Lesson Plan: Work Values Career Assessment

Objective: Students will complete the Work Values assessment in order to compare and analyze the education levels and salary ranges of three careers of interest.

ASCA Standards	
B-LS 5.	Media and technology skills to enhance learning
B-LS 7.	Long- and short-term academic, career, and social/emotional goals
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias
B-SMS 5.	Perseverance to achieve long- and short-term goals
College and Career Readiness Anchor Standards	
CCR.W.9-10.04 CCR.W.11-12.04	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
AVID Standards	
9.OK.BCK.1	Identify personal interests and skills related to future career aspirations
10.OK.BCK.2	Explore career fields and career pathways, including what resources and opportunities are available locally
11.OK.BCK.3	Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
12.OK.BCK.1	Develop an awareness of personal abilities, skills, and interests related to careers and career selection

Lesson Duration

This lesson can be completed in one 45-60 minute class period or broken into several 20- or 30-minute smaller lessons.

Student Materials

- Chromebook/laptop
- Internet access
- Work Values Career Assessment Student Worksheet
    - Instructional tip: The student worksheet is designed to complement the lesson; it is a fillable PDF that can be used electronically or printed.
- How to Use the Work Values Career Assessment tutorial

Educator Materials

- Read all about the Work Values Career Assessment here: The O*Net Content Model.

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Educator Script/Introduction:

“Today you have the opportunity to reflect on your values and identify how they might relate to a career. You will complete a Career Assessment on CaliforniaColleges.edu. The Work Values Career Assessment will have you rank your values about work in order to help you understand how your values connect to different careers that may be a fit for you. It is important to note that monthly costs for rent, car, health insurance, food, etc. add up; therefore, you will also analyze monthly income.”

Warm-Up (10 minutes)

— Instruct students to make a list of teachers, coaches, club advisors, community service coordinators/facilitators/supervisors, etc. who could serve as positive and convincing career or college references in the chart on their Work Values Career Assessment Student Worksheet. Direct students to identify the strength(s) that those references would write about or to which they would refer.

Reference Who is this person?	**Relationship** How do you know this person?	**My Strengths** List and/or describe the experiences, skills, and/or achievements this person could share about you.
EXAMPLE: *Ms. Sprint*	*EXAMPLE:* *track coach*	*EXAMPLE:* *leadership, team work, commitment*

- Instructional tip: Remind students that it is important they identify current references; for example, a student in 10th grade should not list one of their 6th grade teachers as a reference unless that 6th grade teacher is their current coach, club advisor, or community service supervisor.

— Instruct students to sign in to **CaliforniaColleges.edu**, navigate to **My Plan** at the top of the page, and click **My Experiences**.

— If students have already added **Experiences**, **Skills**, and **Achievements**, direct them to add their references to the Supervisor/Reference Name and Contact Information fields. Direct students to add their references to the appropriate **Experience**, **Skill**, or **Achievement**.

- Instructional tip: For students who have not added Experiences, Skills, or Achievements to My Experiences, here is a tutorial that provides step-by-step guidance on how to do so: How to Use My Experiences.

Work Values Career Assessment (30 minutes)

— Play the following tutorial or provide the link to students so they can watch it independently: How to Use the Work Values Career Assessment.

- Instructional tip: Watching this tutorial as a class enables you to pause as needed in order to ensure every student is on the same step before moving forward with the lesson.

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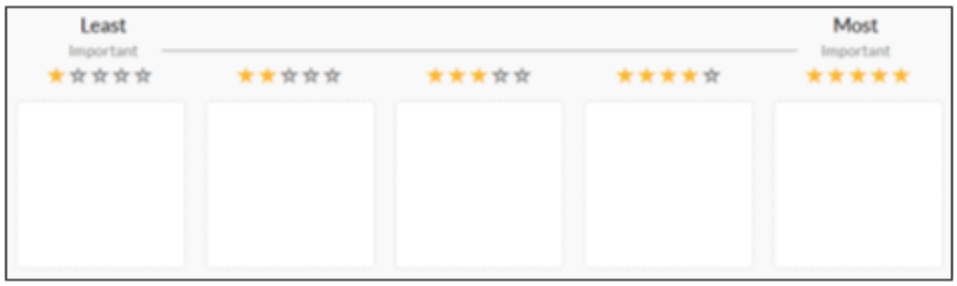
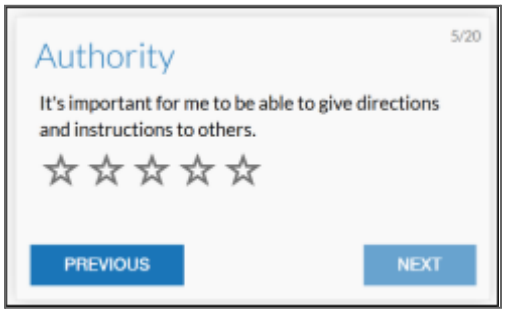
— In **CaliforniaColleges.edu**, direct students to navigate to **Career** at the top of the page, and click on **Work Values**.

