

A S C A W E B I N A R S E R I E S



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

# Career Readiness for Middle School

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



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

# Career Readiness for Middle School

A S C A W E B I N A R S E R I E S



## 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

AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

A S C A W E B I N A R S E R I E S

## 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.

AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

A S C A W E B I N A R S E R I E S

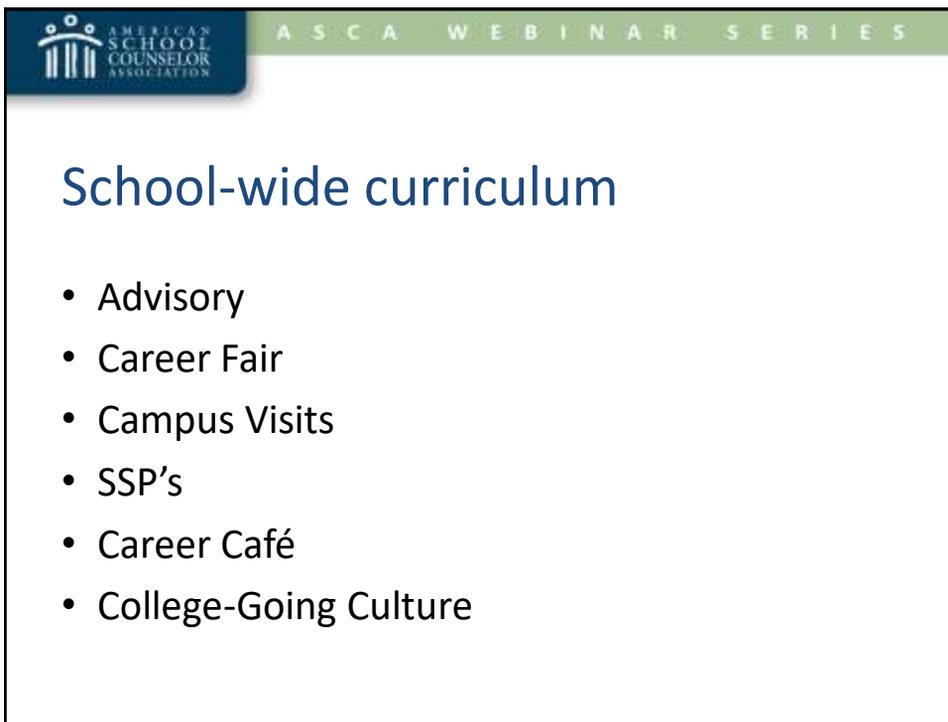
## Career Readiness

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



AMERICAN SCHOOL COUNSELOR ASSOCIATION ASCA WEBINAR SERIES

GOOD BETTER BEST  
**NEVER LET IT REST**  
UNTIL THE GOOD  
*is the better*  
& THE BETTER  
**IS THE BEST**



AMERICAN SCHOOL COUNSELOR ASSOCIATION ASCA WEBINAR SERIES

## School-wide curriculum

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



## Advisory

- Students are assigned a faculty advisor in 6<sup>th</sup> grade and remain with that advisor through 8<sup>th</sup> 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/>
  - 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/>
- 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

AMERICAN SCHOOL COUNSELOR ASSOCIATION ASCA WEBINAR SERIES

My futures so **BRIGHT**  
I have to wear shades

AMERICAN SCHOOL COUNSELOR ASSOCIATION ASCA WEBINAR SERIES

## 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
    - 1<sup>st</sup> 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
- 8<sup>th</sup> 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



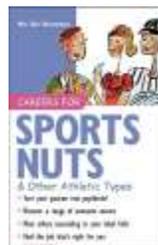
## College going culture

- 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

- [erin.crooks@irsd.k12.de.us](mailto:erin.crooks@irsd.k12.de.us)

