Career Readiness for Middle School

Webinar Presenter: Erin Crooks
Webinar Date: April 23, 2018
Learning outcomes:

- Identify ways to implement career exploration opportunities for all students.
- Utilize shared resources.
- Administer career guidance activities in one-on-one and group settings.

Georgetown Middle School

- Grades 6-8
- Title 1
- 75% Free or reduced lunch
- 56% Hispanic
- Migrant community
Career Readiness for Middle School

- In middle school, students should begin refining their career exploration to match their interests and abilities
- School counselors provide meaningful opportunities for students to explore their unique skills and interests
- Guide students in understanding how their skills and interests relate to career exploration, course selection and postsecondary planning.

Career Readiness

- In the webinar chat, please share what Career Readiness activities or programs you implement at your school?
School-wide curriculum

- Advisory
- Career Fair
- Campus Visits
- SSP’s
- Career Café
- College-Going Culture
Advisory

• Students are assigned a faculty advisor in 6th grade and remain with that advisor through 8th grade
• Every adult in the building is an advisor
• School counseling department designs each lesson
• Advisory meets every month

Advisory lessons

– DE Career Compass
  • [https://lmi.delawareworks.com/Content/Publications/](https://lmi.delawareworks.com/Content/Publications/)
  • Extension: How does my Holland Code align with the pathways at SCHS?
– NACAC (National Association for College Admission Counseling)- Step by Step: College Awareness and Planning, Middle School Curriculum
  • [https://www.nacacnet.org/advocacy--ethics/initiatives/steps/](https://www.nacacnet.org/advocacy--ethics/initiatives/steps/)
– College exploration
  • March Madness
  • GMS team mascots
– AVID lessons
Career Fair

• Students identify their Holland Code during an Advisory lesson
• Student’s Holland Codes are used to assign an individualized rotation of presenters for the Career Fair.
• Career Fair booths are color coded to match the Holland Code domains
  – Also linked to SCHS pathway choices
• Students get 20-30 minutes at the end of the Career Fair to visit other presenters that they were not assigned to

Career Fair

• Each student receives:
  – Folder which includes
    • Personalized rotation of presenters
    • Pamphlet and map of the fair
    • Sample questions to ask presenters
    • Reflection sheet
      – Completed reflections are entered into a raffle
    • Swag : )
• Raffles throughout the evening
  – Donations from presenters and community
  – Some presenters gifted items to students who were particularly engaged and who asked great questions
• Presenters are given an outline of what is expected to be covered
My futures so **BRIGHT**
I have to wear shades

Making the Career and College Connection

• We want kids to start thinking of college as a vehicle that will drive them toward a career
  – NOT, go to college for the sake of going to college
College and Career Readiness

• Rutgers University campus visit

Campus Tours

Individualize the experience
– Campus tours
– Meet students
  • 1st generation college students
  • Former students
– Visit campus clubs or organizations
  • Center for Latino Arts and Culture
– Provide students with questions and/or follow up assignments for the tour
Student Success Plans

- DE graduation requirement (grades 8-12)
- Career Cruising
- 8th grade
  - High school academic plan
  - Long and short term goals
  - 3 careers
  - 1 college/post secondary training
  - Career pathway

Career Cafe

- Invite community members and parents to meet with small groups of students and discuss their career
- 30 minute sessions
  - Extended homeroom, Club days, RTI
- First come, first serve sign-up for each session
- 2X per month
College going culture

- Team named after colleges and universities
- College resume of teachers posted outside all classrooms
- Bulletin boards
- College pendants

Recognize Opportunities

- Ask all guest speakers or presenters to start by sharing their career path and college/training experience before they present
- Expand career conversations with students about ‘related careers’
ASCA Resources

- Mindsets and behaviors
- Career Conversation Starters
- ASCA position statement - Career Development
- ASCA-U Career Development Specialist Training

Career Readiness in Middle School

- Questions?
- Comments?
Contact Information

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ASCA Mindsets and Behaviors

Mindset Standards:
M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

Behavior Standards:
B-LS 1. Demonstrate critical thinking skills to make informed decisions
B-SS 1. Use effective oral and written communication skills and listening skills

Materials:
• Career Pathways power point
• Student worksheet: “Researching a Career”
• Student worksheet: “Is This Career a Good Fit for Me?”
• Tootsie Rolls
• Access to technology

Introduction (2 minutes)

• Ask students to close their eyes and think of something that they have to do, but don’t enjoy. Then, ask them to imagine doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid, do they think they would be happy going to work every day?

• Pause for a moment, then ask students to imagine something that they enjoy doing. Ask them to imagine doing that task 8 hours a day, 40 hours a week for 40 years.

• Remind students they have the option to choose any career they want. We must work to pay the bills, but it’s a good idea to choose something based on who we are and what we like to do so that work is more enjoyable.

