



CAREER EXPLORATION IN SCHOOLS USING EXPRESSIVE ARTS

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Presentation Agenda

- Introductions
- Standards and Overview
- Elementary Intervention
- Middle School Intervention
- High School Intervention
- All Ages Intervention
- Wrap-Up and Questions



INTRODUCTIONS



Standards & Overview

- The College Board's National Office for School Counselor Advocacy (NOSCA)
- Own Your Turf Campaign
- 8 Components of College and Career Readiness Counseling (2012) for each grade level published brochures
- Reach Higher Campaign

NOSCA 8 Components

- College Aspirations
- Academic Planning for College and Career Readiness
- Enrichment and Extracurricular Engagement
- College and Career Exploration and Selection Processes
- College and Career Assessments
- College Affordability Planning
- College and Career Admission Processes *
- Transition from High School Graduation to College Enrollment *

Elementary Intervention

“Exploring Occupations through Sand Tray and Miniatures”

Grade Level: Elementary School

Domain: Career Development

Objective: Students will explore different careers through sand tray and miniatures and will gain knowledge and a better understanding of different occupational information.

Mindset: Positive attitude toward work and learning

Behavior: Identify long-and short-term academic, career and social/emotional goals

Elementary Intervention

Materials:

- Sand trays/sand
- Miniatures: Diversity of presentation (e.g., race, age, gender, accessibility, cultural, occupational items)
- Table or shelf to display miniatures

Preparation:

- All miniatures should be displayed and visible to all students.
- Sand trays should be placed in a circle with at least 2 to 3 feet between trays to prevent distractions, yet provide closeness among students.
- Distance between the table or shelf and tray placement should be further away from the circle, yet close enough for students to make necessary trips to obtain more miniatures.

Elementary Intervention

Building the Tray

1. The counselor asks all students to select one occupation of special interest and to keep the occupation choice to themselves.
2. The counselor gives directions and asks students to use the miniatures to create their perceptions of the occupation in the sand tray.

“Please use the miniatures to tell me what you know about the occupation you select. You can walk to the table and take up to 10 miniatures. You can make multiple trips to the table if you can’t carry all of your choices at once. It is important that everyone is quiet during this activity. You have 10 minutes to complete your tray, and after that we will go around and share our trays with the group.”

Elementary Intervention

Processing the Tray

Once students have completed their trays, the counselor asks students to take turns and share what they have created with the group- sharing is voluntary.

Questions to ask:

“Does anyone have anything to add to what [student name] just shared with us?”

“Any questions at all?”

“Can you think of another career similar to the one you just told us about?”

* Paying attention to how the students process the tray can give the counselor insight into the student’s current understanding of careers and any cultural or gender stereotypes that might be present.

Elementary Intervention

Evaluation

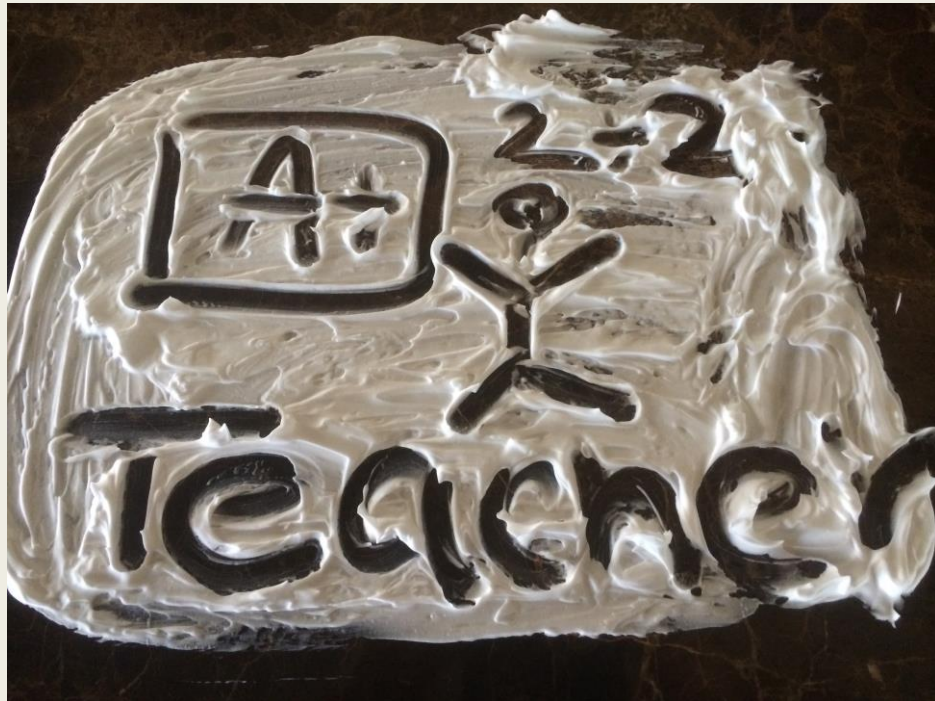
The goal of this intervention is for the students to learn about occupational information.

