

What's After Graduation?

Overview

In this lesson students will be learning about the different options that they have after graduating high school. They will be looking at different careers and learning about what skills and level of education is required to be successful in those careers.

Objectives

By the end of the lesson, students will be able to:

- Define different paths after graduation
- Have an idea of what they plan to do after graduation
- Understand different careers and necessary skills to complete those careers

Standards

Employment and Income

Standard 1. Explore job and career options.

This listing is based on the JumpStart National Standards for Personal Finance. To see how this lesson aligns with other standards (including for your state), visit content.PersonalFinanceLab.com/Standards

Vocabulary

Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress.

College: an educational institution or establishment, in particular one providing higher education or specialized professional or vocational training.

Career Cluster: a group of careers that share common features.

Lesson Plan Includes

- | | |
|------------------------------|-------------------------------|
| □ Direct Instruction | □ Technology-Based Activities |
| □ Accompanying Presentations | □ Worksheets |
| □ Class Discussion | □ Assessments |
| □ Full Class Activities | □ External Resources |
| □ Individual Activities | □ Small Group Activities |
| □ In Class or Homework | |

Activity Summary

- Introduction
□ □ **Time:** 5 Minutes
- PFL Work vs Study Lesson
□ □ □ □ □ **Time:** 15 Minutes
Requires: PFinLab Curriculum Site License, Computer Access
- PFL Career Center—Dream Job
□ □ **Time:** 45 Minutes
Requires: PFinLab Curriculum Site License, Computer Access
- One or the Other
□ □ □ □ □ **Time:** 15 Minutes
Requires: Computer Access
- Training After High School
□ □ □ □ □ **Time:** 20 Minutes
- Cluster Check Up
□ □ □ □ □ **Time:** 20 Minutes **Requires:** Worksheet, Computer Access

Instructor's Guide

Introduction

Explain:

That after they graduate high school, it will be the first time that they are not required to go to school anymore. This may seem pleasing to some students but they must decide what they do after they graduate.

Ask students:

What are some options of what you can do after you graduate high school?

Explain:

Today we will be looking at two main options of what to do after graduating. Those options are going straight into the workforce or continuing your education.

Explain:

Even if you have an idea of what you plan on doing after graduation, I want you to have an open mind as we go through this lesson.

Time:

5 Minutes

Type:

□ □

Required Resources:

Independent Activities

Activities designed for students to learn independently—either in class or as homework. Some activities include presentations if you prefer to use them for direct instruction instead of independent study.

[PFinLab Work vs Study Lesson](#)

Assign your students the “Work vs Study” lesson on PersonalFinanceLab.com. This lesson the concept of either going straight into the workforce or continuing your education after high school is evaluated. The article addresses four different steps that students can go through to help them make a decision.

Students will be required to complete the quiz at the end as an assessment. If used as homework, follow up with discussion questions the next day

Discussion Questions:

- What is a negative of going to college?
- How do you plan on determining what you do after high school?
- Which choice will you go with?

Resource Links:

Lesson Content (Included in the Assignment on PersonalFinanceLab.com)
[Work Vs Study \(personalfinancelab.com\)](http://personalfinancelab.com)

Presentation:

[Work vs Study Presentation - Personal Finance Lab](#)

Time:

15 Minutes

Type:

□ □ □ □ □

Required Resources:

- PFinLab Curriculum
- Computer Access

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Dream Job Career Plan

Have your students go to the "Career Center" on PersonalFinanceLab.com. This contains a job and internship database, with over 300,000 real jobs and internships from around the country.

Have students look up what they would currently consider to be their "Dream Job" - any job posting that would match something they really want to be doing.

Then ask students to write down the job requirements for this position.

- For education requirements, have students identify a university offering a program that would fit.
 - Have students record how long it would take to receive the required degree
 - Also have students identify the approximate tuition cost to completion
- For all "Work Experience" requirements, have students look up a more junior position that would help them reach the required experience for their dream job
 - If the more junior position also has requirements to get hired, repeat the exercise for each position

Once students are able to identify all the requirements to be qualified for their dream job, ask them to build a timeline showing how long it will take to get from where they are now to their dream job.

