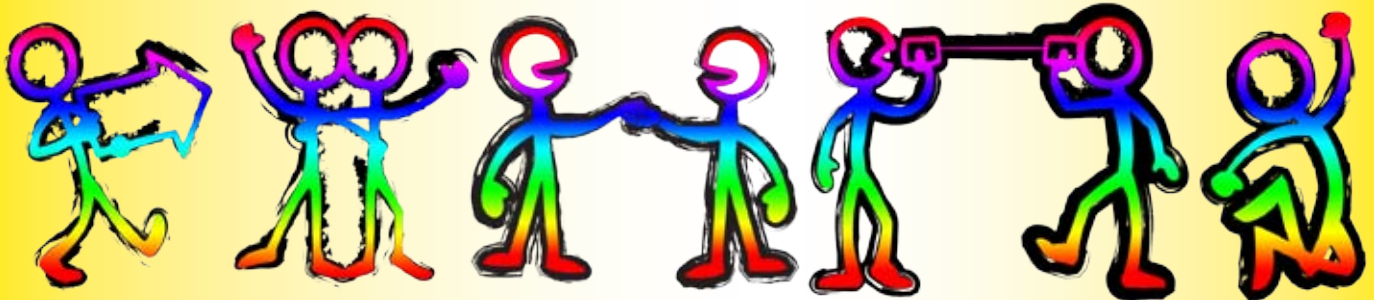


Sample  
Chapter  
**INSIDE!**

# Career Connections

## *Mapping Your Future*

*5 Steps For Students To Develop  
Their Aspirations And Create  
A Career Plan For Their Future.*



STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

# Welcome

At Creative Connections, our mission and driving passion are to prepare students for the educational and career challenges of the 21st Century. Research tells us that students understand and retain more when their learning is relevant, engaging and meaningful to their lives.

Students today are entering a global competition for jobs. Job security is a thing of the past and students will not only need competence in core subjects but also important skills such as communication, imagination, adaptability and collaboration. Our curriculum helps students make the connections between academic excellence and real world success and develop a realistic plan for the future.

Our career readiness program, Career Connections, was developed by career counselors, teachers and students with just that idea in mind. It has been tested in numerous classrooms and after school settings with thousands of students. Career Connections is a 5-Step program in which students create a career action plan for their future. Our interactive, project-based curriculum culminates with students presenting their Career Map for that future.

We hope you enjoy our curriculum and we would love to hear what you think. Please feel free to contact us with your suggestions or comments.

Earl Hagan  
[www.CreativeC.org](http://www.CreativeC.org)

## Facilitator Guidelines

Each of the lessons in the manual are set up to be easy to follow. The program consists of a path of five steps, all leading to students improving their connection between school and their future career. Below is a key and a description of the terms used in every lesson.



### Lesson Summary

This box includes information at a glance on skills, standards, time frame for activity, objectives, summary, materials needed, handouts included and any extra preparation that is needed before the class begins.



### Career Terminology

Included in the beginning, after the Lesson Summary, are some key terms used in the lesson and used in different careers. It is suggested that before each class the terms and definitions are written on the board so they may be referred to throughout the lesson.



## Introduction

Each lesson starts with a scripted introduction that facilitators can read or paraphrase for the students. These introductions serve to link lessons to one another and serve to set the context and engage the class in the upcoming activity.



## Lesson Procedure

This is the main activity described in a step by step process. Sometimes there are several parts in the activity and sometimes only one part.



## Reflection

Each session is structured with time to reflect. It is often tempting to spend most of the time in the activity and skimp on reflection. The reflection questions give the students an opportunity to make sense of and process their experience of the activity. This is also an opportunity for the facilitator to assess what has been learned. Make sure to manage your time for ten to fifteen minutes of reflection each session.



## Real Life Application

These are included at the end of every lesson as a way for the facilitator to bring knowledge or application that extends beyond the lesson and the classroom to the workplace. The facilitator can decide how the information in this section will be presented.



