



What is a career path?

## Steps on a Path

**SUMMARY** Students analyze people's careers in order to understand the importance of having an alternative plan and identifying the "next steps" in their own career paths.

**OBJECTIVES** *Students will . . .*

- Identify the steps and stages of a career path.
- Discuss alternative routes on a career path.
- Start to develop a career path of their own.

**PREPARATION** Make overheads of the blank *Steps on a Path* worksheet.  
Optional: Ask the careers teacher for assistance with interviews in Step 3.

**MATERIALS** *Steps on a Path* worksheets (two per student)  
*Steps on a Path* overhead  
Optional: *Don's Career Path* overhead  
*Career Path of an Architect* overhead  
Optional: Real World Interviews from CIS for Internet — one per student

**COMPUTER USE** Optional: CIS Occupations for Real World Interviews

**SUBJECT AREAS** Family and Consumer Science, English, Social Studies

**TIME REQUIRED** 90 minutes with homework assignment between sessions

**GROUP SIZE** Class, individual

### STEPS

#### DAY ONE

1. Select a "career" to share with the class from the options listed below. Discuss the term "career path." Point out that a "career" includes a person's education and training and all work experience whether it's paid or unpaid. Ask the students to help you identify the steps and stages of the "career path" shared to complete the blank *Steps on a Path* overhead.

Option 1: Orally share with the class your personal career history.

Option 2: Use the prepared Don's Career Path sheet to share with the class.

Option 3: Show students a video clip or read them an account of someone's career.

*continued*

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### Steps on a Path

1

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2. Show the overhead *Career Path of an Architect*. Read through steps 1-6. Discuss alternative paths by asking the class to give examples of someone who didn't follow a traditional path (was educated or trained for something different than the job they have now, their career was interrupted, or they had an unusual sequence of jobs). Point out the "Alternative Paths" listed at the bottom of the overhead. Discuss the importance of having a backup or alternative plan and how many people have had to overcome disabilities, setbacks, and significant life changes throughout their careers. If there have been any recent local layoffs, this would be the time to bring it up. (Also see, lesson *I Can Do It!*)
3. As a homework assignment, ask students to talk with an adult in their family, a neighbor, or someone who works at the school about their career (or use "Real World Interview" printouts from CIS.) Have the students record the steps taken for the career path they are learning about. Remind students that there are many ways to represent a career path. (Some alternatives could be a maze, spiral, route map, and they could include pictures, awards, mementos, etc.) Give a copy of a blank *Steps on a Path* worksheet to each student. Let the students know that they can either use this handout or they can choose another format to express the steps for this homework assignment.

## DAY TWO

4. Allot enough time for students to share their findings or have the students post their work on a bulletin board and allow them time to look at each other's displays.
5. Ask the students if they feel they have taken any steps in their own career path. Their answers should include activities and experiences that reflect their interest, skills, and special talents (for example, hobbies, school subjects they are especially good at, special projects they are proud of, awards and recognitions, work or volunteer experience, extracurricular activities). Let them know that their unique talents and interests can be uncovered by exploring and thinking about their "good times" and their "proud moments", and focusing on how they like to spend their free time. Ask them, "How does knowing who you are and what you are good at help you with your own career?"
6. Pass out another copy of *Steps on a Path* worksheet to each student. Let the class know that it is important for them to be aware of their own career path steps. Have them complete at least three steps. Have students imagine their future based on the steps they have recorded so far. Tell the students to complete the rest of their career path by predicting their own future. Point out that at the bottom of the worksheet they need to list two alternative paths plus identify their "next step". Explain that their next step needs to be a goal that can be accomplished within the next year.

## VARIATIONS

1. Invite a panel with varying backgrounds to speak about their career paths.
2. From the survey above, identify any common features of speakers' career "journeys", any important influences and important times for key decisions.
3. Read Robert Frost's poem "The Road Not Taken" to the class and discuss the influence of both planned and spontaneous decisions on our lives and the implications of the choices we make.

