



KEY CONCEPTS

- Educational goals
- Personal mission statement



CLASSROOM MATERIALS

- Handout 5.1
- Handout 7.2
- Handout 8.1
- Handout 11.1
- Handout 11.2
- Handout 11.3
- Handout 11.4
- *My Career Plan*

For Additional Activity 5:

- Handout 11.5



CAREER COACH WEBSITE LINKS

- Choose Target Career
- Personal Mission Statement
- Setting Educational Goals
- What You Need to Succeed

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Consider their current educational level and compare with the educational requirements of their target careers
- Focus on exploring one target career in greater detail
- Write a personal mission statement

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 5.1** and two completed copies of **Handout 8.1** out of their portfolios
- Enough copies of **Handout 11.1** for each student in your class
- Enough copies of **Handout 11.2** for each student in your class

ACTIVITY 2

- Students to take **Handout 7.2** out of their portfolios
- Enough copies of **Handout 11.3** for each student in your class
- Students to take out copies of **My Career Plan**

ACTIVITY 3

- Enough copies of **Handout 11.4** for each student in your class

ADDITIONAL ACTIVITY 5

- Enough copies of **Handout 11.5** for each student in your class

FYI

For more information on:

- how to write a mission statement, see <http://nonprofit.about.com/od/nonprofitbasics/a/mission.htm>

Introduction (5 minutes)

1. Review the last module. Students learned about establishing a career network and conducting an informational interview.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *Who would I like to get into my career network?*
 - *How can I use informational interviewing to learn about my top two career choices?*
3. If several days have passed since the last lesson, ask students if any of them completed an informational interview. If so, ask one of them to share one or two things they learned from the informational interview that might be hard to find in a book or website. Ask if any of them have (a) made an appointment with someone, (b) made contact with anyone, or (c) are having any problems with doing either of those.
4. Introduce the main points of the lesson. Students will:
 - Evaluate what they have learned about their two top careers and select a target career
 - Analyze their educational background and set educational goals related to their target career
 - Write a personal mission statement
5. Ask students to write two questions down in their notebooks. They will answer these at the end of the session.
 - *What is my target career?*
 - *What are my educational goals?*

Evaluate Educational Requirements

Background

Remind students that as part of exploring careers in Module 5, they identified the required training and education required for two of their top careers. Now they will compare the educational level required for the two careers with their own educational background. This is the last step before they choose one target career.

ACTIVITY 1: What You Need to Succeed (10 minutes)

WORKSHEET Explain that the purpose of this activity is to focus on the educational requirements of the two top careers that students have been researching.



Pass out **Handout 11.1**

1. Pass out **Handout 11.1: Types of Educational Programs** and go over it. If students need to get a GED or to improve their English before they enroll in a career program, tell them how to get in touch with adult education programs at the local community college or community organizations.

ACTIVITY 1: What You Need to Succeed (cont.)

Students take out Handout 5.1 and both copies of Handout 8.1

Pass out copies of Handout 11.2

2. Be sure that students are clear on what educational programs are appropriate for them:
 - There are many different kinds of training and school programs.
 - Their current level of education and their target career goals will determine the kind of program they choose.
 - Each student in class can apply for the program that best meets their needs.
3. Have students take out **Handout 5.1: Interesting Career Information** and **both filled-in copies of Handout 8.1: Researching Interesting Careers**. There should be two copies of **Handout 8.1**, one for each target career.
4. Pass out **Handout 11.2: What You Need to Succeed**. Instruct students to use information from **Handout 5.1** and **Handout 8.1** and their personal experience to fill in the first column for Career 1. Then they need to do the same to fill in the second column for Career 2.
5. Ask students to judge which of their interesting careers will require more education or training. Have them look at both copies of **Handout 8.1**. Ask if the career that makes more money takes more time to prepare for.
6. Reassure students that if they don't feel prepared to complete a degree program right now, that shouldn't keep them from sticking with the target career that most interests them. Tell students there may be an intermediate job they can prepare for with a shorter training program. They may be able to prepare for their target career by working in the field in another job while they study for their long-term educational goal.

Choose a Career and Set Educational Goals**Background**

Explain to students that they have been researching two interesting careers and now the time has come to choose one target career. Once they have made that choice, the next modules will help them find the school or training program that will work for them.