## Handouts, Reference Sheets

Most lessons include handouts, reference sheets, resume drafts, etc. The students can use completed ones to build a portfolio of their work. These portfolios can be kept with the students or kept in the classroom.

# 5 STEPS

TO MAPPING YOUR FUTURE

1

CAREER EXPLORATION



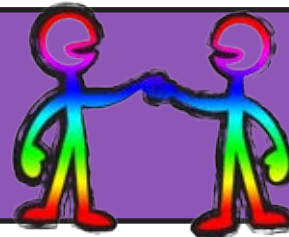
2

SCHOOL CONNECTIONS



3

BUSINESS ETIQUETTE



4

COMMUNICATE  
AND CONNECT



5

PRESENT YOURSELF



# Career Connections Teacher Checklist

## Step 1 Career Exploration

*Students develop their aspirations, learn about different careers, identify their interests and abilities and begin thinking about a career plan for their futures.*

- Groups create Aspirations mural for room
- Students practice creating a Career Map for someone
- Students create a list of questions to interview a successful person
- Students create an inventory of their interests and abilities
- Students learn about careers in the law, medical, environment and arts & entertainment fields
- Students learn about careers in the finance, sports, arts, communication, science and writing fields
- Students identify their values and create a purpose statement for their life and career
- Students will name their strengths and match them to possible careers
- Students will match skills with career options
- Students will compare education level to salary potential

## Step 2 School Connections

*Students study the importance of education to success and begin creating a career plan for their futures.*

- Students work on their personal career maps for final presentation
- Students define a good student, celebrate the ways they meet any of the criteria and set goals for improvement

## Step 3 Business Etiquette

*Students learn some basic business etiquette including job-interviewing skills.*

- Students will practice business handshakes and other important first impression etiquette
- Students will create and watch demonstrations of job interviews

## Step 4 Communicate and Connect

*Students learn effective communication techniques and the practice of presentation skills – both assets in any career.*

- Students make mini-presentations about their interests and passions
- Students create oral presentations of a peer using visual aids they create
- Students create and deliver presentations to different hypothetical target audiences

## Step 5 Spotlight Present Yourself

*In this final step, students prepare and present their career plans to an audience of peers, teachers and invited guests.*

- Students will go over presentation rubric and prepare their presentations
- Students present their Career Map to the class using the presentation rubric as a guide

# Common Core State Standards:

Each of *Career Connections* activities align with **Common Core State Standards (CCSC)** and directly aligns with work expectations and creating career ready students. Each lesson includes the CCSC codes that correspond with the lesson activities. Below is a brief description of the standards:

## **Common Core State Standards for English Language Arts**

### **SL.1 Speaking and Listening: Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly.

### **SL.2**

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

### **SL.4 Speaking & Listening: Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### **SL.6**

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **L.1 Language: Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **L.3 Language: Knowledge of Language**

- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

### **L.5 Language: Vocabulary Acquisition and Use**

- Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

- L.6 Language: Vocabulary Acquisition and Use**
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- RI.1 Reading for Information: Key Ideas and Details**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RI.1a Reading for Information: Key Ideas and Details**
- Develop factual, interpretive and evaluative questions for further topic exploration.
- RI.7 Reading for Information: Integration of Knowledge and Ideas**
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- W.4 Writing: Production and Distribution of Writing**
- Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.
- W.4a Writing: Production and Distribution of Writing**
- Produce text (print or non-print) that explores a variety of cultures and perspectives.
- W.7a Writing: Production and Distribution of Writing**
- Explore topics dealing with different cultures and world viewpoints.
- W.9 Writing: Production and Distribution of Writing**
- Draw evidence from literary or informational texts to support analysis, reflection and research.

# Career Connections

## 5 Steps To Mapping Your Future

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Students will develop their aspirations and create a career plan for their future.