## ALLIED ACTIVITIES

*A Day in the Life of . . .*

*Education and Training beyond High School*

*Gaining Work Experience*

*Home Manager*

*How to Get There from Here*

*continued*

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## Steps on a Path

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*I Can Do It!*  
*Interviewing for Information*  
*Juggling My Career Options*  
*Life Map*  
*Occupation Odyssey*  
*What Happens after High School?*  
*Where Am I Going?*  
*Where Do I Want to Be?*  
*Work, Study, and Leisure*

## ASSESSMENT STRATEGY

Students will:

- Complete two *Steps on a Path* worksheets, another person's and their own

## STUDENT WORKSHEET



*Steps on a Path*

## OVERHEADS



*Steps on a Path*

*Career Path of an Architect*

Optional: *Don's Career Path*

## PORTFOLIO

Personal *Steps on a Path* worksheet

## SORTING

- ▶ **Subject:** English, Social Science
- ▶ **Grade Levels:** 7, 8, 9, 10
- ▶ **CIS Components:** Occupations

## STANDARDS

**CRLS:**

Problem Solving, Career Development

**SCANS:**

Information, Interpersonal, Basic Skills, Thinking Skills

**NCDG:**

Understanding the influence of positive self-concept, Skills to interact positively with others

**ASCA:**

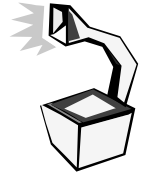
Career Development

## EDUCATIONAL GOALS

**Bloom's Taxonomy:** Application

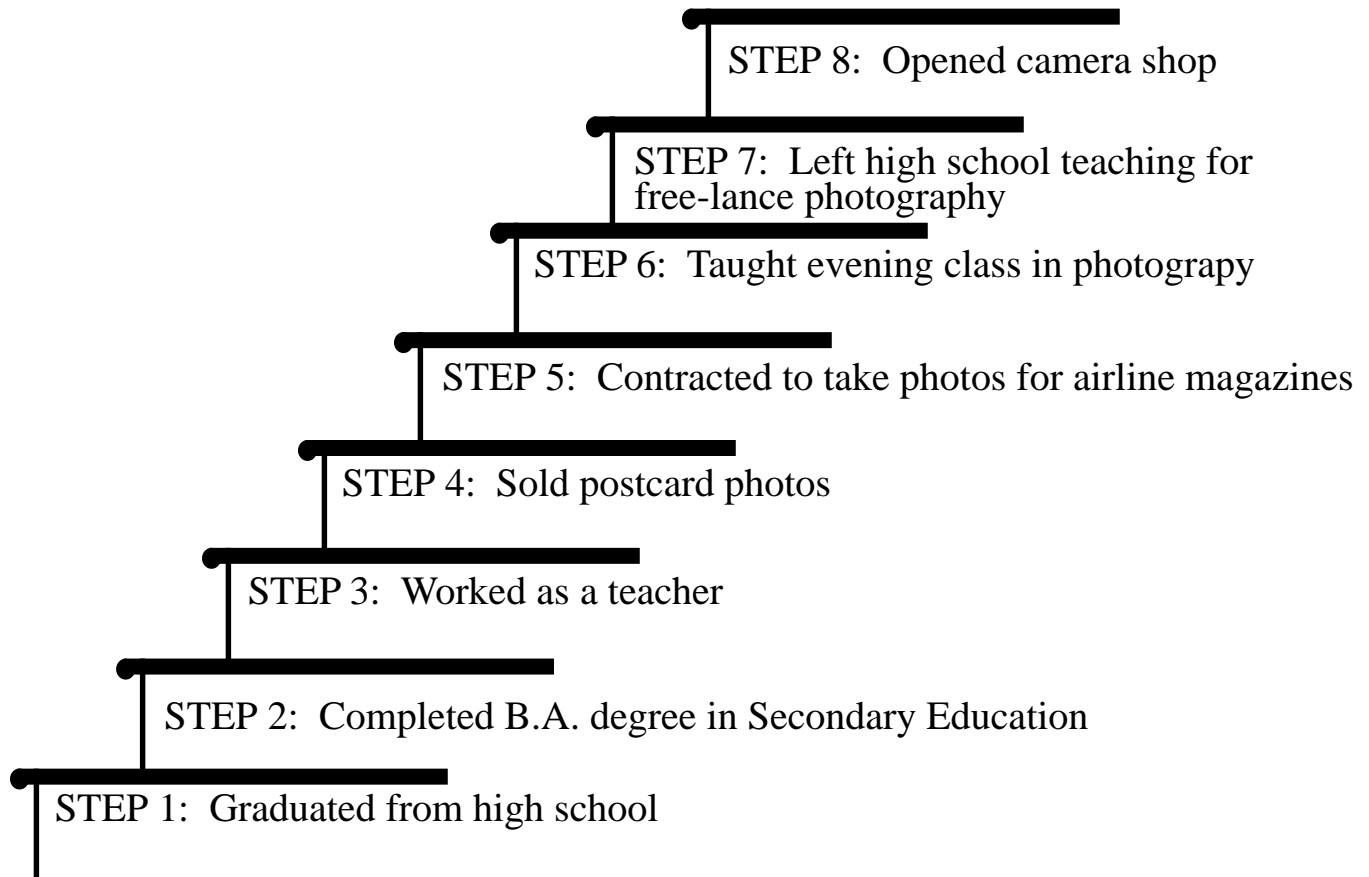
**Intellectual Operation:** Illustration, Prediction, Evaluation, Application

