



## **Lesson Plan from the Registry: my Career**

African-American Registry: *Uniting Communities through Education, Transforming Communities through Education*

Introduction: Career planning is a necessary and fun thing to do. This four-part Registry exercise is designed for 7th and 8th grade students or older. It was developed in a middle school/ junior high setting with educational professionals and designed to give teachers a quality career planning tool. The process will take students about six hours to complete. The decisions students make now and the classes they take set the course for their future careers. These activities will help students select appropriate high school coursework.

### **Note:**

For direct teaching of reading and writing skills as a part of the lesson, please refer to the **Supplementary Lessons: Increasing Literacy Skills**. These supplementary lessons are designed particularly for students with academic deficiencies in the areas of reading decoding, reading fluency, vocabulary and written expression.

### **Instructional Goals:**

Students will demonstrate through written and spoken word, an increasing awareness of their skills, talents, gifts and passions in life.

Students will demonstrate through written and spoken word, knowledge of at least two people or events in African American life and history that relate to them personally in terms of possible future careers.

Students will research career information on three career websites and demonstrate their ability to use these tools by producing written material describing what they have learned in their search.

### **State requirements addressed in this lesson:**

Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-1014 school year, must assist all students by no later than grade

9 to explore their educational, college and career interests, aptitudes and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

In particular, this lesson addresses the following portions of a Personal Learning Plan:

1. Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
2. Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
3. Help students access education and career options;
4. Integrate strong academic content into career-focused courses a

### **Minnesota Department of Education Social Emotional Goals All Are Part of Every Unit Plan for the Registry**

- Self-control of feelings and behavior
- Shared use of space and materials
  
- Identify of self in relations to others
- Social and emotional understanding
- Relationships and social interactions with familiar adults - Relationships and social interactions
- Conflict negotiation
- Responsible conduct as a group member

### **Materials Needed:**

computer and internet access, writing paper, magazines for pictures (if students choose or you assign them to make a collage - and please be sure to offer magazines that offer a diversity of races and cultures in their photography and graphics).

### **Preparation:**

Organize a system for meeting with and monitoring student's progress through the materials.

Read the suggestions for teachers listed below and decide which of these you will implement

Explore the Registry ([www.aaregistry.org](http://www.aaregistry.org)) so you are better able to assist students with its use.

Explore the career websites listed in part 3 so you are better able to assist students with this section.

If you are planning to invite family members or other community people to share with students, set the date and assist students in offering invitations.

The instructions for completing the exercises, are addressed to individual students who then work independently.

Listed below are a list of suggestions for teachers in terms of support, additional group lessons and interventions. The more of these activities you can bring to students the richer this experience will be for them.

1. Support each student working through this process by scheduling one on one conferences focusing on progress, giving encouragement and support and answering questions. Students will vary of course, in terms of support (academic and otherwise) needed.

2. Hold traditional and/or circle sharing discussions on the following topics:

- The meaning and value of work.
- Family and community values pertaining to work (invite family members to present or join the discussion).
- Sharing gifts and talents. Students take turns receiving feedback from their classmates as to what they see are the student's gifts and talents.

3. Provide for light volunteer work in several areas of interest.

4. Provide "shadowing" experiences in which students spend the day with an adult working in an area of their greatest interest.

5. Help students find and choose extra-curricular activities that support their dreams.

6. Invite school counselors into your classroom to discuss wise course choices with your students.

7. If your students are going to use the Registry forum to share perceptions about each other's talents, values and skills, you must assist them in setting this up and also in ensuring that the comments posted are positive in nature.

8. Before, during and after assigning this unit to your students, it is highly recommended that you gather your students together to discuss and share.

Here are some suggestions for those discussions:

For an initial discussion: Have students brainstorm together possible careers they see for themselves and their classmates. Ask them to name some of the careers and jobs that they see in the media, in their families and community.

Voices That Guide Us (narratives): There are a number of videos in Voices That Guide Us to show to your classroom as a whole or ask them to view individually that are good discussion starters and motivators.

Click on the business category at the bottom of any page. "Career Choices for Youth," "Career Choices," "Career Advice," and "Business Career Advice for Youth" are particularly relevant.

Discussions during the search: Ask these questions:

What are you learning?

What new careers have you been made aware of?

What are barriers you see to achieving your career goals?