#### Program Goals

Students will understand the importance of aspirations in their lives and create a plan for their future.

- Students will learn about different careers.
- Students will learn effective communication techniques.
- Students will learn basic business etiquette.
- Students will connect to success by presenting a career plan for their future.

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**Sample  
Chapter  
CLICK  
HERE!**

**Step 3**



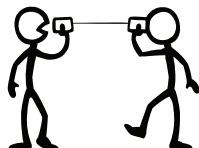
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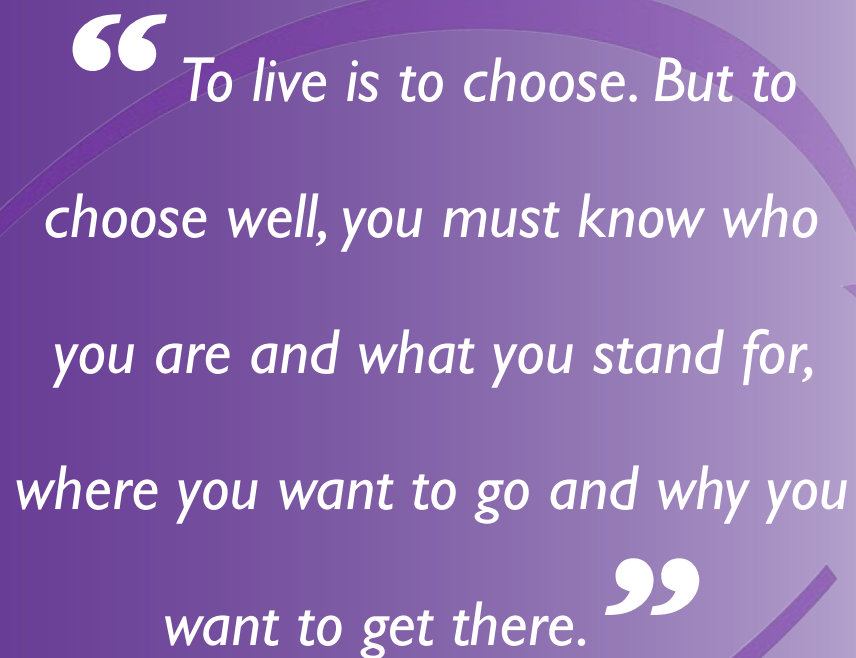
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# School Connections





*“ To live is to choose. But to  
choose well, you must know who  
you are and what you stand for,  
where you want to go and why you  
want to get there. ”*

*— Kofi Annan*

# 11. Career Maps Part II: Planning Your Own Personal Career Map



## lesson summary

|   |   |   |
|---|---|---|
| <p><b>CCSS:</b><br/>Lesson directly aligns with work expectations and creating career-ready students: SL.1, RI.1, L.6, SL.2</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Critical-thinking</li> </ul> <p><b>Time:</b><br/>45 Minutes</p> | <p><b>Objective:</b><br/>Students will work on their personal career maps for the final presentation.</p> <p><b>Summary:</b><br/>Students will choose a topic and design for their career maps.</p> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Chart paper/Board</li> <li>• Markers</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• What Kind of Career Map Will you Make</li> <li>• The Visual Effect</li> <li>• Presentation Rubric</li> </ul> |
|---|---|---|



## career terminology

|            |  |
|------------|--|
| Career     | A profession followed as one's life work.                |
| Career Map | A tool for creating a plan for your professional future. |



## introduction

*A few weeks ago, you worked in groups to create and present a career map for someone you admire. Believe it or not, this activity was the first step toward your final project and presentation! During today's lesson, you will make further steps toward completing your own career map, which you will present to the class at the end of the program. First, we're going to brainstorm some ideas to help you choose a topic for your project.*