# Don's Career Path



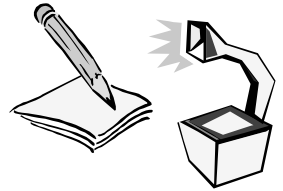
Don went from high school to the university where he studied for a B.A. He trained as a teacher, taught in the U.S. and American Samoa. His favorite hobby was photography and he started to sell photos for postcards. Then he was invited to take photos for Pacific Island airline magazines. His next step was to teach an evening class in photography at a community college. He finished high school teaching and tried freelance photography, including weddings (which he disliked doing!). He used some money left to him by a relative to open a camera shop and continued to teach adult classes and sell his photos.

## FUTURE:

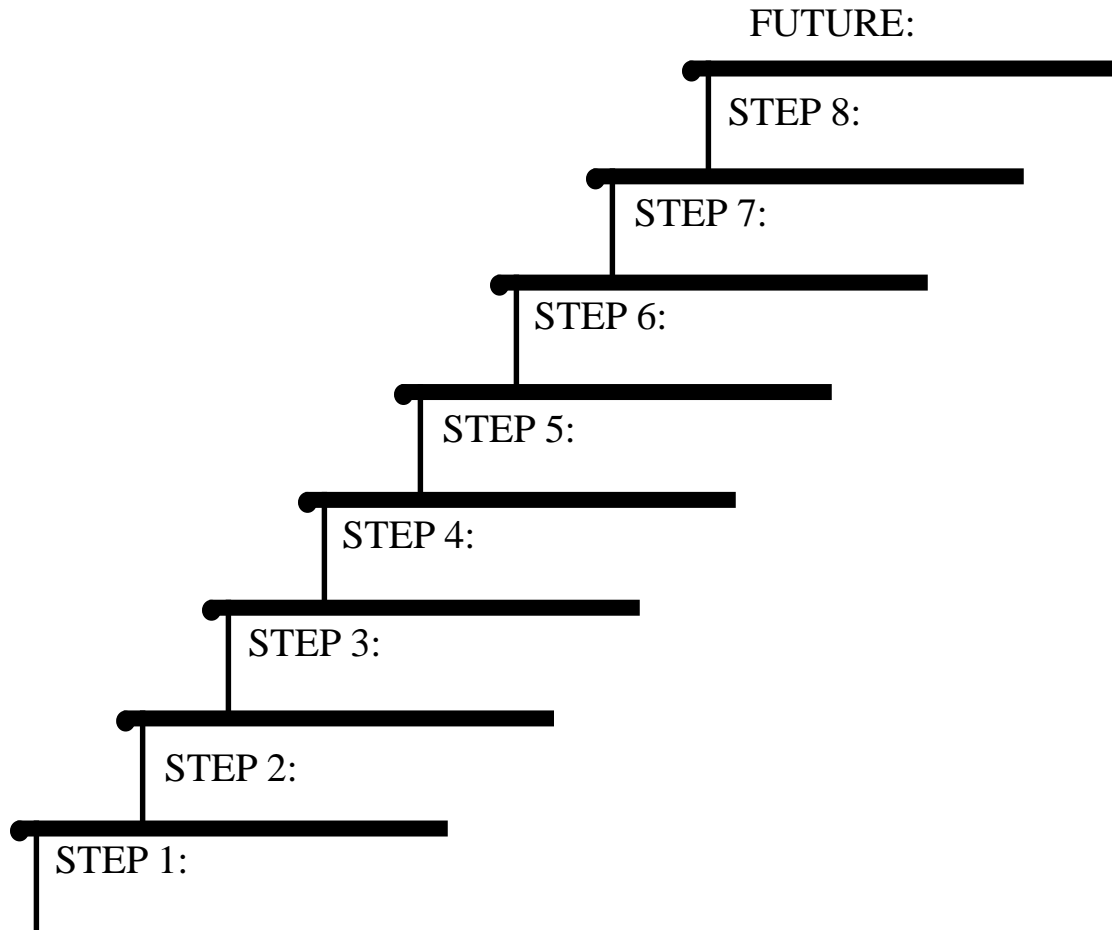


Notes:

