****

**M2 Lesson 2: Who am I? And How Can That Relate to Careers?**

Core Competencies:

|  |  |  |
| --- | --- | --- |
| * Communication
 | * Thinking
 | * Personal & Social
 |

Big Ideas:

* Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.

Curricular Competencies:

* Use self-assessment and reflection to develop awareness of their strengths, preferences and skills
* Set and achieve realistic learning goals with perseverance and resilience
* Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices

In this lesson and activities, students will have the chance to explore the myBlueprint "Who Am I? section in order to unlock potential occupation matches that may suit their learning style, personality, interests, knowledge, and motivations. Later in the course, you will then further research some of these career ideas as they relate to needs of their community.

For students:

A job. A career.  You can't necessarily have one without the other, but you can work in a job without it being a career, just like you can start your career without having to work a job for it. Confused? If you are, this lesson will hopefully make things more clear for you.

In this lesson, you will begin to research the world of careers available to you, **learning** about the "job market", **exploring** career options, and **identifying** sources of information and support to assist you in your educational and career planning.

The focus in this section is not in any way for you to decide what type of career you would like to have in the future, as we know that will evolve with our interests, goals and skills, but instead it is designed to get you comfortable with the research required for when those changes happen.

You may be saying that "I'm only in Grade nine. Why do I have to start planning for my future career?", "Why am I worried about the job market?" or "What do the words *job market* even mean?"

What matters is that you are using your natural talents and abilities to do your own unique thing - whatever that may be.

Here are some interesting stories of celebrities who had to change the path as they discovered their talents, abilities and opportunities in their fields:

**Sylvester Stallone, deli counter attendant**

After getting no career traction as an actor in his 20s, Stallone attacked his 30s like any 5’3 man should: He wrote a movie where he was an all-American hero with unbelievable success in sports.

That movie was *Rocky*… he banged out the *Rocky* screenplay in three days, in between working at a deli counter and as a movie theater usher… and it launched his career with an Academy Award for Best Picture.

**Harrison Ford, carpenter**

When Ford was 30, he starred in *American Graffiti*… which was a huge hit. But he got paid a pittance for acting in it, decided he was never going to make it as an actor, and quit the business to get back into the more financially dependable world of construction.

Four years later, he met up with George Lucas again (for those who don’t know, Lucas directed *Graffiti*) and Lucas cast him as Han Solo.

**Rodney Dangerfield, aluminum siding salesman**

He started doing stand-up at age 19, then gave up on it in his mid-20s. He started working as an acrobatic diver, and then as an aluminum siding salesman. He didn’t start getting back into comedy until he was 40.

Taken from: <http://11points.com/11-famous-people-completely-wrong-career-age-30/>

As a class, you can further discuss if anyone in the class knows of someone who has taken an unusual career path. This could be someone in their family, a friend, or community member.

Assignment:

Today, students will need access to their MyBlueprint account. As they complete their "Who Am I" surveys, they can be added to their myBlueprint Grade 9 portfolio. After completing each component, they will then reflect on the results of each survey.

Instructions for students:

1. Complete the "Learning Styles" survey and add to your Grade 9 myBlueprint portfolio.
2. Complete the "Personality" survey and add to your Grade 9 myBlueprint portfolio.
3. Complete the "Interests" survey and add to your Grade 9 myBlueprint portfolio.
4. Compete the "Knowledge" survey and add to your Grade 9 myBlueprint portfolio.
5. Complete the "Motivations" survey and add to your Grade 9 myBlueprint portfolio.

When you have the surveys completed, students can answer the following questions:

1. For the "Learning Styles" survey, what type of learning style did the survey determine you have? Interpret the results - what do they mean? Do you agree or disagree with the results?
2. For the "Personality" survey, what did the survey determine was your personality type? Interpret the results - what do they mean? Do you agree or disagree with the results?
3. For the "Interests" survey, what did the survey determine was your interest type? Interpret the results - what do they mean? Do you agree or disagree with the results?
4. For the "Knowledge" survey, what did the survey determine to be your top, second and third subject area? Based on the subject area, what did the survey determine as your top career cluster? Interpret the results - what do they mean? Do you agree or disagree with the results?
5. For the "Motivations" survey, what is your top and second motivation factor? Interpret the results - what do they mean? Do you agree or disagree with the results?

Assessment:

(see next page)