## lesson procedure

- 1 Ask the class what some of the careers they learned about when they played Career Jeopardy or when they matched their personal skills with different careers recently.
- 2 List the careers on the board as students share them out. Ask the class which of the careers listed were they the most interested in. Also ask which they would like to know more about and put a star by these careers listed on the board.
- 3 Distribute the What Kind of Career Map Will You Make? and The Visual Effect handouts to the class and explain that the ideas they just came up listed on the board will help you help them complete the handouts.
- 4 Give students 20 minutes to fill in the worksheet independently with any preliminary ideas they have.
- 5 Distribute the Presentation Rubric handout to everyone in the class and go over it with the students explaining that you (and any other judges present) will be using this as a reference when the students present their Career Maps at the end of the program.



## reflection

- ☆ **How did you decide the look of your map?**
- ☆ **What are simple, practical skills you can sharpen right now that will help you follow the future steps outlined in your career map?**
- ☆ **What would your career map for yourself look like in 5 years? In 20 years? Lifetime?**
- ☆ **What part are you having the most difficulty with? Which part comes most easily for you?**
- ☆ **Who might be able to help you with the difficult parts?**
- ☆ **What is the next step for your map?**
- ☆ **Which part of the rubric do you foresee having to work the most on?**



## real life application

Many successful people use visualization exercises to positively imagine their futures. Athletes use it to imagine themselves winning in a big game. Singers have said that before they go on stage they visualize themselves walking out on stage and singing the first note.

Companies have even started creating visual references for their employees to see the company's roadmap to success. Think of your Career Map as a positive visualization of your future and really go for it!

# What Kind Of Career Map Will You Make?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Career Map Final Presentations:** \_\_\_\_\_

Jot down the aspiration you named for yourself during first class, here:

---

What career matches up with this aspiration? During the past weeks, we've been talking about many different career options. Which career is most interesting to you? Write your current career choice here:

---

## The Text

Every career map, no matter what it looks like, must include a written component with specific information. Use the 5W's and H as guidelines – they will help you structure the written part of the Career Map project. Now take a moment to write down a few preliminary ideas in the lines below each question. You will use these ideas to write your full paragraphs for the final draft:

**WHO do you want to be?** Clearly state your mission or vision in the title or construct an explicit mission statement.

**Notes:** \_\_\_\_\_

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**WHAT will you need in terms of schooling, training and internships or apprenticeships?** Go into as much detail as you can on this. Do your research! What education, background, and training will you need to achieve your professional goal?

**Notes:** \_\_\_\_\_

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# What Kind Of Career Map Will You Make?

**WHERE do you plan to carry out this training, and where do you dream of working?** Location is important! Where do you want to spend your time studying? Working? Living? Be general (country, state, city) as well as being specific (university, company, firm)!

**Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WHEN will you accomplish each major step that will lead to your goal?** Explain how long it will take you to reach your goal, and give a sense of how long each step toward it will take. (For example, a lawyer must go to college for four years, then attend law school for three years before taking the bar exam.

**Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WHY does this career suit your skills and personality?** Take this chance to toot your own horn. What are you great at, and how do you know? Show some evidence.

**Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**HOW will you address needs and challenges along the way?** For example, will you look into loans, scholarships, paid internships, or part time work to cover the cost of tuition and living expenses? And is there someone in your life you can go to for emotional support when you need help overcoming an obstacle?

**Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# The Visual Effect

Here are some ideas for different approaches you might take in designing the visual part of your career map. These visuals offer different ways to present similar information:

**A Road Map**—Design a road-map for your future career, using poster paper and lots of color. Look at an actual road map (on Google maps!) for an example. Now draw your own route to your goal destination...

**A Comic Strip**—Comic strips show a sequence of events, and you can design your own to show the steps you plan to take in order to reach your career goal. The first frame might show you as you are now, and the last frame could be you in your dream career. What will the frames in-between show? Visualize and get started!

**A Time Line**—Create a time line showing each important step toward your career, and labeling how long each step will take to accomplish. Use color and create an eye-catching layout. Be creative!

