Career WebQuest: <http://questgarden.com/50/25/5/070418181910/task.htm> por Richard Stein, ACCESO OCDE

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This webquest will help high school students explore possible careers and what it takes to prepare for them.

## Introduction

Every kid knows what they want to be when they grow up: a firefighter, a dancer or even a doctor. These desires change as you get older and this is a time when students are asking themselves; "What am I going to do after high school?" There are many choices including: the military, college, junior college, a trade or technical school, or jumping right into a job. Many students don't give much thought about their future and wind up in dead-end, unfulfilling jobs. Do you know what it takes to be a Crime Scene Investigator or a FBI agent? Now is your chance to find out!

## Task

You are a job recruiter who is going to try and persuade your job fair attendees (fellow students) to persue a specific type of occupation. You will make a list of career options that interest you (professional athletes and musicians are not allowed). You will then narrow down your list to your top three choices. Research each of these three choices and be sure to answer all of the questions in the Process section. Then you will choose the one career that interests you the most and interview someone who currently works in that field. Based upon your interview you will create a pro/con spreadsheet with your personal opinions about that career. Once your research is complete, you will give a Powerpoint presentation to the class persuading them that this is the best career option.

##

## Process

Use the following websites to research your career possibilities. If you don't have any career ideas start with the Career Quiz:

Career Quiz: [**www.princetonreview.com/cte/quiz/career\_quiz1.asp**](http://www.princetonreview.com/cte/quiz/career_quiz1.asp)

Exploring Career Information: [**www.bls.gov/k12/**](http://www.bls.gov/k12/)

Career Profiles: [**www.wetfeet.com/content/careers.aspx**](http://www.wetfeet.com/content/careers.aspx)

Occupational Information Network: [**http://online.onetcenter.org/find**](http://online.onetcenter.org/find)

Career Briefs: [**http://careerplanning.about.com/od/occupations/a/career\_briefs.htm**](http://careerplanning.about.com/od/occupations/a/career_briefs.htm)

Virtual Job Shadow Videos at <http://www.sjrocco.info/career-planning.html>

## 3 Products

In the below worksheet answer the questions for each of the three careers you chose to profile:

|  |
| --- |
| **Product #1 RESEARCH WORKSHEET** |
| Career #1:  | Career #2: | Career #3: |
| 1. What training or schooling is required for each career? *(From Activity 9 Education)*
 |
| \*  | \* | \* |
| 1. If schooling is required, which schools have the best program? *(From Activity 9 Education)*
 |
| \* | \* | \* |
| 1. What is the typical starting salary? *(From Activity 10 Job Outlook)*
 |
| \* | \* | \* |
| 1. What does the future job market look like for you chosen profession? *(From Activity 10 Job Outlook)*
 |
| \* | \* | \* |
| 1. What does the job consist of? Describe a "typical" day on the job. ([Virtual Job Shadows](http://www.sjrocco.info/career-planning.html))
 |
| \* | \* | \* |
| 1. List five Pros of each career. *(5 things that are positive)*
 |
| \* | \* | \* |
| 1. List three Cons of each career. *(5 things that are negative)*
 |
| \* | \* | \* |
|  |  |  |

Just type into the boxes with “\*”. They will expand to accommodate your text as necessary.

**Product # 2 GRAPHIC ORGANIZER**

Incorporate all aspects of your career search into a mindmap using [**http://text2mindmap.com**](http://text2mindmap.com)

* My Career
	+ Lifestyle at 30 – items from your essay
		- List at least 5 items
	+ Interests – things you like or make you happy
		- List 3 interests
	+ Skills – things you are good at doing
		- List 5 skills
	+ Holland Code/Personality – list the categories with the code
		- List at least 2 codes from your quiz, then write out the corresponding word
	+ 3 Career Choices – From the bottom of Holland Code Quiz
		- List 3
	+ Education – necessary to achieve each of 3 careers
		- List the education necessary for each career
	+ Outside Activities – of interest to you in volunteering and leisure time
		- List 3 that would be helpful for learning more about your career(s)

**Product #3 - FINAL PROJECT**

CHOOSE 1 of the careers based upon your research, the worksheet above, and your mindmap. You will now create a **5-10 minute PowerPoint presentation (15 slides) or a 4 page essay** to share with the class which should convince them that yours is the best job at the fair. This presentation will include the information you obtained about the career you researched. It should also answer the five required questions and include your interview information along with your Pro/Con list. Include graphics or pictures where appropriate; at least five in the entire presentation.

1. Title Slide
2. Explain Your Lifestyle Goal at 30 years old
3. List 5 personal skills and 3 interests
4. Describe 2 skills you would like to have and want to learn more about
5. List your Holland Code(s) and explain your personality traits
6. List the 3 careers you think you liked and explain what drew you to them
7. Now select one career from that list of 3 and explain how you will attain it.
8. What training or schooling is required?
9. If schooling is required, which schools have the best program?
10. What is the typical starting salary?
11. What does the future job market look like for you chosen profession? (growth potential and number of jobs expected by 2022)
12. What does the job consist of? Describe a "typical" day on the job and hyperlink to a Virtual Job Shadow Video.
13. Include your Pros and Cons List.
14. Then summarize and explain why you chose the career you think is best.

## Conclusion

Upon completion of this assignment you should have an idea of what your short and long term goals are regarding your future plans. At the very least, you should discover what you don't want to do for a living. I hope this webquest has made you think about your career goals and that it has opened your eyes to the endless possibilities for your future!

## Evaluation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning****1** | **Developing****2** | **Accomplished****3** | **Exemplary****4** | **Score** |
|  **Creativity** | No originality or creativity was used.  | Very little creativity or original thinking was used. | Some original thinking and creativity was used. | A great deal of creativity and origianl thinking was used. |  |
|  **Organization** | The project did not function in a smooth manner. | The project had occasional errors in functioning. | The project had very few problems with organization or functioning. | The project was organized and functioned smoothly. |  |
|  **Time Requirements** | The project was under half the required length. | The project was too short. The project was too long. | The project met the 5-10 minute time requirement. | The project met the 5-10 minute time requirement and used the class time in an effective manner. |  |
|  **Research Spreadsheet** | The project contained many pieces of inaccurate or inappropriate information. | The project contained some information that was inaccurate or inappropriate. | The project's research was accurate and on topic.  | The research was flawless and thoroughly supported the project. |  |
|  **Technology** | The presentation did not use a Powerpoint slideshow. | The presentation used a Powerpoint slideshow with just the basic information. | The presentation used a Powerpoint slideshow with very few "extras". | The presentation integrated a Powerpoint slideshow to enhance and shape the overall design of the project in a most effective manner. |  |
|  **Presentation** | The entire project was read to the class. The project could not be heard at all. | The presentation could not be heard well or was read. | The presentation was fairly organized with fair knowledge. | The presentation was organized and incorporated good project knowledge. |  |
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## Standards

* Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
* Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
* Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
* Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).