# Steps on a Path



Path of: \_\_\_\_\_ Date \_\_\_\_\_

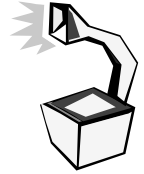


*Alternative Steps:*

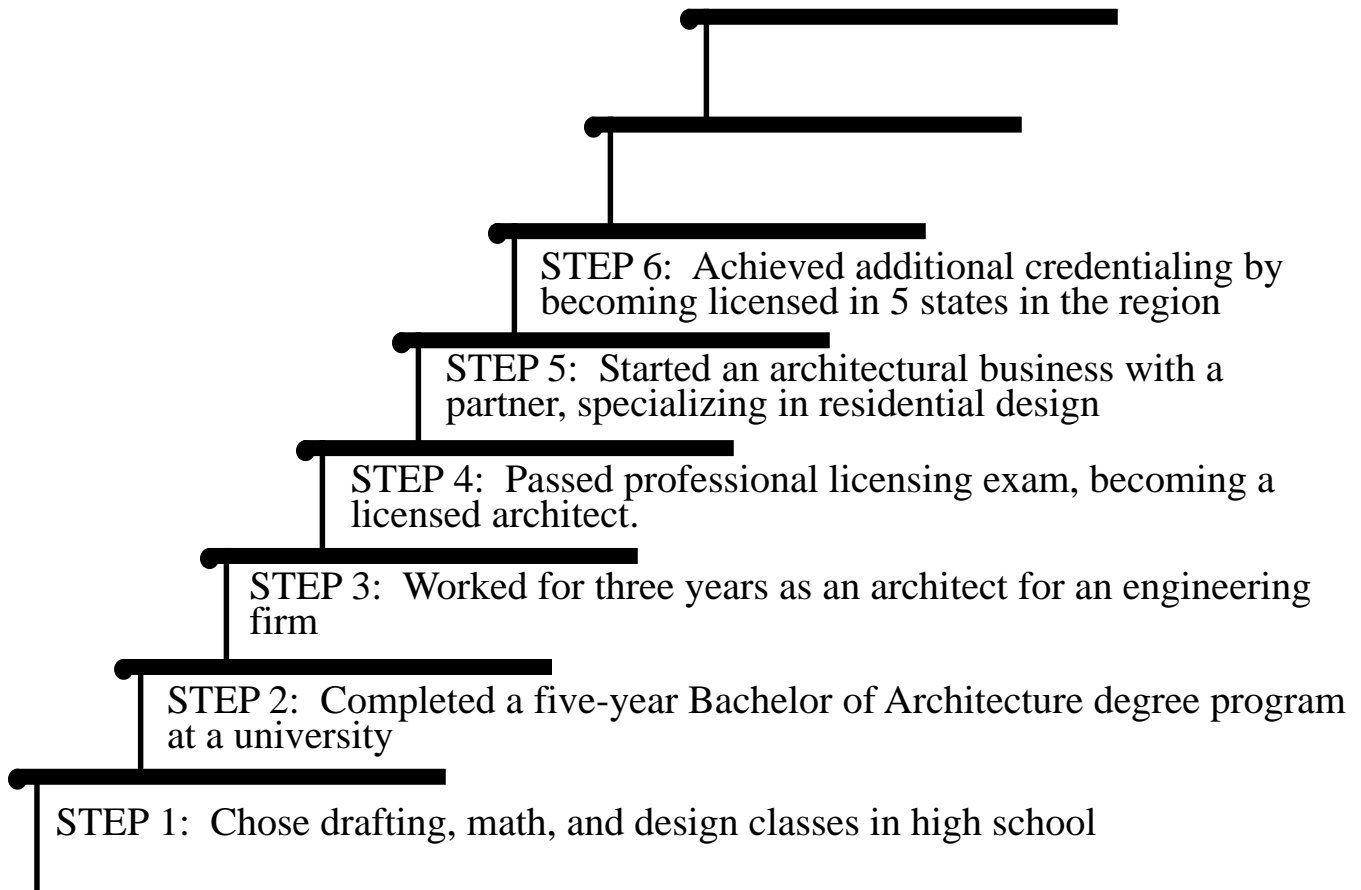
- 1.
- 2.
- 3.

*Action for Me Now:*

# Career Path of an Architect



FUTURE:



## *Alternative Steps:*

1. Could have remained in the engineering industry, either with or without additional technical education.
2. Could have chosen architectural design with emphasis on commercial design.