**A PowerPoint**—PowerPoint is a well-known tool in the business world as well as the classroom. If you know how to use this Microsoft Word program, you can create a brief and colorful presentation with graphics, visuals, and text to show the sequence of steps you plan to take toward your dream career!

**A Game Board**—Have you ever played Monopoly? Well, then you know what a game board looks like. Start by making your own game board with a path that includes stops that represent different steps along the way to your career goal. It's your turn, so go now and good luck!

**A Video Clip**—If you are tech-savvy and have some time to spare, as well as supervised access to a webcam, you can make a You-Tube-style Career Map presentation! Make it brief and fun.

**Your Turn.** The examples above are visuals that use different approaches to getting the same information across. What other forms could your career map take? Use your imagination...

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What will your visual be? \_\_\_\_\_

# Career Map Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| CATEGORY  | 4 - Exceeds Expectations   | 3 - Meets Expectations   | 2 - Below Expectations  | 1 - Poor  |
|---|--|--|---|---|
| <p><b><u>Presentation Skills</u></b><br/><b>Notes:</b></p> <p><b>Points:</b> _____</p>          | <p>Presenter is confident and well-prepared. Words, tone, body language and facial expression all work together for a congruent presentation.</p>  | <p>Words, tone, body language and facial expression were congruent, and although presenter referred to written text or spoke without energy the information was clear to the audience.</p> | <p>Words, tone, body language, and facial expression were incongruent (weak.) Presenter seemed to read entire text without looking up. Not much effort was put into this presentation.</p>                | <p>Words, tone, body language, and facial expression were incongruent (weak.) Presenter did not have sufficient understanding of the information presented.</p>               |
| <p><b><u>Career Map's Design/ Concept</u></b><br/><b>Notes:</b></p> <p><b>Points:</b> _____</p> | <p>Career Map is colorful and eye-catching. Great care has been taken to design the map with specific information to complement the written text. Map shows a clear and precise progression of time and events.</p>  | <p>Map is neat and clear, showing some attention to detail, and a solid understanding of steps taken along the career path outlined.</p>   | <p>Not much care was taken and there is little attention to detail. Map shows insufficient evidence of understanding. It is difficult to make out the steps one would take to reach this career goal.</p> | <p>Map seems unrelated to text, or shows little evidence of understanding, and it is incomplete or carelessly finished at the last minute.</p>                                |
| <p><b><u>Written Content</u></b><br/><b>Notes:</b></p> <p><b>Points:</b> _____</p>              | <p>Written text is clear and articulate, and it specifies Who, Where, What, When, Why, and How--the details related to achieving this career path. The text aids understanding of the visual, and reflects excellent organization as well as careful research.</p> | <p>The text is organized and reflects some research into the goal career. 5W's and H are answered. Text clarifies the visual map adequately.</p>   | <p>The text is poorly organized and reflects little research. Text does not shed much light on the visual, and 5W's and H are not sufficiently answered.</p>  | <p>Text is too short or incomplete and reflects little understanding of the 5W's and H. Text doesn't clarify visual.</p>  |
| <p><b><u>Over-All Quality</u></b><br/><b>Notes:</b></p> <p><b>Points:</b> _____</p>             | <p>The text, visual, and presentation elements of this project worked together in concert to offer the audience excellent insight into the chosen career path. The final product was an enjoyable learning experience for the audience.</p>                        | <p>The text, visual, and presentation elements of this project worked together to offer the audience sufficient insight into the chosen career path.</p>                                   | <p>The text, visual, and presentation elements of this project did not work very well together. One or more requirements were not quite met, and the final presentation reflected this.</p>               | <p>The text, visual, and presentation elements of this project were either incomplete or insufficient to provide the audience with an understanding of the target career.</p> |

**TOTAL POINTS:** \_\_\_\_\_ /16 **FINAL NOTES:** \_\_\_\_\_