# Career Pathways: It's All About Me

## Advisory Teacher Lesson Plan

<https://dese.mo.gov/college-career-readiness/school-counseling/curriculum>

### 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/>

**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.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> High salary<br>(over \$50,000)                    | <input type="checkbox"/> Working with my hands                               | <input type="checkbox"/> Working in a safe place                           |
| <input type="checkbox"/> Middle income<br>(\$20,000 to \$50,000)           | <input type="checkbox"/> Working in some hazardous<br>surroundings           | <input type="checkbox"/> Working at the same location<br>all day           |
| <input type="checkbox"/> Low income<br>(under \$20,000)                    | <input type="checkbox"/> Pleasant working conditions                         | <input type="checkbox"/> Working inside                                    |
| <input type="checkbox"/> Staying clean                                     | <input type="checkbox"/> Working outside                                     | <input type="checkbox"/> Getting dirty                                     |
| <input type="checkbox"/> Working in a factory                              | <input type="checkbox"/> Working in a rural setting                          | <input type="checkbox"/> Working in many areas                             |
| <input type="checkbox"/> Working in a store                                | <input type="checkbox"/> Working in an office                                | <input type="checkbox"/> Traveling as part of the job                      |
| <input type="checkbox"/> Working in a noisy place                          | <input type="checkbox"/> Working with other people                           | <input type="checkbox"/> Working in a quiet place                          |
| <input type="checkbox"/> Working in heat                                   | <input type="checkbox"/> Planning your own work                              | <input type="checkbox"/> Working alone                                     |
| <input type="checkbox"/> Working in cold                                   | <input type="checkbox"/> Doing work that provides a<br>chance to be creative | <input type="checkbox"/> Working in air conditioning                       |
| <input type="checkbox"/> Working in a dry place                            | <input type="checkbox"/> Doing the same task each day                        | <input type="checkbox"/> Having a high level of<br>responsibility          |
| <input type="checkbox"/> Following orders                                  | <input type="checkbox"/> Spending lots of time with your<br>family           | <input type="checkbox"/> Doing different tasks every<br>day                |
| <input type="checkbox"/> Working a seasonal job                            | <input type="checkbox"/> Being your own boss                                 | <input type="checkbox"/> Having vacation time                              |
| <input type="checkbox"/> Working for someone else                          | <input type="checkbox"/> Working short hours                                 | <input type="checkbox"/> Having flexible hours                             |
| <input type="checkbox"/> Performing mental, rather<br>than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week                      | <input type="checkbox"/> Having respect in the<br>community                |
| <input type="checkbox"/> Working with details                              | <input type="checkbox"/> Working with tools                                  | <input type="checkbox"/> Performing physical, rather<br>than mental, tasks |
| <input type="checkbox"/> Having good fringe benefits                       | <input type="checkbox"/> Manufacturing a product                             | <input type="checkbox"/> Performing a service                              |
| <input type="checkbox"/> Working while standing                            | <input type="checkbox"/> Working while sitting                               | <input type="checkbox"/> Helping people                                    |

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others                  | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others  | <input type="checkbox"/> Influencing others                     | <input type="checkbox"/> Working in a city                   |
| <input type="checkbox"/> Working in the suburbs                                       | <input type="checkbox"/> Supervising others                     | <input type="checkbox"/> Making decisions on the job         |
| <input type="checkbox"/> Working in a declining career area                           | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required              |
| <input type="checkbox"/> Listening skills required                                    | <input type="checkbox"/> Following directions carefully         | <input type="checkbox"/> Trade or technical school required  |
| <input type="checkbox"/> Working with a chance for advancement                        | <input type="checkbox"/> Advanced college degree required       | <input type="checkbox"/> Using writing skills                |
| <input type="checkbox"/> Using speaking skills  | <input type="checkbox"/> Using reading skills                   | <input type="checkbox"/> On-the-job training required        |
| <input type="checkbox"/> Apprenticeship offered                                       | <input type="checkbox"/> License required                       | <input type="checkbox"/> Memory skills required              |
| <input type="checkbox"/> Working as a member of a team                                | <input type="checkbox"/> Good grooming required                 | <input type="checkbox"/> Using science skills                |
| <input type="checkbox"/> Advanced math skills required                                | <input type="checkbox"/> Basic math skills required             | <input type="checkbox"/> Union membership required           |
| <input type="checkbox"/> Typing skills required                                       | <input type="checkbox"/> Special skills required                | <input type="checkbox"/> College degree required             |
| <input type="checkbox"/> Social studies skills required                               | <input type="checkbox"/> Good manners required                  | <input type="checkbox"/> Working by myself                   |

**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.