

# Exploring Future Career Opportunities

**SUBMITTED BY:** Brian Page

**SUBJECT(S):** Career Development

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ NBEA STANDARD(S):

- Career Development, II. Career Research
- Career Development, IV. Career Strategy

## ≡ RELATED ARTICLES:

- [“You’re Fired! Now What?”](#)
- [“Would You Bypass College for Real-world Learning?”](#)
- [“Retail Careers of All Shapes and Sizes”](#)
- [“Professional Athlete Stephanie McCaffrey Pursues Business in Her Life After Soccer”](#)
- [“How a Teen Joined Tesla’s Supercharger Analytics Team”](#)
- [“Giving Some Thought to College Majors: In-demand Careers”](#)
- [“Educator Toolkit: Is College Worth the Investment?”](#)
- [“Career Insight: CFO Lloyd Howell Jr. on Being Prepared for Anything”](#)
- [“Career Insight: 3 Honest Reflections from Foreign Policy Expert Susan Rice”](#)
- [“Career Assessment: Getting in Touch with Your Talents”](#)
- [“Big Data and Your Future as a Data Scientist”](#)
- [“A Student’s Struggle to Speak English Leads to a Career as a Communicator”](#)

JUMP\$TART NATIONAL STANDARD: Employment and Income, Standard 1

CEE NATIONAL STANDARD: Earning Income, Standards 1 and 4

COMMON CORE STATE STANDARD: CCSS.ELA-LITERACY.WHST.11-12.9

CONTENT STATEMENT: Students will explore future career opportunities.

ESTIMATED TIME: 100 minutes

MATERIALS NEEDED: Each student needs a computer with Internet access; [Career Exploration Activity Guide](#) (Included); Projector; [Why Go to College?](#) Handout

WHY THIS MATTERS TO YOU NOW: Your future is just around the corner!

1. Clearly exhibit to students that their learning goal is to explore future career opportunities and select a career to research extensively.
2. Challenge the students to weigh the balance of selecting a career that will financially lead to living the life they envision, with a career they would enjoy.
  1. Exhibit or distribute and review the handout “Why Go to College?”
  2. Show [this short video clip](#) of Alan Watts challenging students to consider “What if money was no object?”
3. Distribute and review the Career Exploration Activity Guide with students. The activity guide includes the following:
  1. A grading rubric to guide the process of exploring, researching, and then presenting findings.
  2. The project’s driving question: “If you had to select a career for yourself now, what would it be and why it is relevant to your lives now?”
  3. A timeline of tasks to complete independently to meet the project deliverables.
  4. The interactive online U.S. Bureau of Labor and Statistics [Occupational Outlook Handbook](#) to explore factors such as anticipated pay, education required, projected number of new jobs, and projected growth rates. Model for students how to interact with the handbook.
4. Allow students to select what careers to research.
  1. Provide students with regular, structured opportunities to give and receive feedback about the quality of their work.
5. Students present their findings using the activity guide.

HOMEWORK / FURTHER EXPLORATION: Have students research the [Career Insight](#) and [Career Spotlight](#) columns on Wharton Global Youth Program, choose one, and reflect on it and how it relates to their experiences in the article Comments section. They can find a list of the columns in the related WGYP stories tab to the side of the linked Career Insight and Career Spotlight

stories above. Teachers often use commenting as a class activity; however, please note that students must take a moment to become [registered WGYP users](#) in order to comment. Their information will not be used in any way, and the form to sign up takes only a minute.

#### OPTIONAL:

Option 1: Consider exposing students to skills and interest assessments [such as this one](#) prior to this project to give them direction.

Option 2: Expose students to the [Total Compensation Calculator](#) to introduce the value of vacation time, health care, etc.

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