Career Education, Grade 10 – Career Exploration

Adopted from Knowledge@Wharton High School

**Overview/Rationale:**

An entrepreneurial way of thinking not only supports those who may be looing at self-employment in the future, but also nourished creative thinking and leadership in other areas of students’ lives. In this lesson students will gauge how the skills they already possess can be harnessed to create social change. 

**Duration:**

1 full class

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| **Big Ideas** | * A network of family, friends, and community members can support and broaden our career awareness options * Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities * Effective career planning considers both internal and external factors * The global economy affects our personal, social and economic lives and prospects * Successful career and education paths require planning, evaluating and adapting |
| **Curricular Competencies** |  |
| **Content** |  |

**Materials/Links:**

Internet Access

Knowledge@Wharton Articles:

* “[The New Global Middle Class: Potentially Profitable — but Also Unpredictable”](http://knowledge.wharton.upenn.edu/article.cfm?articleid=2011)(podcast)
* “[Globalization With a Human Face — and a Social Conscience](http://knowledge.wharton.upenn.edu/article.cfm?articleid=770)”

**Activity:**

1. *(13 mins)* Start with a discussion on emerging markets to explain to students what an emerging market is, how they impact the world economy, and which are some of the current emerging markets. One interactive way to do this is by playing this podcast for students: “The New Global Middle Class: Potentially Profitable — but Also Unpredictable.”

Takeaways from the podcast include:

* A new global middle class is rising up from poverty in emerging economies around the world, providing competition for labor and resources, but also enormous promise for multinationals that tailor products and services for the burgeoning ranks of first-time consumers
* The World Bank estimates that the global middle class is likely to grow from 430 million in 2000 to 1.15 billion in 2030. The bank defines the middle class as earners making between $10 and $20 a day — adjusted for local prices — which is roughly the range of average incomes between Brazil ($10) and Italy ($20).
* China and India alone will account for two-thirds of the expansion, with China contributing 52% of the increase and India 12%, World Bank research shows.
* The world’s middle class has, until recently, been located in “the triad” of Europe, North America and Japan. In the 1970s and 1980s, countries such as South Korea, Brazil, Mexico and Argentina also built sizeable middle-class populations. “Nowadays, it’s China and India,” says Guillen. “The driver is economic growth. As the economy expands, the domestic market starts to become bigger, and it is typically a middle-class market.”
* “Due to economic pressures, more and more companies in developed nations are seeking educated workforces in emerging markets to outsource manufacturing and service jobs,” he says.
* To capture customers in these markets, companies must create new products that take into account price sensitivity.

2. *(10 mins)* Have students read the article: “Globalization With a Human Face — and a Social Conscience.” Mention the following problems outlined in the article:

* Half of the world’s population lives on $2 a day.
* Three million people — 2/3 of them children — die of preventable diseases.
* 1/3 of the world’s children die of preventable diseases.
* Governments in many of these countries are too corrupt or are incapable of dealing with social problems on this scale.
* Social entrepreneurs do not need to be limited to the developing world because the need is everywhere.
* A social entrepreneur is someone who asks: Why does it have to be like this?

Lead a short discussion on these points with students to get their reactions and comments.

3. *(5 mins)* Keeping these problems in mind, have students work in groups to brainstorm the skills a social entrepreneur might need to alleviate some of these problems the world faces.

4. *(5 mins)* Then have students write a list of their own talents and skills, and whether they are related to social change or not. Have them think of interesting ways any of their skills could be used to help someone else, create social change, etc…

**Tying It All Together:***(15 mins)* Create random groups of 3 or 4 students. Have students in each group share their talents and skills with each other and collaborate on how they can use the distinct skills of each student to start a social entrepreneurial venture that will benefit someone who is in their community or another country. Make sure students keep in mind the limitations of their target market in terms of cost, necessity, etc. Have each group share their idea and who their target market is.

**Practice Outside of the Classroom:**Have students think about how they can harness their individual skills and talents to start a social entrepreneurial venture to benefit society. What skills can they acquire to enhance a social entrepreneurial venture?

**Additional Teacher Resources:**

KNOWLEDGE@WHARTON HIGH SCHOOL ARTICLES:

* [“Where Do Ideas Come From?”](http://kwhs.wharton.upenn.edu/2017/06/where-do-ideas-come-from/)
* [“V is for Visionary: Five Lessons from Tech Titan Josh Kopelman”](http://kwhs.wharton.upenn.edu/2013/08/v-is-for-visionary-five-lessons-from-tech-titan-josh-kopelman/)
* [“Social Entrepreneurship Spotlight: The Face Inside Your Coffee Cup”](http://kwhs.wharton.upenn.edu/2015/06/social-entrepreneurship-spotlight-the-face-inside-your-coffee-cup/)
* [“Raising Llamas: Gustavo Maluéndez’s Path from Pretend Cattleman to Real-life Rancher”](http://kwhs.wharton.upenn.edu/2011/07/raising-llamas-gustavo-maluendezs-journey-from-pretend-cattleman-to-real-life-rancher/)
* [“Mentors: Knowing How and When to Listen to Feedback”](http://kwhs.wharton.upenn.edu/2016/09/mentors-knowing-listen-feedback-advice/)
* [“ManCans Founder Hart Main Is Well Prepared for College Life”](http://kwhs.wharton.upenn.edu/2015/08/hart-main-is-prepared-for-college-life/)
* [“Lessons from the ‘Board’ Room: A Watercraft Maker Talks Beaches and Business”](http://kwhs.wharton.upenn.edu/2015/12/lessons-from-the-board-room-a-watercraft-maker-talks-beaches-and-business/)
* [“Former Olympian Benjamin Lewis Is Revolutionizing Animal Testing”](http://kwhs.wharton.upenn.edu/2016/05/former-olympian-benjamin-lewis-revolutionizes-animal-testing/)
* [“Exploring Social Entrepreneurship: ‘My Generation Is Full of Activists and Humanitarians’”](http://kwhs.wharton.upenn.edu/2016/07/power-social-entrepreneurship/)
* [“Advice from Aspiring Women Entrepreneurs with Three Very Different Products”](http://kwhs.wharton.upenn.edu/2017/08/advice-aspiring-women-entrepreneurs/)