

Lesson Plan

Keys To Your Future: College & Career Readiness™

Setting Career Goals

🕒 50 minutes

Prerequisite: Keys To Your Future—My Life Goals



INSTRUCTIONS

Each digital lesson is supplemented with a follow-up synchronous lesson plan to extend and reinforce learning. Activities and questions are structured in a way that supports both in-person and virtual classroom settings.

OBJECTIVES

Students will be able to...

- Identify examples of short and long-term goals.
- Do preliminary research on a job and the education/skills required.
- Create three short- and long-term goals that could help students attain a specific career choice.

SECTION	DESCRIPTION	FORMAT	DURATION
Opening	Possible Prompt: “As you know, there are short-term and long-term goals for getting a job in the career you want. Let’s practice identifying goals.” Handout: Identifying Long-term and Short-term Goals sheet to identify goals related to becoming an architect. (Answer sheet provided). Individual: • Read each goal. • Place a I in the long-term OR short-term column. • Place an O in the column if a goal is not needed to become an architect. Class Share: Discuss the rationale - some may fit into two different categories.	<i>Read Independently.</i> <i>Share with class.</i>	4 mins
New Learning	Possible Prompt: • “Deciding on the right career takes a lot of careful thought, research, and planning. Let’s see what is required to become an architect.” • “Take a look at this U.S. government website, the Bureau of Labor Statistics, Occupational Outlook Handbook.” https://www.bls.gov/ooh/ • “Notice the various ways you can research an occupation. (occupation groups, alphabetical, etc.)” • “Under Occupational Groups - architecture is the first category. You can also click on the A on the A-Z Index to end up on the same page.” • “Let’s go with the Architecture and Engineer link - here are titles, descriptions, degree requirements, and median pay as of 2017.”	<i>Read as a class.</i> <i>Discuss as a class.</i>	12 mins

SECTION	DESCRIPTION	FORMAT	DURATION
New Learning (cont'd)	Click on Architect: • “This page gives a quick summary. For more information, click on titles or use the tabs along the top. To learn what is required for this career, we will go to the tab: How to Become One.” (Open this page) • “Notice the requirements: Education, Training, and Licenses or Certificates.” • “These requirements are the long-term goals for getting a job as an architect.” Point out: <i>Some key requirements needed</i> • Bachelor’s degree in architecture • Paid internship—generally three years • Architect Registration Examination • Require to be licensed “At the bottom, Important Qualities are provided. Here is where you can build short-term goals.” Example: <i>Important Qualities for an Architect</i> • Analytical skills • Communication skills • Creativity • Organizational skills • Technical skills • Visualization skills Class Discuss: <i>(Select one of the qualities to discuss)</i> What short-term goal could a student work on today to build one of these skills?		

SECTION	DESCRIPTION	FORMAT	DURATION
Activity	Possible Prompt: “If you don’t know what you want to be yet, you can use the section of the home page to explore: Highest Paying, Fastest Growing, Most New Jobs” (<i>open webpage</i>). Handout: <i>BLS Research Handout:</i> <i>Occupational Outlook Handbook</i> Assign in groups or individually: <i>“You will research a job’s key requirements to identify three long-term goals. Then you will create three short-term goals based on important qualities or skills listed.”</i> <i>(Teacher can assign students one of three categories or allow them to select.)</i> Demonstrate <i>how to find the necessary information on the How To Become One page.</i> Directions 1. Go to www.bls.gov/ooh1 2. Find an occupation of interest in the designated browsing category (Highest Paying, Fastest Growing, Most New Jobs). 3. Scan the summary information. 4. Go to: How to Become One. 5. Read the key requirements under Education, Training, Licenses/Certification to identify three long-term goals. 6. List three qualities or skills needed. Write short-term goals you could start now or in the near future.	Create in small groups or do as individuals.	20 mins

SECTION	DESCRIPTION	FORMAT	DURATION
Discussion	Share (if in groups): Each group shares their job, long term goals and short-term goals (as time permits). Share (if as individual): Same as above but students share in small groups. Class Discuss: • How does a resource such as BLS help you build long-term goals? • Why is it important to identify short-term goals from the qualities or skills listed in this career section?	Discuss as a class or as groups.	10 mins
Closing	Possible Prompt: “Super job today! So, you see BLS is one of the most robust resources for researching a job you already know about or for discovering jobs you didn’t know existed and might interest you.”	Formalize learning with the whole group.	1 min
Evaluation	Based on what you read or shared today... • Three things I learned are... • Two questions I still have are... • One thing that stuck with me is...	Assess individually.	2 mins

ANSWER SHEET

IDENTIFYING LONG-TERM AND SHORT-TERM GOALS

Student who wants to become an architect

	LONG-TERM ✓	SHORT-TERM ✓	NEITHER ✗
Work a summer construction job		✓	
Get a bachelor's degree in architecture	✓		
Become fluent in a foreign language			✗
Take Calculus or other higher math course		✓	
Practice drawing/building models		✓	
Apply to Cornell, Notre Dame, and Rice University	✓		
Pass the Architect Registration Examination	✓		
Join a debate team			✗
Talk to someone who is an architect		✓	