How do you imagine you might overcome some of these barriers?

At completion:

What have you learned?

What has changed for you as you did this exercise?

What can you say that would inspire your classmates and yourself to persist in finding and preparing for a great career?

## Instructions for Students Completing the myCareer Exercises

Introduction: Career planning is a necessary and fun thing to do. The decisions you make now and the courses you take are important. Planning for and making good choices is the way to having a career that you love. These exercises will help you choose the right high school courses.

By completing these **myCareer** exercises you will be able to develop a professional career plan that includes:

- personal inventory of talents, skills, dreams
- career heritage research
- career goals
- plan for high school

Read the **myCareer** guide one section at a time and complete the exercises in each of the four sections. It's best to complete the chapters in the order presented since they build on each other. Good luck and don't forget to contact the African-American Registry if you have any questions.

### SECTION INDEX

1. Knowing Yourself
2. Exploring Possibilities
3. Researching Your Career
4. Planning Your Career

### Section one: Knowing Yourself

Knowing about yourself greatly improves the chances of finding a career that will make you happy. Finding a good career for yourself is a lot like finding clothes that make you feel good. Writing about your thoughts and experiences helps you best understand the meaning of your life and helps you to create a future for yourself that you love and brings contribution to others. If you want a satisfying career it is important to understand the forces that make up your life. Self-assessment is a basic process in any planning process. In our fast-paced lifestyle today most of us do not take the time we should to look back upon our lives and heritage. So, taking the time to re-evaluate who you are and what is important to you should be rewarding and fun.

The process of assessing your needs and comparing them to jobs and careers will help you to develop a better sense of direction and purpose. At this time complete Personal Information.

Complete the following steps for each of the questions listed below:

- Think about the question without writing anything for five to ten minutes.
- Write words or short phrases as notes of ideas that come to mind.
- Talk to at least one person about your ideas and ask them to tell you what they see about you. This person could be a relative, friend, teacher or other trusted person in your life.
- Write your thoughts in paragraph style.
- An alternative or additional approach to some or all of the questions:  
Make a collage using pictures and words from magazines and your own pictures to give a "picture" answer to the question.

*Bonus Option: Post some of your answers to questions 2, 3, and 7. below on the Registry's forum. Ask classmates to add any additional positive things they see about you and your talents, values and skills.*

Questions to explore:

\*note: if you find yourself thinking about yourself in a negative way, talk to trusted friends and adults and ask them to share what they see about you.

1. How have you developed as a person? (What is your history, who has influenced you, what are important events in your life)
2. What are your talents (What are you naturally good at?)
3. What are your values? (What is important to you?)
4. What are you interested in? (What turns you on?)
5. How would you describe your personality?
6. In what situations, at school, home or in the community do you work best?
7. What are your skills? (At what and where do you perform best?)

8. What did you learn about yourself that surprised you or gave you more confidence?

### Evaluation Procedures:

1. Evaluate written materials produced. Inform students of the criteria you will use to evaluate their work. Distinctions can be made in regard to quality or improvement in written expression, accuracy of information obtained.
2. Have students self-evaluate by writing or in discussion answering the question - what have I learned from these exercises and how far have I come in terms of career planning?

### **Section Two: Exploring Possibilities Through Heritage**

The African American Registry online educational service brings you people that are 'like you' because of things that both of you 'share.' If you are African American, you can look to your rich heritage to find examples of accomplished and brilliant men and women who can inspire you. Knowing more about the diversity of careers that African Americans have been engaged in will help you feel good about yourself and your possibilities. In fact, there is only one career that blacks have not held in America; Vice-President of the nation. If you are not African American you will also be inspired by the courage, talents and perseverance of the men and women written about in the Registry. They will also learn first-hand that stereotypes about African Americans and their accomplishments are just that - stereotypes - and not based in reality. Knowing about African American heritage and hearing the stories of people who have made a difference and achieved will give you ideas for yourself. There is a wealth of possibilities and examples of people who have followed their dreams, many times despite serious obstacles including racism.

### Steps to complete this section:

1. Go to the African American Registry ([www.aaregistry.org](http://www.aaregistry.org))
2. Open up the 'birthday link' and find your birthday
3. Read about and print out the information about two people or two events or one of each. Pick ones that speak to your talents, interests, values and/or personality.
4. Write down any two things you and your choice have in common.