Also ask them to identify how much money they think any education requirement will cost, and how much money they would earn for each year between now and when they would finally get hired for their dream.

Discussion Questions :

- Seeing the full cost and time of getting to the Dream Job, would any students switch career paths?
- How happy would students be on the pathway from where they are now until they reach where they want to be?
- For their entire career path, how do students compare personal happiness/satisfaction in the work, with how much money they will earn at each job?
- Does their Career Path open doors to attractive "endings" besides their Dream Job (such as higher income, flexibility, very interesting "intermediate" jobs)?

Resource Link:

[Learn Center \(personalfinancelab.com\)](https://www.personalfinancelab.com)

Time:
45 Minutes

Type:



Required Resources:

- PFinLab Curriculum
- Computer Access

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One or the Other

In this activity students will be deciding which path they want to follow after graduating and then conducting research on that choice.

Have students pick one of the options below to conduct research on.

Option A: Students can conduct preliminary research into and identify up to 5 colleges that jibe with their interests and expectations. They must write 3-7 sentences on why they picked each school.

Option B: If students are not thinking about college at this time, but do have ideas for other types of educational/training pathways, they can conduct similar research. They must write 3-7 sentences on why they picked each job or pathway.

Have them turn in their work as an assessment.

Time:
20 Minutes

Type:



Required Resources:

- Computer Access

Full Class Activities

Activities designed for whole-class participation. These are best used along with the direct instruction portion of the lesson.

Training After High School

This is a teacher led discussion centered around the options that students have after graduating college. The PowerPoint goes into detail about the different levels of training that is required to obtain different jobs.

Show the PowerPoint and have students ask questions throughout the process.

Discussion Questions :

- Why do you think that jobs required that amount of training?
- Do you think you can get that job through a different type of training?
- What other jobs fit is this group?|
- Do any of these careers interest you?
- What are some jobs that you currently are working and what type of training did they require?

Resource Link:

[Post High School Education Presentation - Personal Finance Lab](#)

Time:
20 Minutes

Type:



Required Resources:

- Presentation

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Small Group Activities

Activities designed for small groups of students. These resources are best used after full-class direct instruction and activities.

Cluster Check Up

In this activity students will be introduced to the concept of career clusters and then do a group investigation on the concept as a whole while diving into different specific clusters.

Introduce the term career clusters to students:

A career cluster is group of careers that share common features. If you like one job in a cluster, you will probably find other jobs in that cluster that you will like as well.

- Provide the students with a few examples of career clusters
- Health – Workers in this cluster help people have healthy lives. Some work directly with people, some don't. This cluster contains jobs like home health aide, medical sonographer, pharmacy aide, and medical transcriptionist.
- Business – Workers in this cluster help companies run smoothly. This cluster contains jobs like office clerk, receptionist, credit checker, and janitor.
- Public Safety – Workers in this cluster protect people and enforce laws. This cluster contains jobs like security guard, court clerk, alarm installer, and life guard.

Ask them if they can think of any other jobs that fall into these clusters?

Ask them if there is any other clusters that they can think of?

Explain to them that career clusters are important because they help guide people in the direction of a career and with that they can decide if that career requires more education or if they can get a job with a high school diploma.

Explain to students that they will be doing a group investigation on career clusters.

Split students into groups of 3-4 and pass out the worksheet.

Once groups have completed the packet, either collect the worksheet or go over the answers as a class.

Resource Link:

http://www.baschools.org/pages/uploaded_files/Career_Cluster_Work_Sheet.pdf

Time:

20 Minutes

Type:



Required Resources:

- **Worksheet**
- **Computer Access**

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Conclusion

Explain:

As you all learned today there are many different possibilities of what you can do after graduation.

It is important to think about this no matter what grade you are in because you have to start planning and investing in your future.

Pass out a piece of paper and have students write a goal on the sheet of paper that is in regards to what they plan on doing after graduation.

Have students turn the piece of paper in at the end of the lesson.