



Work and Career
Readiness

My Career Goals

Introduction

This session enables students to recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.

Session at a Glance

Big Ideas

- The choices you make impact your education, personal finances, and career path.
- Setting short- and long-term goals is the best way to plan for the future you want.
- Having self-efficacy helps you overcome obstacles and achieve career goals.

Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

| Activity Overview | Objectives | Materials | Time |
|---|--|---|------------|
| Warm-Up: Career Guidance Students learn the importance of setting goals as part of a career plan. | N/A | Onscreen Presentation: My Career Goals Student Activity: My Career Goals | 10 minutes |
| The Path to Adulthood Students learn there are different career paths they can take based on their goals. | <ul style="list-style-type: none"> • Recognize the connections between your choices and your education, personal finances, and career paths. | Onscreen Presentation: My Career Goals Student Activity: My Career Goals | 15 minutes |
| My Career Path Students map out short- and long-term goals and learn some strategies for how to overcome obstacles. | <ul style="list-style-type: none"> • Create short- and long-term goals. • Identify character traits that can help you overcome obstacles and achieve career goals. | Onscreen Presentation: My Career Goals Student Activity: My Career Goals | 15 minutes |
| Wrap-Up: Ready for the Journey Students review the big ideas from the session and reflect on their learning. | N/A | Onscreen Presentation: My Career Goals Student Activity: My Career Goals | 5 minutes |

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Preparation and Materials

Before the session, do the following:

- ☐ Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
 - Click-through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
 - Become familiar with the key terms defined in the session.
- ☐ Prepare to give students digital access to (recommended) or copies of the student materials.
- ☐ Consider preparing a brief story about your short- or long-term goals and about making decisions about education after high school and how they prepared you for your career.

Materials Guide for This Session

Teacher/Volunteer Materials

| Materials | In-person, face-to-face | Remote virtual |
|---|-------------------------|----------------|
| Guide for Volunteers and Teachers: My Career Goals (Printable) (This document) Session information, setup, and talking points for volunteers or teachers to implement the session in a printable format | ✓ | |
| Guide for Volunteers and Teachers: My Career Goals (Digital) Session information, setup, and talking points for volunteers or teachers to implement the session in a digital format – designed for any device and “second screen” use | ✓ | ✓ |
| Onscreen Presentation: My Career Goals Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen | ✓ | ✓ |

Student Materials

| Materials | Downloadable document | Fillable document |
|---|-----------------------|-------------------|
| Student Activity: My Career Goals Digital handout for students to write notes and complete activities | ✓ | ✓ |

Facilitation Instructions

Use the following talking points and instructions to help you implement the session and facilitate student learning.

WARM-UP: CAREER GUIDANCE

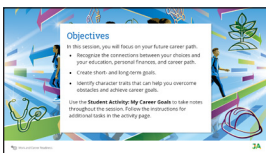
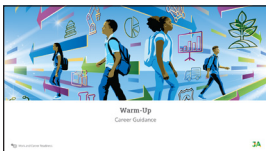
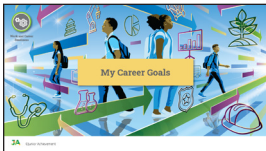
10 min.



Facilitation Tip

If you will be leading a virtual session, share your expectations for participation with students before you begin, including your rules for using audio, chat, and webcam features.

Onscreen Presentation Slides



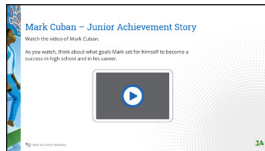
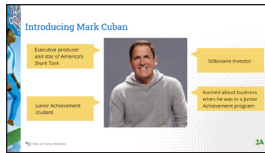
Objectives

1. Welcome students to the session. Tell students that, in this session, they will focus on their future career path.
2. Briefly review the objectives for this session with students.
 - Recognize the connections between your choices and your education, personal finances, and career path.
 - Create short- and long-term goals.
 - Identify character traits that can help you overcome obstacles and achieve career goals.
3. Direct students to the **Student Activity: My Career Goals** and ask them to download and save the document with a new file name. They will use the student activity file to take notes and demonstrate their learning.



Facilitation Tip

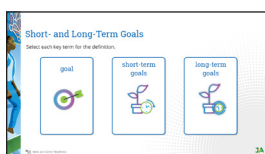
You may ask students to share what big ideas they remember from any previous sessions they have completed from this program.



Facilitation Tip

The U.S. television show *Shark Tank* is a version of a show that airs around the world. Many versions of the show use animals and a sense of danger in the title. For example, *Dragon's Den* (United Kingdom and Canada), *The Lion's Jaws/Den* (Finland), *Money Tigers* (Japan), and *Business Sharks* (Ukraine).

If there is a local example of a self-made success story, tell that person's story.



