your 🔥 job
— SEE IT. BE IT. —

Resources to inspire the next generation.

Dear Educators,

No matter what path we each took to get here, there's no denying we arrived at the discovery that education was our calling. Something sparked a flame in us, and we used it to light us through many hours of undergraduate and even, for some, graduate courses. We often forget that journey. For me, it was no walk in the park. It came with many setbacks. As I look back at my upbringing and education, I realize there was one thing lacking: a discussion of career pathways.

Fast-forward to today, and why this product is so meaningful. It's an opportunity to introduce the topic of career exploration before students enter high school and need to make pivotal decisions about what to do next. It's a chance for teens to find answers to the question they ask in class—"Why is this important?"—and start making connections to the real world. And most important, it's a way for students to identify their strengths and interests, and to answer the age-old question "What do you want to be when you grow up?"

We look forward to hearing about conversations that happen in your classroom and beyond.

Materials Overview

In each lesson plan, you'll find standards alignment, essential questions, modifications, and ways to extend learning beyond the lesson and the classroom.

Lesson Plan 1: Introduction to Career Exploration
- Students will explore career pathways using Your 🔥 Job.

Lesson 2: Understanding Who We Are
- Students will learn about their strengths from the Skills Explorer, and about how these strengths connect to their future.

Lesson 3: Exploring Career Clusters
- Students will brainstorm potential careers and explore career clusters suggested by the Skills Explorer.

Lesson 4: Identifying Key Attributes
- Students will continue to explore careers in the clusters they most identify with.

Standards Alignment

Lesson plans for Your🔥Job include mapping to Common Core, CASEL, and 21st Century Standards. In addition to these, we align all plans with the greater 16 clusters included in the Common Career Technical Core (CCTC) standards. To learn more about these standards, go to *careertech.org/CCTC*.

Powered by TIME-KiDS

your🔥job

— SEE IT. BE IT. —

Grades/Level: 3–8
Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are provided to suggest alternate pacing and to engage students at various levels.

Standards
  CCSS: ELA-LITERACY.CCRA.R.1, R.7, R.8, R.10, SL.1, SL.2, SL.4, L.1
  CASEL: Self-Awareness
  21st Century Skills Focus: Communication, Critical Thinking

What you'll need: Access to Your🔥Job, writing materials, "My Career Path" worksheet, "Real Talk" worksheet (optional)

Essential Question
  How do people's traits affect their career choices??

Learning Objective
  Students will reflect and explore career pathways using Your🔥Job.

Instructional Plan

Introduction
- Ask students to think back on jobs or careers that have interested them. Ask: What did you want to be when you were younger? Has it changed over time? Invite students to complete the "My Career Path" worksheet. Then have partners or groups discuss their timelines and how these have or haven't changed over the years..
  - **Modification:** Model an example on the board of your own career path. Each job or career should include an age range and an explanation of why it was of interest, and any experiences relating to it.

Whole Group/Small Group
- As a class or independently, have students read the article "Go Your Own Way." While reading, ask them to annotate the text (✓ = text that resonates; X = text that does not resonate; ? = a question about the text).
- Discussion questions
  - What message is Terina Allen trying to convey in the article "Go Your Own Way"?
  - Allen mentions moments when she felt afraid. What are some of your fears when it comes to careers and the exploration process?
  - At the close of the articles, there's a list of tips. Which of those did or didn't resonate?

Independent
- Ask students to refer back to their Career Path worksheet worksheet. Discuss connections they've made among their various job interests. Then ask them to choose one or two that they might like to explore. Give individuals time to write job descriptions for those jobs.
  - **Modification:** Ask students about the key features of each job. (For instance, a fiction writer might spend a lot of time working alone, while a journalist must talk to a lot of different sources for a story.) What traits would be ideal for a person pursuing each job?

Closing
- 3-2-1 Reflection Exit Ticket
  - 3 traits you think are suited to your ideal job
  - 2 jobs you think you might like
  - 1 job you think you would not enjoy

Powered by TIME for KiDS

Additional Resources

"José Andrés, Space Chef," at Your🔥Job
- Use this article to study how an interview is conducted. It features an interview of chef José Andrés by a TIME for Kids Kid Reporter. Study the questions and responses. You may wish to incorporate the Real Talk worksheet here.