— Before students begin the assessment, please note:

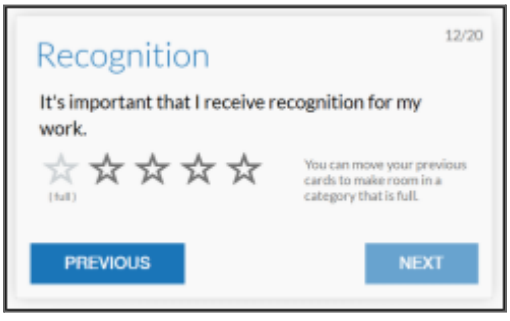
There are 20 value statements which students will sort on a scale of 1 to 5 stars (1 = least important, 5 = most important); each value will be placed in corresponding star number columns:



This assessment limits students to four values per star number column. This is how the value statements are presented to students:



This is how the value statements will look once a star column total is met:



Students can sort and change the importance of the value statements within the columns by moving statements to different columns.

Note: Once students select "View Results" on the last value statement card, they will be directed to their results and no longer be able to sort or view their completed value statement chart.

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- Direct students to begin the assessment. The approximate completion time for this assessment is 20 minutes.
    - Instructional tip: This assessment is unlimited; students can take it as many times as they want.
    - Instructional tip: If students have trouble rating their values, encourage them to reflect on the strengths they listed in the warm up in order to find connections between their strengths and values.
- Once they complete the assessment, instruct students to review their Work Values results, click on **Show Matching Careers**, and look through the careers that match their Work Values.
    - Instructional tip: Consider asking students to share, with a partner or in small groups, their thoughts about their results and their top careers as determined by the assessment. You might also ask volunteers to share out with the class. Here is a prompt: “Did this assessment bring any interesting careers to your attention that you had not previously considered? Explain.”
- Instruct students to click **Show Matching Careers** and favorite (❤) any careers of interest that do not already have a heart.
- Direct students to go to **My Career Plan** and review their **Career List**; remind students that, if their interests have changed over time, they should edit their list.
- Direct students to select three favorited careers from their **Career List** in **My Career Plan.** Have students compare and contrast the education level and average salary, as well as determine monthly income, in the chart on the **Student Worksheet**:

Career	**Education Level** Choose the first level that is listed as that is the most common education level for that career.	**California Median Salary**	**Monthly Income** Divide the average salary by 12 to calculate monthly income–before taxes–for each career.

    - Instructional tip: Consider asking students to share, with a partner or in small groups, one career from their completed chart. Direct students to identify (highlight, circle, put a star next to) the one career they would like to talk about with a partner or the class. Here is a prompt: “Explain why the career you selected appeals to you.”
- Direct students to respond in writing to the following prompts: “Which of the three careers from the chart above appeals to you most? Explain. What can you do to build skills related to this career?”
    - Instructional tip: Consider asking students to share, with a partner or in small groups, their response to the prompt. You might also ask volunteers to share out with the class.
- Note: The median salary for students’ careers of interest is baseline information they might use when creating a salary-based budget.

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Reflection/Exit Ticket (5 minutes)

— Collect students' completed worksheets.

Extension of Learning

— Direct students to identify career clusters (medicine, engineering, education, etc.) that they have favorited, explore connections between the types of careers that are interesting to them, and investigate and favorite other options within those career clusters.

  ○ Instructional tip: Consider asking students to share, with a partner or in small groups, the connections they see within their top career clusters. Here are some prompts:

    ■ "What connections do you see within your top career clusters?"

    ■ "What other options are of interest to you within those clusters? Explain."

— Encourage students to look at careers that have both low and high median salaries. Here are some questions for students to consider: "What is the reality of these careers and the opportunities that are available for me? How much would it cost me to go to school to earn the degree required for that career? How can financial aid support me?"

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