Facilitation Tip
The **Student Activity: My Career Goals** provides this session's key terms and a space for students to write the definitions.

Introducing Mark Cuban

1. Ask students if they can name any entrepreneurs who started successful companies. Tell them that you are going to introduce them to one named Mark Cuban in the upcoming video.
2. Tell them that they may have already heard of him if they are familiar with the television show *Shark Tank*.
3. Discuss how Mark Cuban, executive producer, billionaire executive and investor, and one of the stars of America's *Shark Tank* was a Junior Achievement student who learned about business when he was in a Junior Achievement program.
4. Watch the video "Mark Cuban – A Junior Achievement Story" with students.

? What goals did Mark Cuban set for himself to become a success in high school and in his career?

Setting sales goals for cookie tins, learning how to be an entrepreneur (key roles and practices), teaching others how to be an entrepreneur

The Need for Goals

1. Review some of Mark Cuban's goals and accomplishments with students.
 - **Successful people, just like Mark Cuban, set other important goals, including education and training after high school, as part of their career plan.**
2. Ask for a student volunteer to describe what a **goal** is in their own words. Then define the key term, as needed.
 - **goal:** something that a person wants or works for


Short- and Long-Term Goals

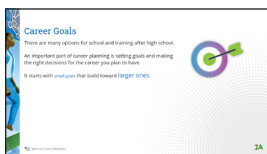
1. Explain to students that they will learn how to set **short-term goals** and **long-term goals** as a part of career planning.

? What would you guess is the time difference between a short-term and long-term goal?

Short-term goals are plans that can be accomplished within 3 months to a year, while **long-term goals** are plans that can take a year or more to accomplish.

2. Share the definitions to the key terms, as needed.
 - **short-term goals:** plans that can be accomplished within 3 months to a year
 - **long-term goals:** plans that take a year or more to accomplish

 If you wish, share a brief story about your short- or long-term goals and about making decisions about education after high school and how they prepared you for your career.

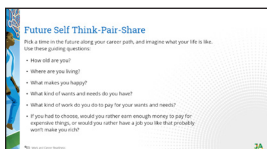


Small Steps Lead to Big Changes

1. Make sure students understand that it is very difficult for someone to accomplish a long-term goal without first setting short-term goals that build toward it. Review the example of Helena's short-term goals and how they will add up to her long-term goal of acing an important math test.
 - ... A goal without a plan is just a dream.
2. Help students connect the importance of short- and long-term goals to career planning.
 - ... There are many options for school and training after high school. An important part of career planning is setting goals and making the right decisions for the career you plan to have. Small goals build toward larger ones.

THE PATH TO ADULTHOOD

15 min.

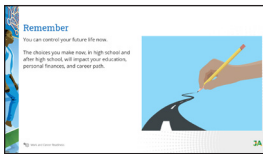


Future Self Think-Pair-Share

1. Tell students that setting goals means picturing an ideal future through long-term goals and planning how to achieve them through short-term goals.
2. Direct students to the Future Self Think-Pair-Share section on their **Student Activity: My Career Goals**.
3. Ask students to pick a time in the future along their career path and imagine what their life would be like using the six onscreen guiding questions.
 - ... For example, you may think of something like, "I am 27 and working in a career as a criminal psychologist. I am living in an apartment in the city with my best friend and we have a cat. I listen to true crime podcasts for fun and save money to travel around the world during my vacations."
4. Group students into pairs or small groups, and have them share how they imagine their future self.

Facilitation Options

- **In-person, face-to-face:** Divide students into pairs or small groups, and have each group work together in a different area of the classroom.
- **Remote virtual:** Create breakout rooms for student groups using the Web-conferencing platform, or give students directions to connect on a video call.



Think-Pair-Share Reflection

Bring students back together as a whole group, and allow student volunteers to report back from their think-pair-share.



How would you describe your future self?

Answers will vary. Listen for students to share details about their imagined future careers, wants, and needs.



What are some short-term goals you could set to help make that vision a reality?

Answers will vary. Listen for students to suggest reasonable short-term goals that could lead to achieving their vision of their future selves.



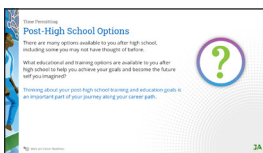
Were you inspired by anything you heard from your peers?

Answers will vary. As students discuss their future selves, point out the range of careers that students see for themselves.



You can control your future life now. The choices you make now, in high school and after high school, will impact your education, personal finances, and career path.

TIME PERMITTING



Post-High School Options

Highlight for students that there are many options available to them after high school, including some they may not have thought of before.



What educational and training options are available to you after high school to help you achieve your goals and become the future self you imagined?

Answers will vary. Add any examples that students have not mentioned such as college, community college, trade school, apprenticeships, full-time jobs, and military service.