On Inspiration video, at Your🔥Job
- A video about how inspiration can come from anywhere. An illustrator, a writer, a charity founder, and others talk about what inspires them.

Home/School Connection

Interview time! Have students ask an adult about what led them down their career path.

Modification: Provide sample interview questions like these: What jobs did you dream of when you were a kid?; What helped you choose your job? Did you have jobs before your current one? What are your favorite parts of your job? What are your least favorite? What traits make you good at your job? What do you wish you'd known as a young person when you were thinking about jobs?

your🔥job
— SEE IT. BE IT. —

> **Grades/Level: 3–8**
> *Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are provided to suggest alternate pacing and engage students at various levels.*
>
> **Standards**
> CCSS: ELA-LITERACY.CCRA.R.7, W.4, W.9, SL.1, SL.2, SL.4, SL.6
> CASEL: Self-Awareness
> 21st Century Skills Focus: Communication, Critical Thinking
>
> **What you'll need:** Access to Your🔥Job, writing materials, "My Career Path" worksheet
>
> **Essential Questions**
> What traits do I most strongly identify with, and how can they steer me toward career pathways?
>
> **Learning Objective**
> Students will learn about their strengths and how it connects to their future.

Instructional Plan

Introduction
- Have students make a T-chart on a sheet of paper. On one side, have them list their strengths (e.g., "I take feedback well"), and on the other, their weaknesses (e.g., I don't excel with group projects). Have them consider whether their strengths and weaknesses align with activities they enjoy. For example, students could enjoy group projects, but do poorly with them because they spend too much time chatting with the members of the group.

  - **Modification:** Have a set of starters for students. Examples might include: "I prefer completing school work on the computer," "I enjoy drawing," and "When doing group work, I like to be the one to present to the class."

- Refer back to the job interest timeline (My Career Path worksheet) from the introductory lesson. Ask: What were some of the jobs noted on your timeline? Which of the strengths you identified might help you excel on one of these career paths? Explain that students will be completing a survey using similar prompts to help them identify some skills that might guide them to a career path.

- Take a tour of Your 🔥 Job. Point out that content will be added to their news feed based on the strengths they identified in the Skills Explorer. Then discuss the five featured industries and how content for each will appear. Last, jump to the Ask Me Anything section and model how students can interact with an astronaut by asking questions.

Independent
- Take students to the Skills Explorer section of the website. Allow them time to complete it. Then have them respond to the following reflection questions:
  - According to the Skills Explorer, what are your key identifying traits?
  - Do these feel representative of what you identify as your strengths? Why or why not?
  - Take a look at your possible career paths. Which interests you the most? Do any of them align with your job-interest timeline?
  - Which celebrity or historical figure on your results pages would you like to interview?

Whole Group/Small Group
- Do peers see one other as individuals see themselves? Have each student write their name at the top of a sheet of paper. Ask them to move around the room writing positive traits or strengths on their classmates' papers.

Closing
- Exit Ticket: Have students respond to the following: Imagine you're interviewing who's doing a job that interests you. Generate three questions you would ask in your interview.

Powered by TIME for KiDS

Additional Resources

"Careers of the Future," at Your🔥Job
- This article introduces students to the idea of preparing for jobs that might not yet exist.

On Representation video, at Your Job
- Netflix's Bela Bajaria, Apple's Tim Cook, and other leaders on the topic of representation.

Home/School Connection

Learning about our strengths. The Skills Explorer might have been built for kids, but adults can use it too! Invite students to ask someone close to them to take the Skills Explorer and compare notes. This could be a sibling, a parent, an aunt or uncle, or an older cousin. Students can discuss their similarities to and differences from this person. This can be a time to make connections about what strengths come from different members of the family (and might provide a few surprises for adults).

Essential Questions
What are some jobs and career pathways I will learn about with Your 🔥 Job?

Learning Objective
Students will brainstorm potential career pathways and explore career paths from their Skills Explorer.

