested in the job, and ready to answer questions about their qualifications. Have them look around the room and identify their peers who – if they were interviewers – they would be most impressed with. As time allows, ask students to communicate: confidence, boredom, anger, enthusiasm, etc. (still seated, and with no words).
- Explain to students that not only do our brains communicate to our bodies what to do, but our bodies also inform our brains. By adopting a power pose, we actually change our chemistry, which has an effect on the messages our brain sends about how we're feeling. Have them stand like super heroes while you summarize – in seventh grade language – the information from Amy Cuddy's TED Talk. Tell them to practice a power pose the next time they're in a situation that makes them feel anxious, or anticipate feeling a lack of confidence.

[Amy Cuddy: Your Body Language Shapes Who You Are \(TED\)](#)

[Amy Cuddy: 8-minute TV Appearance](#) (nice, user-friendly overview)

Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how power posing -- standing in a posture of confidence, even when we don't feel confident -- can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success.



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4. Review

Tell students that remembering to "think like an employer" will help them know how to fill in a job application, and also how to conduct themselves in an interview situation. Remind them to use the power of the pose to boost their confidence and reduce their anxiety.

Additional Resources:

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Assessment(s):

- Critical thinking demonstration: written, oral, or through demonstration or performance.