ACTIVITY 2: Choose a Career and Set Educational Goals (15 minutes)

WORKSHEET Explain to students that in order to make a well-thought-out decision, they need to consider the following:

- Their values, interests, and skills
- Their work and lifestyle goals
- Their educational goals
- What they liked and didn't like about the two interesting careers

ACTIVITY 2: Choose a Career and Set Educational Goals (cont.)**Handout 11.2**

Students take out
Handouts 7.2 and 8.1

Pass out copies of
Handout 11.3

Students take out *My
Career Plan*

1. Have students take **Handout 7.2: Work and Lifestyle Checklist** out of their portfolios.
2. Ask them to review **Handout 7.2** and both copies of **Handout 8.1**. As they look over these worksheets, ask students to think about which of their two top careers best fits their values, budget and lifestyle, interests, and skills.
3. Pass out Handout **11.3: Choose a Target Career and Set Educational Goals**. Tell students to use the information from **Handouts 7.2, 8.1, and 11.2** to fill out the chart at the top of **Handout 11.3**.
4. Direct students to compare the careers and choose one target career to focus on for future activities. Have them fill it in on the handout and ask them to share their career choice with the class.
5. Have students complete **Handout 11.3** with the highest degree required for the career choice (from **Handout 11.2** – Question 1) and the educational goals that they have for their career choice (from **Handout 11.2** – Question 5). Point out that they now have both a career choice and educational goals.
6. Ask students to take out **My Career Plan**. Ask them to take the time now or before the next class to fill out the Target Career section using **Handout 8.1**.
7. Refer students who need to get their GED and/or need to develop their English language skills to the adult education department of their local community college.

FOR STUDENTS WHO HAVE NOT BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Tell students that upcoming lessons will explore training and education programs for target careers in greater detail including:

- Comparing school or training programs
- How to apply for financial aid
- Tips for success in college or other training programs

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE

If you are teaching community college credit students, tell students that upcoming lessons will help them learn more about the program they will need to complete at the college.

Your Mission Statement**Background (5 minutes)**

1. Tell students that the remainder of this class will focus on writing a mission statement in which students will:
 - Clearly state their career goals
 - Communicate their plan to achieve their career goals

Background (cont.)

2. Begin this part of the session by writing the word *mission* on the board. Explain to students that the word *mission* is used in many ways, e.g., spy movies, as in *your mission, if you choose to accept it*.

Ask the students to give their definition of the word mission.

Possible Answers

- *Assignment, task, duty, job*
- *Objective, purpose, goal*
- *Pursuit, quest*
- *A body of people to accomplish a task, e.g., space mission*
- *Responsibility, work, charge*

Explain to students that they will be writing a personal mission statement that will define their overall career goal and how they plan to achieve it through training and education.

3. Explain to students that businesses and other organizations use mission statements as a way to describe the current purpose and future goals of the organization. Mission statements:
- Are clear, concise, and easily understood
 - Set a clear direction
 - Are far-reaching – grand in scale

ACTIVITY 3: Your Mission Statement (10 minutes)

**Pass out copies of
Handout 11.4**

Handout 5.1

Handout 7.2

Handout 8.1

Handout 11.2

Handout 11.3



1. Explain to students that their next task is to create a personal mission statement. A mission statement can help students to:
 - Clearly state their career goals
 - Plan how to reach their career goals
 - Stay focused, encouraged, and optimistic about their goals
2. Distribute **Handout 11.4: My Mission Statement**. Have students answer each of the questions and then write their own mission statements.
3. Have students put **Handouts 5.1, 7.2, 8.1, 11.2, 11.3,** and **11.4** in their portfolios.

Wrap-Up and Assignments (5 minutes)



1. End this session by congratulating students on choosing a target career and planning their educational goals.
2. Remind students that they wrote two questions in their notebooks:
 - *What is my target career?*
 - *What are my educational goals?*

Explain that they already wrote the answers to those questions in their mission statements, which they should be prepared to share with the class next time.
3. For students who have access to the *Career Coach* website, encourage them to visit:
 - Choose a Target Career (in the Browse Career Profiles section)
 - Personal Mission Statement
 - What You Need to Succeed
 - Setting Educational Goals
4. Remind students that they can save their information on the *Career Coach* website and can access their *Career Coach* Notebooks from any computer with Internet access.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4

DISCUSS Explain to students that writing a mission statement is a process; it changes as you change. Direct students to talk to supportive family, friends, and coworkers about their mission statement.

Have students ask:

- *Is my mission statement easily understood?*
- *Does my mission statement reflect the values that I embrace in my life?*
- *What suggestions do you have to improve my mission statement?*

Additional ACTIVITY 5: Mission Accomplished: Name that Organization!



Pass out copies of
Handout 11.5

Distribute **Handout 11.5: Match the Mission Statement**. Divide students into groups of three or four and have them work together to try to identify these organizations by their mission statements. After most groups have completed the worksheet, review the answers with the class.

Answers: 1.b 2.c 3.d 4.a 5. f 6.e

Handout 11.1: Types of Educational Programs

Here is information about different educational programs.

1. Look at the Educational Foundation programs. Will you need to attend some of these classes before you go to a Career Education program?
2. Look at the Career Education programs. Which is best for you?