Instructional Plan

Introduction
- Spend a few minutes discussing the findings from students' Skills Explorer Summary.
  - What key identifying trait caught your eye?
  - What suggested career path are you most interested in exploring?
  - Who took the Skills Explorer at home? Did you share any identifying traits? How did your results differ?
- As a class or independently, have students read the article Believe in Yourself. While reading, ask them to annotate the text (✓ = text that resonates; X = text that does not resonate; ? = a question about the text).
- Discussion Questions
  - According to Terina Allen, where does a great career start?
  - What tips does Terina offer in those moments when things are difficult?
  - At the close of the articles, there's a list of takeaways and tips. Which of those did or didn't resonate?

Small Group
- Industry poster brainstorm
  - Hang eight pieces of chart paper around the room. Title each poster with one of the following career clusters, or industries:
    - Creators: Artists & Innovators
    - Climate: Environment & Sustainability
    - Health: Care & Science
    - Hospitality: Tourism & Service
    - Public Service: Government & Education
    - Space: Science & Exploration
    - Sports: Athletics & Management
    - Technology: Engineering & Coding
- Let students in small groups move around the room, brainstorming careers that might fall into each category. Students can use markers to add their ideas. Before they return to their seats, ask volunteers to name some of the careers listed at their final station. Posters should remain hanging for reference over the course of the program.

Independent

- Have students select an article to read from their customized newsfeed. Then have them reflect on the following:
  - What job was featured in this article?
  - What questions do you have about this job after reading this article?
  - What strengths do you have that could help you be successful in this job?
  - What seems challenging about this job?
  - List a few jobs that are similar to the one you read about today. If you need support, use the Internet for research.
- If there's time, have students share their reflection responses with a partner.

Closing

- Return to the posters and allow time for students to add the jobs they learned about on Your 🔥 Job and in the reflection activity.

Additional Resources

Use the videos and articles below to show cool jobs that students might not have known exist. Discuss what makes each of these jobs unique.

"Get in the Game," **at Your 🔥 Job**
- Sports video-game producers keep projects on track.

"Creating His Own Course," **at Your 🔥 Job**
- Brandon Johnson turned his love for golf courses and the great outdoors into a career.

"I'm a Roller Coaster Engineer," **at Your 🔥 Job**
- Meet Larry Chickola, vice president and chief corporate officer of Six Flags theme parks.

"View from Above," **at Your 🔥 Job**
- Meet drone pilot Nikolai Zychowicz. This article includes a video at the bottom of the article showcases a piece of his work.

Home/School Connection

The guessing game. Have students use today's lesson and the article they read during independent practice to make a quick list of clues about the career they learned about. Then have them provide one clue at a time to someone at home to see if that person is able to guess the job. If they need to go back and make sure their clues are factual, they can access the article from home. Have students report back about whether their partner at home was able to guess the job.

your 🔥 job
— SEE IT. BE IT. —

Grades/Level: 4–8
Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are provided to suggest alternate pacing and engage students at various levels.

Standards
CCSS: ELA-LITERACY.CCRA.R.2, R.3, R.10, W.4, L.6
CASEL: Self-Awareness, Relationship Skills
21st Century Skills Focus: Collaboration, Communication, Critical Thinking

What you'll need: Access to Your 🔥 Job, chart paper, marker, writing materials, sticky notes (optional)

Essential Questions
How important are certain attributes to careers on my path?

Learning Objective
Students will continue to explore careers in the clusters they most identify with.

Instructional Plan

Introduction
- **Teacher Prep:** Title a piece of chart paper "Attribute: _ _ _ _ _ _ _." Then draw a vertical line and label the top of the line "More" and the bottom "Less."
- Choose an attribute (e.g., communication, focus, teamwork, leadership) and write it at the top of the chart paper. Then model for students with a think-aloud by placing several jobs on the scale (e.g., if you chose *communication,* you might place *pilot* near the top of the line, as that job requires a lot of communication to ensure safety). Ask students to create their own attribute scale, identifying attributes and placing them on the scale in relation to a chosen career. Important: There are no right or wrong answers in this activity. Encourage discussion.

Independent
- Have students select an article to read from their customized newsfeed. While they're reading, ask them to write down, on a stick note, three to five key attributes required for their chosen job. After reading the article, they should complete these reflection questions:
  - Does the author of this article reveal any opinions or bias about this job? If so, how?
  - What do you think is the hardest part of this job?
  - What attribute of yours aligns best to this job?
  - Do you think this job will still exist in 10 years? Will it be different? How, and why?