- Counselors may conduct an **observation** during the intervention to assess the extent to which students can verbalize and narrate their knowledge and understanding of the occupations (e.g., only describe a duty versus multiple duties of a sheriff).
- **Writing about the Tray-** Lastly, the counselor distributes *My Today's Discovery* worksheet to students. Students are asked to write down the name of the occupation that they chose when they created the tray and also the name of another occupation associated with (or similar to) the one they chose.

Elementary Intervention

Modifications

Shaving Cream



Paper



Middle School Intervention

Middle School Activity: CAREER CORNERS

Grade level: 6-8

Domain: Career

Objective: Students will identify values that align with different careers & values that are important to them personally.

ASCA Learning Outcomes:

ASCA Mindset Standard:

- *Positive attitude toward work and learning*

ASCA Behavior Standards:

- *Apply self-motivation and self-direction to learning*
- *Gather evidence and consider multiple perspectives to make informed decisions*

Materials needed: Career cards, markers and crayons, paper

Middle School Intervention

Step 1: What are Values?

Values= the things that are most important to you

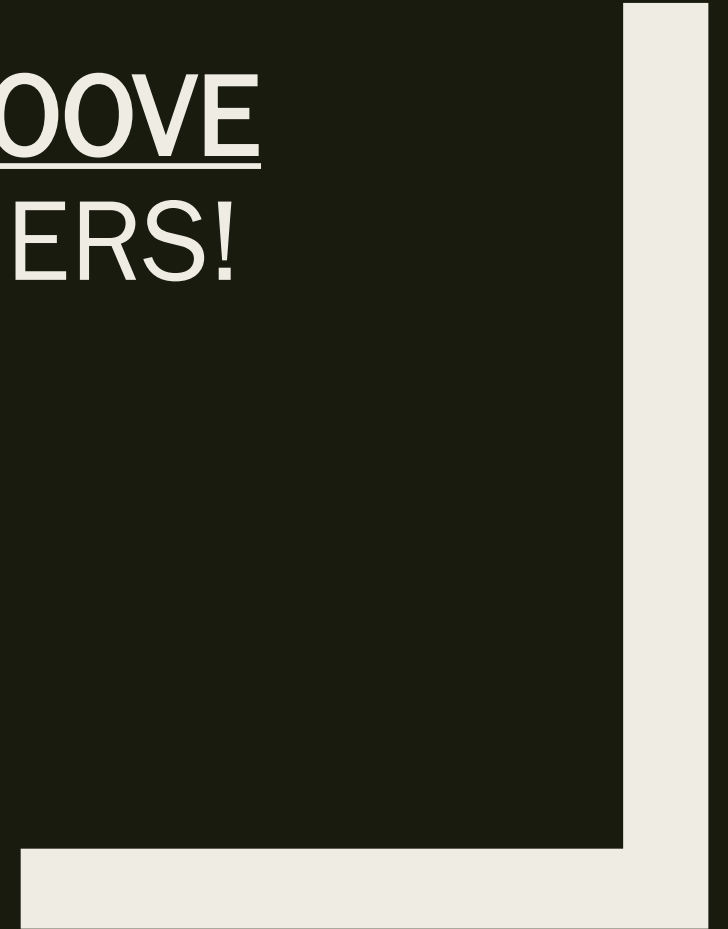
A person can have many values.

Your values may be different from another person's values.

People tend to choose careers that match their values.

Examples: Family, Friendship, Learning, Humor, Helping Others

STEP 2: LET'S MOVE & GROOVE
LET'S PLAY CAREER CORNERS!



Middle School Intervention

Activity Processing and Discussion Prompts

- Point out when the majority of the class goes to one corner.
- Point out when the corners are evenly represented.
- Recognize when students have a difficult time choosing a corner.
- Did anyone learn about a new career today? What did you learn?
- Who had a career that they think they would enjoy? Why?
- Who had a career that they do not think they would enjoy? Why not?
- Did anyone's personal values match one of the career cards they had?
- Did anyone's personal values not match their career cards at all?
- Was it difficult to choose just one corner sometimes? Why?
- What are some other careers that match the values that you learned about today?

Middle School Intervention

Step 3: I Value...

- Have the students use art supplies (i.e., markers and paper) to express what they've learned about themselves from the Career Corners activity.
- Instruct them to write or draw a picture of things that they value.
- Optional: Provide students a big list of values to refer to for their art project

Middle School Intervention

Pre-Career Corners Lesson: Have the students do the research!