5. Explore and write down examples of racism your choice encountered as they progressed in school, career and life. What social, psychological, financial barriers were present for your choice?
6. Ask yourself (and others) whether the racism and other barriers your choice faced exist today. Write your thoughts in paragraph style.
7. Click on the "Media" link on the Registry website and then on the sub-link, "Voices That Guide Us." Scroll to the bottom of the page and examine the categories that are displayed. Choose one category that you think might interest you in terms of career. Listen to two of the presenters from that category. For each selection answer in a short paragraph the following: What two or more questions would I ask of this person if I was sitting next to them?

### **Section Three: Researching Your Career**

In this exercise you will gather information from online sources where you will learn about what courses you must focus on in high school, college or tech school to have the career that makes you feel the happiest. Having this information and planning for your future will help you develop into the type of person you want to be.

Steps to complete this section:

Log into the three websites below and follow the steps listed under each web address:

**Bureau of Labor Statistics:** <https://www.bls.gov/ooh/about/teachers-guide.htm>

1. Scroll to the very bottom of the page where you will see a list (reading, math, science, social studies, music and arts, building and fixing things, helping people etc.)
2. Choose two of those categories to click on and read about. Choose the two categories that best represent areas of life and learning that you do well and are most attractive to you.
3. From each category choose at least one career to click on and learn about. Read the information given for this career.



4. For each career that you read about, write a few paragraph responses to what you read. You might consider these questions as you write: What appeals to you about this career? What further questions do you have? Does this career interest you - why?

**Wages in Minnesota:** [http://www.bls.gov/oes/current/oes\\_mn.htm](http://www.bls.gov/oes/current/oes_mn.htm)

1. On the first page you will find a list of Major occupational groups in the State of Minnesota

2. Find wage information by clicking on the category of the careers you chose to read about at the first website. From there you can find the specific careers. Some of the categories don't match exactly the categories on the first website. Ask for help from your teacher if you need it to find the career you chose.

3. Write down the wage information about the careers you chose.

4. Explore this site to learn about wages for other occupations and careers you may be interested. Write a list of other occupations that you might consider.

**Career Search: Occupational Outlook Handbook**

<https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>

1. Type in one of your career choices in the search box.

2. Choose the first listing.

3. Choose and read the "job outlook" section

4. Write a short paragraph describing the job outlook for this career.

5. Repeat for your second career choice.

6. Explore other information about your choice and other careers if you like.

After completing the search on the three websites:

1. Return to the Black Box. Using the category selection at the bottom of the first page of the Black Box, find two additional videos under the category(ies) that best fit the careers you have been exploring. Listen to the presentations and write a paragraph for each that answers the following questions: What did listen to this presentation add to

what I have already learned about my career choice? What question would I ask the presenter if he/she were in the room with me?

2. Make a post to the Registry Forum telling about the three most interesting things you learned in your search on-line. Write what you think might encourage your classmates to consider the career choice(s) you have been researching.

#### **Section Four: Planning Your Career**

In this section you will review what you have gathered in the first three sections. you will talk with your family and teachers. It is time to imagine yourself as a young adult. Be patient with yourself and have fun.

##### Steps to completing this section:

1. Meet with at least one family member and one teacher or other trusted adult (someone from your faith community, your neighborhood, a family friend etc..) and present them with what you have learned about yourself and about the careers you are interested in.

2. Discuss what you have learned and ask them what other information they can give you. Ask them for encouragement to pursue your dreams. Ask them if they have feedback or advice to give you.

3. Talk to your teacher and/or school counselor about what courses you should be taking during high school that will prepare you for a career that brings you happiness and fulfillment of your dreams.

4. Make a list of the courses recommended. Make three copies; for yourself, for your counselor and for your parents.

4: Email us at the African American Registry ([info@aaregistry.org](mailto:info@aaregistry.org)) and let us know how you are doing and what are your dreams.

##### Evaluation Procedures:

Evaluate written materials produced. Inform students of the criteria you will use to evaluate their work beforehand. Distinctions can be made in regard to quality or improvement in written expression, accuracy of information obtained as well as effort and time spent.

Have students self-evaluate by writing or in discussion answering the questions: What have I learned from these exercises and how far have I come in terms of career planning?