Small Group/Pairs
- Pair students with a partner who read about a different career. Ask them to discuss the job they explored and the necessary attributes they recorded on their sticky note. Then, using a Venn Diagram, have them note the similarities and differences between the two. Students should consider role requirements, responsibilities, and necessary attributes. Have them record differences on the sides of the Venn Diagram and similarities in the center.

Closing
- Return to the introduction activity and, as a class, discuss the connections between the identified attributes and the new careers they learned about. Give students time to add any new careers they've learned about to the career cluster posters hanging in the room. If there are careers on the posters that are related or connected (for example, an artist is related to a designer), have them draw a connecting line between them.

Powered by TIME for KiDS

Additional Resources

Use the videos below to discuss how careers can be related. They all fall under the Creators & Artists industry. Discuss similarities and differences.

[Micah Johnson: From Athlete to Artist](#) **video, at Your 🔥 Job**
- Former professional baseball player Micah Johnson says he "traded in his baseball bat for a paintbrush."

[Sian-Pierre Regis, Storyteller](#) **video, at Your 🔥 Job**
- Sian-Pierre Regis is a professional storyteller, who tells his story to us.

[Becoming a Sneaker Designer](#) **video, at Your 🔥 Job**
- Sneaker designer Cheresse Thornhill-Goldson mentors other women of color as they pursue a career in the athletic footwear industry.

[5 Questions for a Game Developer](#) **video, at Your 🔥 Job**
- Video-game developer and entrepreneur Mitu Khandaker answers five questions about her cool career.

Home/School Connection

Attributes aplenty. Today's work focused on identifying attributes for careers and discussing the similarities and differences of those attributes relative to different careers. Have students learn more about the attributes necessary to their parents' or guardians' careers. When and how do they show leadership? Is communication important to their work? If so, why? Encourage students to make connections to other careers. Have them come in the following day and add those careers to the chart posters and draw connecting lines.

QUICK START GUIDE

Five EASY steps to set up an account on Your 🔥 Job

1 Go to *timeforkids.com/your-hot-job*.

2 After watching the Introduction video, click the "Let's Go!" button.
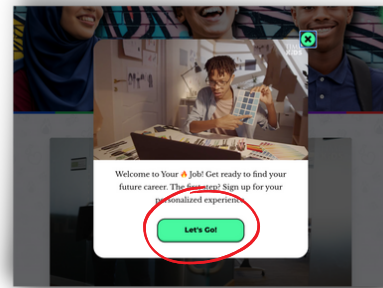
3 Create an account profile by entering *username* (do not use your real name) and *password* using the email of your choice. Then click Submit.

4 Tell us about yourself by answering three quick questions.

5 Complete the Skills Explorer and explore careers.

Powered by TIME for KiDS

your 🔥 job
SEE IT. BE IT.

QUICK START GUIDE

Where you can use Your 🔥 Job at your school

- ✓ Whole or small group teacher-guided lessons
- ✓ Independent student exploration time
- ✓ After school programs
- ✓ Other activities

Common Tips & Troubleshooting on Your 🔥 Job

- ✓ **Account Creation.** In order for students to create accounts, they must have an email address to use. If students do not have an email address, you can still access all of the content on the industry pages, you just no longer have access to Skills Explorer, recommended careers feed and the ability to earn badges.

- ✓ **Account Management.** Students should not use their real name when creating a username. To help manage class accounts, develop a system to help students remember their usernames and passwords. This can be in the form of recommending a username to be their favorite animal and their favorite number (e.g. hippo4) and their password to be their first grade teacher and favorite number (e.g. singer4) or you may wish to build out a template where students can enter their username and password into a document that only you have access to.

- ✓ **Shared Technology.** For easy access to the platform, have students bookmark *timeforkids.com/your-hot-job* on the browser you prefer class work to be completed on. If students share laptops, be sure to dedicate time at the close of sessions to ask students to log out of their account.

Powered by TIME for KiDS

STUDENT ACCOUNT LIST

STUDENT NAME/EMAIL	USERNAME	PASSWORD