Warm Up Activity & Review (10 minutes)

• Display power point slide 2 that shows the 6 career pathways and use the following script to review the pathways:

1. Hold up a few Tootsie Rolls and ask
   • “What do you think this is?”
   • “How do you know what is inside without unwrapping it?”
   • “Someone had to design the wrapper and packaging so that when people see it, they would recognize it. This is known as branding.
   • “Which Career Path would be responsible for this?” (Arts & Communication)
2. “The ingredients in Tootsie Rolls include sugar, corn syrup, palm oil, condensed skim milk, cocoa, whey, soy, and artificial flavors.” “Which Career Path is responsible for knowing what ingredients make up the candy?” (Natural Resources)

3. “Let’s pretend you are a farmer, and you want to transport your soybeans from your field to the place where they make the soybean oil for the candy. Which Career Path would that be?” (Human Services)

4. “Now, imagine that you are working in the Tootsie Roll factory. Suddenly, the Tootsie Roll machine breaks down. Which Career Path are you going to call for help?” (Industrial & Engineering Technology)

5. “When is the best time to ship extra Tootsie Rolls to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to send out extra candy. Which Career Path is in charge of this?” (Business, Management, and Technology)

6. “Your mom has a bag of Tootsie Rolls. You ask her if you can have one serving. The package says that one serving is size is 6 pieces. Which career pathway determines serving size, calories, allergy alerts, and other nutritional information?” (Health Services)

    - Quickly, review the pathways by showing slides 3-8.

**Student Activity Part 1 (20 minutes)**

- Have students identify which pathway relates most to them (remind them to think back on their Holland Code).
- Hand out “Researching a Career” worksheet to each student.
- Show slides 9-10. Instruct students to use the Occupational Outlook Handbook website to gather information on a career of their choice. (https://www.bls.gov/ooh/)
- Students should pair up for the use of technology.
- Partners work together, sharing technology, to research one career for each student.
- Students should complete their individual worksheet using the career they chose to research (not their partner’s)

**Student Activity Part 2 (10 minutes)**

- Have students complete worksheet “Is This Career a Good Fit for Me?”
- Step 1 Directions: Students should place an “X” in front of the statements that reflect your interests, abilities, and talents.
- Step 2 Directions: Place an “O” in front of the statements that are true for the career you researched.
When students have completed the worksheet, explain:
“Look closely at your responses. If there are both X’s and O’s in front of each of the statements, the career you are considering should appeal to you. If many of the X’s (true for you) and O’s (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.”

Source: https://dese.mo.gov/college-career-readiness/school-counseling/curriculum
Researching a Career

Use the Occupational Outlook Handbook website to gather info on your career: [https://www.bls.gov/ooh/](https://www.bls.gov/ooh/)

Career Path: __________________________  Career: __________________________

1. Daily work tasks (How will you be spending your time in this job? Will you be doing the same duties daily or is there variety?) :
   ______________________________________
   ______________________________________
   ______________________________________

2. Daily work environment (Will this job require you to work inside or outside? Will you be required to travel or stay in one location? Will you work with many people or by yourself? Are the working conditions safe or hazardous in some way?) :
   ______________________________________
   ______________________________________
   ______________________________________

3. Education or training needed beyond high school to prepare for this job:
   ______________________________________
   ______________________________________
   ______________________________________

4. Average salary/pay (What is the typical beginning salary? Does the pay increase with years of experience?) :
   ______________________________________
   ______________________________________
   ______________________________________

5. Work schedules and hours (Will you work days, nights or weekends? Will you work a normal 40 hour work week or overtime? Will you be able to determine what hours you work or be given a specific schedule?) :
   ______________________________________
   ______________________________________
   ______________________________________

6. Special skills and abilities (Are there special physical skills or talents required to do this job? Is the field so competitive that only a few people with special talents may enter it?) :
   ______________________________________
   ______________________________________
   ______________________________________
Is This Career a Good Fit for Me?

The career I researched: _________________________________________________

**Step 1 Directions:** Place an “X” in front of the statements that reflect your interests, abilities, and talents.

- High salary (over $50,000)
- Middle income ($20,000 to $50,000)
- Low income (under $20,000)
- Staying clean
- Working in a factory
- Working in a store
- Working in a noisy place
- Working in heat
- Working in cold
- Working in a dry place
- Following orders
- Working a seasonal job
- Working for someone else
- Performing mental, rather than physical, tasks
- Working with details
- Having good fringe benefits
- Working while standing
- Working with my hands
- Working in some hazardous surroundings
- Pleasant working conditions
- Working outside
- Working in a rural setting
- Working in an office
- Working with other people
- Planning your own work
- Doing work that provides a chance to be creative
- Doing the same task each day
- Spending lots of time with your family
- Being your own boss
- Working short hours
- Working a regular 40-hour week
- Working with tools
- Manufacturing a product
- Performing physical, rather than mental, tasks
- Performing a service
- Helping people
Step 2 Directions: Place an “O” in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X’s and O’s in front of each of the statements, the career you are considering should appeal to you.

If many of the X’s (true for YOU) and O’s (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.