Thinking about your post-high school training and education goals is an important part of your journey along your career path.

A Tale of Two Paths

1. Tell students they are going to travel down the career paths of two friends, Aliya and Diego.
2. Explore Aliya's journey along her career path and then Diego's journey along his career path. Ask students to pay attention to the decisions Aliya and Diego make after leaving high school, their training and education choices, the different jobs they work, and the different ways they achieve their goals.
3. Engage students in a discussion about Aliya's and Diego's journeys.

? What were some of the decisions that Aliya made to achieve her goals?

Aliya had a long-term goal to work in the Architecture and Construction career cluster, building new structures as a contractor. To achieve her goals, she worked on a construction crew during summers in high school and for a few years after graduation. Then Aliya took a class and passed a licensing test to get her general contractor license.

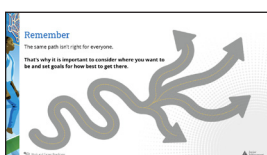
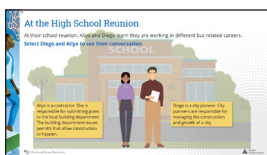
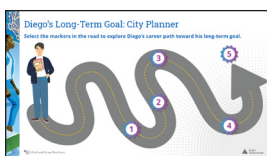
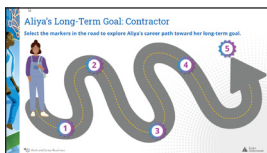
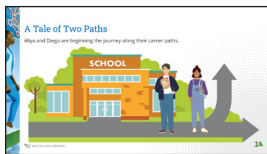
? What were some of the decisions that Diego made to achieve his goals?

Diego had a long-term goal to work in the Government career cluster, as a city planner who helps cities grow responsibly. To achieve his goals, he went to college for 4 years to earn his bachelor's degree. He then went to another college for 2 more years to get his master's degree. While at college, he worked part time in the local city planning office to get work experience. After college, Diego started working in the city planning office to help to develop housing for people who are homeless.

? Who took the right path: Aliya or Diego?

This is a trick question! There is no right or wrong path. There are different career paths with different, equally strong choices.

... The same path isn't right for everyone. That's why it is important to consider where you want to be and set goals for how best to get there.

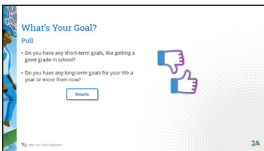
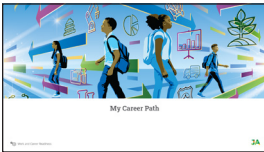


Take a Break

Provide students with a quick stretch and brain break with the fun fact.

MY CAREER PATH

15 min.



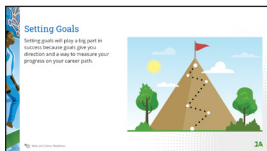
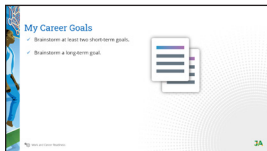
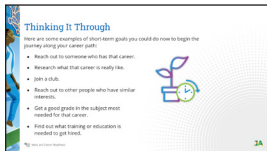
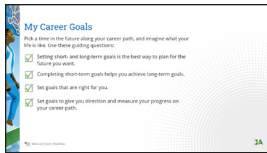
What's Your Goal?

1. Conduct a quick yes/no poll with students by asking the following questions:

Facilitation Options

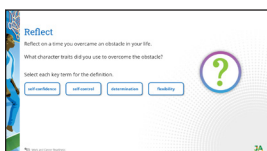
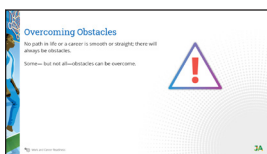
- **In-person, face-to-face:** Have students give a thumbs-up or thumbs-down.
- **Remote virtual:** Ask student volunteers to post a thumbs-up or -down emoji in the chat or, if they have their webcam turned on, to give a thumbs-up or -down.

- Do you have any short-term goals, like getting a good grade in school?
 - Do you have any long-term goals for your life a year or more from now?
 2. Note which question received the most thumbs-up signs.
- Why do you think people have the kinds of goals they do?
- Answers will vary but may include: You need a long-term goal to set short-term goals; it takes a lot of short-term goals to reach a long-term goal.*



Facilitation Tip

Reassure students that if they don't know exactly what they want to do for their future career they can think of a career they might like to do for this activity. The objective is for them to practice creating short- and long-term goals.