■ I am a _____!

■ What do I do?

■ Three skills that are important for this career are:

■

■

■

■

■

■ Education required for this career: _____

High School Intervention

Envisioning your future

Grade:9-12th grade

Domain: Career Development

Objectives:

- Students will be able to create a vision that connects to their collegiate and career aspirations
- Student will be able to define role model
- Student will determine if a person deserves to be a part of their vision based on the role model criteria

High School Intervention

Materials:

- 8 x 11 construction paper in various colors
- 25 pairs of scissors
- Magazines with positive images and an array of people
- 25 Glue sticks
- 25 copies of 10 inspirational quotes (quotes can be on one page)
- 25 rulers
- 5 packers of markers

High School Intervention

Hook (2 minutes):

The power of visualization has been used for decades by Olympic athletes and at the beginning of the 21st century the general public was introduced to it by Rhonda Byrne. According to Bryne (2006), “The law of attraction is forming your entire life experience and it is doing that through your thoughts. When you are visualizing, you are emitting a powerful frequency out into the Universe.” Your vision board should focus on how you want to feel not things you want, now material things can be included that that should be the end all be all. I’ve been creating vision boards yearly since 2008 and throughout the year my visions have changed. Sometimes I have career aspirations and quotes on them and some times I have more relationship aspirations. Either way, I’ve had very few things on my own vision boards not happen and if it didn’t happen the first year I put it up, I kept it up until it did. Very few things are up more than two years.

High School Intervention

Class Activities:

- Students will already be in their group work desk assignments
 - *Supplies will be separated by group and placed in a supply bin for them*
- Students will be given a guide packet to help them with their vision board
 - *They will have 7 minutes to complete the guide*
 - It will be broken up into 4 sections
 - *Collegiate Aspirations, Role Models, Career Aspirations and Inspirational Quotes*
 - *They will complete the guiding questions for each section*

High School Intervention

When the students have completed the vision board guiding questions they will put their role model to the test

- *The teacher will direct the students to their role model section and ask to determine how much of a role model the person they put is at this present time (1 min)*
 - They will rip out page 2 of their guide and use a checklist to see if their role model meets the vision board standards
 - *They will have 2 minutes to complete this*

<https://youtu.be/FOIjvHjKORw>

High School Intervention

- The counselor will then instruct the class to take 2 magazines each and cut out pictures that represent their collegiate and career aspirations as well as their role model
 - *Students will have 10 minutes to cut out their pictures*
 - They may trade magazines within their group
 - *Each group will be given 10-12 magazines*
- One students have cut out all of their pictures they select 2-3 inspirational quotes they would also like to put on their vision board
 - *They will have 3 minutes to pick and cut out quotes*
- Once the students have their pictures and quotes they will begin to glue them on their vision board
 - *They will have 12 minutes to construct their vision board*

High School Intervention

- The teacher will do check-ins with each group every 3-4 minutes to make sure they are on task and going to finish on time as well as answer any clarification questions
- The teacher will instruct the student groups to start put their supplies neatly back in the supply bin and they will have 2 minutes to do so
- The teacher will then ask the students to go to page 3 in their vision board guide and complete the reflection questions.
 - *They will have 8 minutes to think-group-share*

<https://youtu.be/FOIjvHjKORw>

High School Intervention

Total Time: 45 minutes

Class Management strategies:

- Assigned seating
- Circulating throughout the classroom
- Timer
- Guided discussions

Assessment:

- Reflection questions on vision board in guide packer

Learning Outcomes:

- Students will be able to create a vision that connects to their collegiate and career aspirations
- define role model
- determine if a person deserves to be a part of their vision based on the role model criteria

All Ages Intervention

- Career Genograms from an Ecological Perspective
- Rationale:

Not all students have traditional living situations which involve tracing family lineage back a few generations. I have found many children and adolescents have been unsure of who their paternal grandmother is etc. It is too challenging. Instead, we can help them to explore the careers of those adults who are part of their circle of influence.

All Ages Intervention

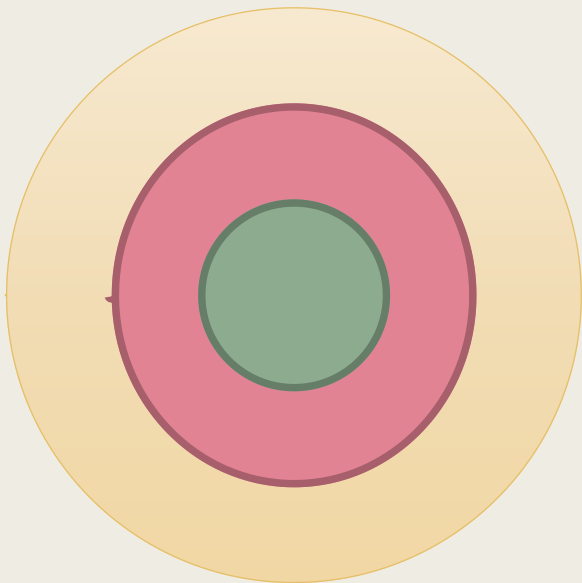
Objective: To help students to understand the influence that the adults in their lives have had on their career ideation.

