Lesson One: Setting Career Goals

**Duration:** 50 minutes

**Suggested Prerequisite:** Career and College Readiness Module One

**Objectives:**

- Identify examples of short and long-term goals.
- Do preliminary research on a job and the education/skills required.
- Create three short and long-term goals that could help students attain a specific career choice.

**Opening**

**Duration:** 4 minutes

**Format:** Read Independently. Share with class.

**Possible Prompt:** “As you know, there are short-term and long-term goals for getting a job in the career you want. Let’s practice identifying goals.”

**Handout:** Identifying Long-term and Short-term Goals sheet to identify goals related to becoming an architect. (Answer sheet provided).

**Individual:**

- Read each goal.
- Place a ✓ in the long-term OR short-term column.
- Place an ✗ in the column if a goal is not needed to become an architect.

**Class Share:** Discuss the rationale - some may fit into two different categories.
New Learning
Duration: 12 minutes
Format: Read as a class. Discuss as a class.

Possible Prompt:

- “Deciding on the right career takes a lot of careful thought, research, and planning. Let’s see what is required to become an architect.”


- “Notice the various ways you can research an occupation. (occupation groups, alphabetical, etc.)”

- “Under Occupational Groups - architecture is the first category. You can also click on the A on the A-Z Index to end up on the same page.”

- “Let’s go with the Architecture and Engineer link - here are titles, descriptions, degree requirements, and median pay as of 2017.”

Click on Architect:

- “This page gives a quick summary. For more information, click on titles or use the tabs along the top. To learn what is required for this career, we will go to the tab: How to Become One.” (Open this page)

- “Notice the requirements: Education, Training, and Licenses or Certificates.”

- “These requirements are the long-term goals for getting a job as an architect.”

Point out: Some key requirements needed:

- Bachelor’s degree in architecture
- Paid internship—generally three years
- Architect Registration Examination
- Require to be licensed

“At the bottom, Important Qualities are provided. Here is where you can build short-term goals.”

Example: Important Qualities for an Architect:

- Analytical skills
- Communication skills
- Creativity
- Organizational skills
- Technical skills
- Visualization skills

Class Discuss: (Select one of the qualities to discuss)

What short-term goal could a student work on today to build one of these skills?
Activity
Duration: 20 minutes
Format: Create in small groups or do as individuals.

Possible Prompt: “If you don’t know what you want to be yet, you can use the section of the home page to explore: Highest Paying, Fastest Growing, Most New Jobs” (open webpage).


Assign in groups or individually: “You will research a job’s key requirements to identify three long-term goals. Then you will create three short-term goals based on important qualities or skills listed.” (Teacher can assign students one of three categories or allow them to select.)

Demonstrate how to find the necessary information on the How To Become One page.

Directions
1. Go to www.bls.gov/ooh
2. Find an occupation of interest in the designated browsing category (Highest Paying, Fastest Growing, Most New Jobs).
3. Scan the summary information.
4. Go to: How to Become One.
5. Read the key requirements under Education, Training, Licenses/Certification to identify three long-term goals.
6. List three qualities or skills needed. Write short-term goals you could start now or in the near future.

Discussion
Duration: 10 minutes
Format: Discuss as a class or as groups

Share (if in groups): Each group shares their job, long term goals and short-term goals (as time permits).

Share (if as individual): Same as above but students share in small groups.

Class Discuss:
- How does a resource such as BLS help you build long-term goals?
- Why is it important to identify short-term goals from the qualities or skills listed in this career section?

Note to Teacher: Similar information can be found with O*NET https://www.onetonline.org/ if you’d like students to utilize a different resource.
**Closing**
Duration: 1 minute
Format: Formalize learning with the whole group

Possible Prompt: “Super job today! So, you see BLS is one of the most robust resources for researching a job you already know about or for discovering jobs you didn’t know existed and might interest you.”

**Evaluation**
Duration: 2 minutes
Format: Access Individually

Based on what you read or shared today...
- Three things I learned are...
- Two questions I still have are...
- One thing that stuck with me is...

Learners needing support:
*Reading can be done in partners or groups to help learners with second language challenges.*

Learners ready for extensions:
*Students can review other tabs to create a more complete picture of the job, including a link to ONet (under more information.)*

Notes for next time:
## Identifying Long-term and Short-term Goals

**Student who wants to become an architect**

<table>
<thead>
<tr>
<th>Action</th>
<th>Long-Term</th>
<th>Short-Term</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work a summer construction job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get a bachelor’s degree in architecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become fluent in a foreign language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Calculus or other higher math course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice drawing/building models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply to Cornell, Notre Dame, and Rice University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass the Architect Registration Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join a debate team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk to someone who is an architect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Identifying Long-term and Short-term Goals (ANSWER SHEET)

**Student who wants to become an architect**

<table>
<thead>
<tr>
<th></th>
<th>Long-Term ✓</th>
<th>Short-Term ✓</th>
<th>Neither ×</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work a summer construction job</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Get a bachelor’s degree in architecture</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become fluent in a foreign language</td>
<td></td>
<td></td>
<td>×</td>
</tr>
<tr>
<td>Take Calculus or other higher math course</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Practice drawing/building models</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Apply to Cornell, Notre Dame, and Rice University</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass the Architect Registration Examination</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join a debate team</td>
<td></td>
<td></td>
<td>×</td>
</tr>
<tr>
<td>Talk to someone who is an architect</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
BLS Research Handout

Occupational Outlook Handbook

Web Instructions:
1. Go to www.bls.gov/ooh
2. Find an occupation of interest in the designated browsing category (Highest Paying, Fastest Growing, Most New Jobs).
3. Scan the page's summary information.
4. Go to the page: How to Become One.
5. Identify three key requirements or long-term goals.
6. Review the Important Qualities and create three short-term goals.

Fill in the blank with your chosen profession.
I want to become a(n):

Long-Term Goals
Use the Education, Licensing/Certification, Training section to identify three key requirements.
*Example: Architect: Bachelor's degree in architecture
1. 
2. 
3. 

Short-Term Goals
List three qualities or skills needed. Write short-term goals you can start now or in the near future.
*Example: Architect: Analytical Skills - Take Calculus or Math Analysis course.
1. 
2. 
3. 