

SURVIVOR ISLAND – HOUSTON/GALVESTON

CAREER EXPLORATION AND PORTALS TEKS OBJECTIVES	
§127.3.c	<p>1. The student explores personal interests and aptitudes as they relate to education and career planning. The student is expected to: (B) explore the career clusters as defined by the U.S. Department of Education; (C) summarize the career opportunities in a cluster of personal interest; (F) explore how career choices impact the balance between personal and professional responsibilities.</p> <p>2. The student analyzes personal interests and aptitudes regarding education and career planning. The student is expected to: (D) determine the impact of technology on careers of personal interest; and (E) identify entrepreneurial opportunities within a field of personal interest.</p> <p>3. The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transition from one learning level to the next; (D) discuss the impact of effective college and career planning; (E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning.</p> <p>4. The student evaluates skills for personal success. The student is expected to: (B) use interpersonal skills to facilitate effective teamwork; (C) use a problem-solving model and critical-thinking skills to make informed decisions; (D) use effective time-management and goal-setting strategies; (E) effectively use information and communication technology tools; and (F) identify skills that can be transferable among a variety of careers.</p> <p>7. The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites; (C) model characteristics of effective leadership, teamwork, and conflict management; (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; (E) explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population; and (F) complete activities using project- and time-management techniques.</p> <p>8. The student identifies and explores technical skills essential to careers in multiple occupations, including those that are high skill, high wage, or high demand. The student is expected to: (B) analyze the relationship between various occupations such as the relationship between interior design, architectural design, manufacturing, and construction on the industry of home building or the multiple occupations required for hospital administration.</p>
§127.4.c	<p>1. The student explores one or more career clusters of interest. The student is expected to: (A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>3. The student explores programs of study. The student is expected to: (B) identify the academic and technical skills needed.</p> <p>6. The student explores labor market information. The student is expected to: (A) analyze national, state, regional, and local labor market information; (B) cite evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.</p>

Instructional Directions **This activity is designed to take 45 minutes – 1 hour as presented below.**

1. Current Career Choice
 - A. Depending on class size, arrange students in small groups of four or more (ideally – adapt group size for smaller or larger classes as deemed appropriate)
 - B. Using the Career Choice ticket (**Blackline Master C4**), have students write down their **current career choice** and why.
 - C. Have students share their choices within the small groups
 - D. Once complete, proceed to step 2
2. Survivor Island – Small and Large Group Activity
 - E. Scenario – (You may read aloud to class or “embellish” as you feel qualified.)

After entering their chosen professions, the small group travels on a plane together. It crashes on a deserted island. Others have crashed there as well. The island can only sustain _____ number of people (change this number to represent two for each group, so if there are four groups, the number would be 4 x 2 or 8).

- F. Decisions
 - i. Based upon their occupation, the small group must decide which two people from their group can remain. The others are fed to the sharks!



SURVIVOR ISLAND – HOUSTON/GALVESTON

- ii. Share with class compiling one big list of who is on the island and their respective occupations. (Write this on the board or somewhere the entire class can view.)
 - iii. Ask class: “Would this island be successful with these occupations? Why? Why not?”
3. Rescued – Individual Activity
- G. Scenario – Bad News, Good News
 - i. (You may read aloud or, again, use your best storytelling ability.)

A tsunami is coming! The good news is that the sharks are scared away. The bad news is now everyone is in trouble. However, a ship is arriving from the port in the Houston/Galveston area and can harbor some castaways. However, the ship will only accept passage of those with certain professions that their community and economy needs.
 - H. Pass out the High-Skill, High-Growth Jobs List (wrksolutions.com/jobs/doc/WFS-HSHG.pdf)
 - I. Decisions – ask students:
 - i. Is your chosen career on this list? If so, great! Why do you think your career is on the list?
 - ii. If not, which position would you choose to pursue to get rescued?
 - iii. Why would you choose this career?
 - J. Have students write their **new career** on the ticket in the appropriate blank (even if it didn't change)
 - K. Share with class – writing the new choices next to the original list of island inhabitants
 - L. Compare and contrast the two lists:
 - i. Can _____ make more money in their new career?
 - ii. What skills or interests are shared between the original career and the new career? (Encourage connections students might not see. For example, a student might choose to be a teacher instead of a singer. Point out that both perform for “audiences” and have to prepare to perfect their performances.)
 - iii. For students that have chosen a HSHG career from the beginning, encourage them to share why they have done this and inquire about what they are doing to prepare for that career.
4. Summarize – Large Group
- M. Direct the discussion to summarize findings. Guide to the following:
 - i. Career choices can be made based upon interests (like the choice they came in with today) or the needs of the group (for example, those on the island or the need of the Houston/Galveston region as seen in the HSHG Guide)
 - ii. Information is available that projects (predicts) what industries and occupations will be in demand for the Gulf Coast region. Encourage the students to explore career options in the guide and share with their families and friends.

Learning Outcome(s)	Students will recognize how the need for occupations may vary according to the community, consider a career choice based upon labor market information, and become familiar with the High-Skill, High-Growth Jobs List.
Deliverables	Completed Blackline Master C4; lists of vital occupations
Resources Needed	High-Skill, High-Growth Jobs List, “Career Choice” Ticket (Blackline Master C4), chart paper or chalk board, markers or chalk, blank paper for small groups to record answers, island decorations or other thematic add-ins as desired

**Vocabulary or Concepts
(New and/or Challenging)**

- Labor Market Information
- Tsunami



CAREER EXPLORATION TICKET LAST 1 Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required		CAREER EXPLORATION TICKET FIRST Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required	
CAREER EXPLORATION TICKET LAST 2 Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required		CAREER EXPLORATION TICKET FIRST Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required	
CAREER EXPLORATION TICKET LAST 1 Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required		CAREER EXPLORATION TICKET FIRST Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required	
CAREER EXPLORATION TICKET LAST 2 Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required		CAREER EXPLORATION TICKET FIRST Current Career Choice Why? High-Skill, High-Growth Career Choice Why? Training Required	



Workforce Solutions is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Relay Texas Numbers: 1-800-735-2989 (TDD) 1-800-735-2988 (voice) or 711.