My Career Goals

1. Tell students that they are going to chart their own path to adulthood by setting short- and long-term goals.
2. Walk through the steps for setting career goals and emphasize that long-term goals start with short-term goals.
3. Tell students they should write goals that are specific, measurable, positive, and realistic.
 - For example, you could have an educational goal, like getting a particular type of degree or certificate. This goal is specific, measurable, positive, and realistic.
 - Setting short- and long-term goals is the best way to plan for the future you want. When you achieve short-term goals, you are moving ahead on the path to success.
4. Briefly review the examples of short-term goals students could do now to begin the journey along their career path.
5. Direct students to the My Career Goals section on their **Student Activity: My Career Goals**, and explain that they will start tying their potential career path to some short- and long-term goals.
6. Guide students through the steps of writing a long-term goal for a possible future career path and two short-term goals that could be accomplished in 3–6 months. Prompt students to think of specific, small accomplishments that can build to larger career milestones and goals.
7. **(TIME PERMITTING)** Ask student volunteers to share their short- and long-term goals.
 - Setting goals will play a big part in success, because goals give you direction and a way to measure your progress on your career path.

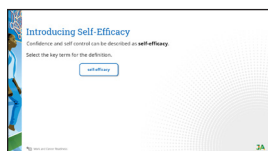
Overcoming Obstacles

1. Tell students that once they have set their goals, it's not always a smooth journey to achieve them.
 - No path in life or a career is smooth or straight; there will always be obstacles. Some—but not all—obstacles can be overcome.
2. Ask students to reflect on a time that they overcame an obstacle in their life.

? What character traits did you use to overcome the obstacle?

Answers will vary. If not mentioned by students, suggest traits such as confidence, self-control, determination, flexibility, and trusting others to help.

3. Ask students to define the character traits in their own words. Then define the key terms, as needed.
 - **self-confidence:** feeling certain, being sure of yourself
 - **self-control:** discipline over your attitudes, thinking, and behavior
 - **determination:** having a strong intention; seeing something through to completion
 - **flexibility:** the ability to adapt to change



Introducing Self-Efficacy

1. Explore with students the animation that illustrates how confidence and self-control may be described as **self-efficacy**. Ask students to define self-efficacy in their own words. Then define the key term, as needed.
 - **self-efficacy:** confidence in your ability to achieve goals and the means to make it happen by controlling your attitudes, thoughts, and behavior

Self-efficacy means training your mind to replace negative attitudes and thoughts with positive ones so that you have the confidence and discipline to achieve your goals. Having self-efficacy will help you overcome obstacles and achieve your career goals.
2. Direct students to the Introducing Self-Efficacy section of their **Student Activity: My Career Goals**. Tell students they will watch the first 3 minutes of a video that will present five ways to develop self-efficacy. Ask them to list at least three of the five ways to develop self-efficacy.
3. Share the first 3 minutes of the video "Importance of Self-Efficacy" with students. Be sure to stop the video at 03:05, after all five ways to help develop self-efficacy have been presented.
4. Ask student volunteers to share their thoughts and reactions to a few of the ways to develop self-efficacy described in the video.

TIME PERMITTING



Building Self-Efficacy

Encourage students to practice building their self-efficacy by training their mind to replace negative attitudes and thoughts with positivity using the three-step process.

WRAP-UP: READY FOR THE JOURNEY

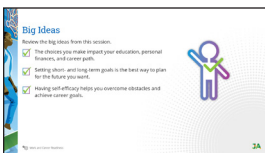
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Big Ideas

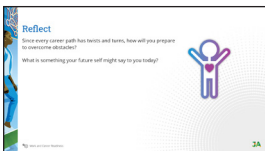
Review the big ideas from this session.

- The choices you make impact your education, personal finances, and career path.
- Setting short- and long-term goals is the best way to plan for the future you want.
- Having self-efficacy helps you overcome obstacles and achieve career goals.



Reflect

Encourage students to reflect on what they have learned in this session using the following questions:



Facilitation Options

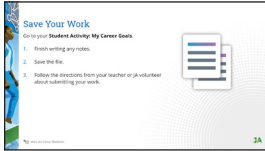
- **In-person, face-to-face:** Facilitate a discussion using the reflection questions to spark conversation.
- **Remote virtual:** Assign the reflection questions as a written response for students to complete in the **Student Activity: My Career Goals** to be submitted.

- ?** Since every career path has twists and turns, how will you prepare to overcome obstacles?

Answers will vary but may include ideas such as working on building confidence, thinking positively, asking for help, working with a partner, and setting short-term goals.

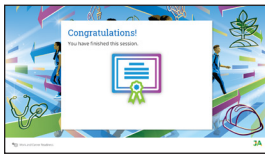
? What is something your future self might say to you today?

Answers will vary but may include advice about setting and accomplishing short-term goals, not letting obstacles get in the way, and having confidence when the career path take an unexpected turn.



Save Your Work

Direct students to complete any work. Remind them to save their work with a logical file name in their personal workspace so they can refer back to it later.



Congratulations!

Congratulate students on finishing the session.