Materials: Paper, pens, board, markers/chalk

Note: Students will have to bring in homework... Their goal is to find out as many of the careers of as many family members/influential adults as possible.

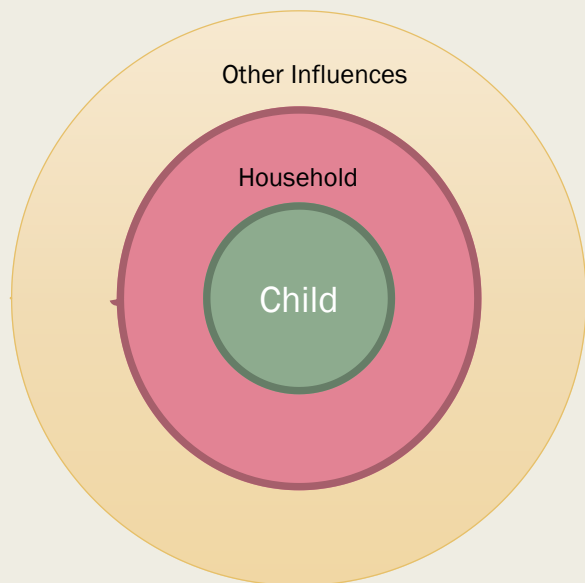
All Ages Intervention

- The Counselor will demonstrate how to create a career sphere.
- Each student will draw a small circle on their piece of paper
- They will draw larger circles around that circle



All Ages Intervention

- The middle circle is the child/adolescent
- The next circle represents adults who live in the same the house as the child
- The biggest circle represents adults who are influential in the child's life.



All Ages Intervention

■ DISCUSSION

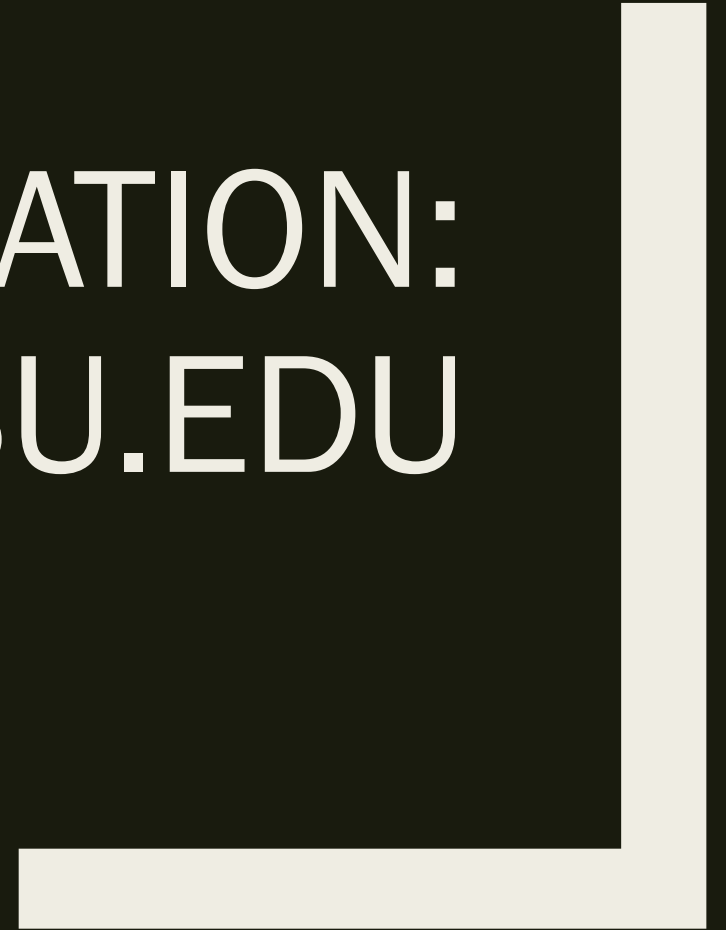
Talk about the activity with the group:

- *What did you learn about the career history of your important adults?*
- *What did you know about your adult's career history prior to today?*
- *Were you surprised by anything?*
- *What kind of education or training did your adults get in order to do their jobs?*
- *How do your career goals fit into your adults' career history?*
- *What kind of messages have you gotten about your own future career?*
- *What is important to you in a job/career?*

QUESTIONS



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