Educational Foundation

- **ABE (Adult Basic Education):** These classes build reading, math, and writing skills. Many students take these classes before studying for the GED. You can find them at community colleges and community organizations.
- **GED:** These classes help you pass the GED. The GED is the test for a high school equivalency diploma. To find out where to take GED classes, you can call the national GED hotline at 1-800-626-9433. You can also call your local community college.
- **ESL (English as a Second Language):** These classes help improve English speaking, reading, and writing skills. You can find them at community colleges and community organizations.

Career Education

- **Union apprenticeship program:** These are most often for jobs in construction, like carpenter or electrician. There are also apprenticeships in manufacturing and transportation.
- **Certificate Programs:** These are usually shorter programs. They can last from eight weeks to one year. They are for people who want credentials more quickly. You may have to pass an exam to get a license in some fields.
- **Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees:** These are two-year programs (completion will take longer for part-time students). These degrees are equal to the first two years of a four-year college. Credits earned usually transfer to four-year colleges, but not always. Check with your college for details.
- **Associate of Applied Science (A.A.S.) Degrees:** These are two-year technical or vocational programs. They are in fields such as electronics, nursing, and heating and air conditioning. Credits earned usually do not transfer to four-year colleges. You may have to pass an exam to get a license in some fields.
- **Bachelor's (baccalaureate) Degree:** A four-year college degree. Bachelor of Arts or Bachelor of Science degrees are available in a variety of fields.



Handout 11.2: What You Need to Succeed

Fill out each side.

Career 1: _____

1. What training or educational degree is needed for this career?

2. Indicate how well you speak and read English.

- I don't need to improve my English before attending a training program.
- I need to improve my English before attending a training program.

3. Have you completed any vocational or apprenticeship training related to Career 1?

- Yes No

4. What's the highest level of education you have completed?

- No high school diploma or GED yet
- High school diploma or GED
- Vocational training
- Some college
- Associate degree
- Bachelor's degree

5. Compare your current educational level with the education required for Career 1. Indicate what additional training or schooling you will need. (Check all that apply to you.)

- English language instruction
- High school diploma or GED
- Vocational training
- One- or two-year certificate
- Associate degree
- Bachelor's degree
- Graduate degree (Masters, PhD, law or medical degree, etc.)

Career 2: _____

1. What training or educational degree is needed for this career?

2. Indicate how well you speak and read English.

- I don't need to improve my English before attending a training program.
- I need to improve my English before attending a training program.

3. Have you completed any vocational or apprenticeship training related to Career 2?

- Yes No

4. What's the highest level of education you have completed?

- No high school diploma or GED yet
- High school diploma or GED
- Vocational training
- Some college
- Associate degree
- Bachelor's degree

5. Compare your current educational level with the education required for Career 2. Indicate what additional training or schooling you will need. (Check all that apply to you.)

- English language instruction
- High school diploma or GED
- Vocational training
- One- or two-year certificate
- Associate degree
- Bachelor's degree
- Graduate degree (Masters, PhD, law or medical degree, etc.)



Handout 11.3: Choose a Target Career and Set Educational Goals

	Career 1	Career 2
Name of career		
Average yearly salary		
Educational degree needed		
Educational steps that I would need to take		
What I like about this job		
What I don't like about this job		

1. I choose this target career:

2. The career requires this degree or certificate:

My educational goals are:



Handout 11.4: My Mission Statement

Your assignment is to write your own personal mission statement. You can write your mission statement by answering these two questions.

Question 1: Why did you choose your career?

Example

"I want to become a registered nurse because I am good at science, and I love taking care of people."

I want to become a _____ because

Question 2: How do you plan to reach your goal?

Example

"I plan to get my GED and then get an associate degree in nursing."

I plan to _____

Now put both answers together. This is your personal mission statement.

My Mission Statement

Handout 11.5: Match the Mission Statement

Match the mission statement to the organization that created it.

___ 1. To give ordinary folk the chance to buy the same things as rich people.

___ 2. Everything we do is inspired by our enduring mission:

To Refresh the World ... in mind, body and spirit.

To Inspire Moments of Optimism ... through our brands and our actions.

To Create Value and Make a Difference ... everywhere we engage

___ 3. To organize the world's information and make it universally accessible and useful.

___ 4. To bring inspiration and innovation to every athlete in the world. If you have a body, you are an athlete.

___ 5. We are a global family with a proud heritage, passionately committed to providing personal mobility for people around the world. We anticipate consumer needs and deliver outstanding products and services that improve people's lives.

___ 6. Establish ___ as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow.

a. Nike

b. Wal-Mart

c. Coca-Cola

d. Google

e. Starbucks

f. Ford Motor Company