CAREER AND COLLEGE DEVELOPMENT

LESSON 7-10 ▲ AFTER-GRADUATION PATH

**LEARNING GOALS/OUTCOMES**

* Describe the value of work, education, recreation, leisure, and volunteer career/life activities.
* Define preferred time percentage allocations to the five types of career/life activities.
* Identify the five most common post-high school paths.
* Select the post-high school path they presently intend to pursue after graduation from high school.

**MATERIALS NEEDED**

* **Student Handouts:**
* Slice of Life
* Postsecondary Information
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students learn about the five types of career and life activities.** Tell students that there are five types of career and life activities: work (paid activities), education (learning activities), recreation (active health activities), leisure (relaxing activities) and volunteerism (contribution activities). Write the five career and life activities on the board. Ask students to give examples of each activity type. Tell students that each type of activity plays an important role in a person’s life. It is important that each person maintains a healthy balance of each type of activity throughout their lifetime.
2. **Students identify preferred time use for the various life activities.** Distribute a copy of *Slice of Life* to each student. Put students into groups of three or four. Ask students to collectively determine the percentage of time they believe would be the healthiest use of individual time. Ask each student to draw it on the first page of the handout. Tell students they have 5,840 waking hours in a year. Students will need to come to consensus and be ready to explain why their group chose to divide the pie the way they did.
3. **Groups present their time allocations.** Facilitate a process where each group presents their *Slice of Life* pie and explains the thinking that went into the division of their pie. Encourage students to see the financial and fulfillment value of work, the empowering value of education, the health and vitality value of recreation, the recharging and relaxing value of leisure, and the fulfillment and contribution value of volunteerism.
4. **Students identify preferred time use for life activities.** Have students return to their desks. Ask them to fill out the second pie chart on the second page of the *Slice of Life* handout, this time defining how they would like to use their own time in the next 12 months. Tell them that school time will take up approximately 20% of the 5,840 waking hours in a year, not counting homework or extra study time. Tell students this chart will be placed in their portfolio.
5. **Students guess the five most common post-high school paths.** Tell students that, in just over five years, they will be finishing high school. Ask them to guess what the five most common things that people do in the first year after high school. Have them write their guesses on a piece of paper. Ask students to pair with one more person and the two of them have to agree on a top five list of most common things people do in their first year after high school. Do this twice more, with four people in a group and then eight. Ask each group what their top five guesses are.
6. **Students learn differences between post-secondary options.** Distribute a copy of the *Post-secondary Information* Handout to each student. Help students understand the different post-secondary options. Ask for student volunteers to read the description of each option out loud to the class.
7. **Students rank the five post-secondary options in order of preference.** Ask students to rank the five post-secondary options in order of preference. Ask for a show of hands to discover the number of students that chose different options as their first choice. Ask select students to explain why they chose the path they did. Remind students that each path has value. Each person will choose the path that takes them to their defined career goal.
8. **Students imagine time use in their first year after graduation from high school**. Ask students to write responses to the following questions on their Journal Page.
* Which path do you plan to follow in your first year after high school? Why did you choose that path?
* In your first year after high school, what percentage of time do you hope to allocate to work, education, recreation, leisure, and volunteerism?
* Many people change their career goals and the path they intend to follow. Why do you think that career and path goals change over time?

**STUDENT PRODUCTS**

* **Completed *Slice of Life***
* **Completed *Journal Page***

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LESSON 7-10 STUDENT HANDOUT

 SLICE OF LIFE

Below is a pie that represents the time you will spend in your life involved in five career and life activities: work, education, recreation, leisure and volunteer activities. Divide the pie according to how much time you believe should be spent on each of the career and life activities. Be prepared to explain your thinking.

**NEXT YEAR**

Below is a pie that represents the time you’d like to spend in the next year with the five career and life activities: work, education, recreation, leisure and volunteer activities. Divide the pie according to how much time you believe will be spent on each of the career and life activities. Be prepared to explain your thinking and defend your perspectives.

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 POSTSECONDARY INFORMATION

**WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?**

What do you dream about doing? No matter what you want to do, you’re encouraged to continue your education after high school graduation. That’s because nearly every job today requires “post-secondary” (after high school education).

**FOUR-YEAR COLLEGE OR UNIVERSITY.** Students who need more education usually attend a four year-college or university. The first degree you earn will be a Bachelor’s Degree, such as a Bachelor of Science degree. You might continue on to graduate or professional school or you might use your degree to go right into the workplace. You can earn a Bachelor’s degree in nearly any subject imaginable, from Asian Studies to Zoology.

**TWO-YEAR COLLEGE.** Many students go to community or technical college to earn a career certificate or to get an Associate Degree. You can enter the workplace with an Associate Degree or use it to transfer into a four-year university and continue on toward earning a degree. Two-year college careers include Cosmetology, Computer-aided Drafting and Design, Medical Office Clerk, or Culinary Arts.

**CERTIFICATE or APPRENTICESHIP PROGRAMS- CAREER AND TECHNICAL EDUCATION (CTE)**. Do you want to earn a paycheck while you learn a job? Would you like to work one-on-one with someone who’s experienced? In CTE training (apprenticeship), you learn a highly skilled job (in manufacturing or high tech, or health care, public safety, cooking, or construction) by working with a skilled expert. An apprenticeship usually lasts two to four years. CTE careers include Auto Technicians, Carpenters, Electricians, and Hairstylists.

**MILITARY.** Some students join the military after high school. You can join the military right away, or you can join the Reserve Officers’ Training Corps (ROTC) while you are in college and then be commissioned as an officer after college graduation. The military offers many different career and training opportunities, meaning that you’ll need to decide what you want to do before you join. Most careers can be pursued through the military.

**WORKPLACE.** Some students elect to enter the workplace directly after high school graduation. Many plan to return to some form of post-secondary education after a year or two of earning a wage. Others do not return and hope to develop desirable skills through experience. Every student will eventually enter the workplace, so all need to develop qualifications, learn job search techniques, write an effective resume, develop interview skills, and understand how to grow within an organization.

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LESSON 7-10 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 7-10 | *AFTER-GRADUATION PATH***

***Q1:*** Which path do you plan to follow in your first year after high school? Why did you choose that path?

***Q2:*** In your first year after high school, what percentage of time do you hope to allocate to work, education, recreation, leisure and volunteerism?

***Q3:*** Many people change their career goals and the path they intend to follow. Why do you think that career and path goals change over time?

***Answers:***