

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: NAVIGATE YOUR FUTURE

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 3. Students will explore careers and the connection of school to work.

Competency 3.6. Develop skills to locate, evaluate, and interpret career information.

- Learning to Work: Standard 5. Students will understand how community awareness relates to work.

Competency 5.1. Identify how economic and societal needs influence the nature and structure of work.

National Career Development Guidelines Goal/Indicator

- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.A2. Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

- Career Management: GOAL CM5. Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Indicator CM5.K1. Identify societal needs that affect your career plans.

Indicator CM5.K2. Identify economic conditions that affect your career plans.

Lesson Objectives

1. Students will identify occupations that require a special license in South Carolina.
2. Students will describe at least one occupation that requires a special license in South Carolina.
3. Students will describe how changes in societal needs, technology, and/or economic conditions might make a selected occupation obsolete in 100 years.

Assessment

1. Students will use the publication *Be Your Own Navigator—Map a Path to the Future* to locate, evaluate, and interpret information about an occupation that requires a special license in South Carolina.
2. Students will describe the job duties and education/training requirements for at least one occupation that requires a special license in South Carolina.
3. Students will describe how changes in societal needs, technology, and/or economic conditions might make a selected occupation obsolete in 100 years.

Preparation

- Prior Learning—Optional: EE #6 *What's In a Name?*

- Handouts/Worksheets— *Be Your Own Navigator—Map a Path to the Future*
- Resources—One index card for each student, teacher's information sheet on SC Department of Labor, Licensing and Regulation (<http://www.llr.state.sc.us>)
- Time Required—45 minutes

Procedures

- Give the students some background information on the SC Department of Labor, Licensing and Regulation (LLR) and discuss briefly what occupational licensing means.
- Introduce students to *Be Your Own Navigator—Map a Path to the Future*. Be sure to inform students that the publication is not an extensive list of careers—it is just a publication that highlights occupations that require state licensing.
- Have students look through the *Be Your Own Navigator* publication for 5-8 minutes.
- Ask the students to choose one of the occupations listed. It can be one that they have never heard of before, or one they might be interested in pursuing, or one that a family member holds. Their choice of occupation is for this exercise only.
- Have each student write the name of the occupation they chose on the front of an index card. Have them write a brief description of the job duties and the education/training required for the occupation on the back of the index card. (They do not need to write their name on the card. The cards can be saved and used for other activities.)
- Collect the cards and tape all cards to the blackboard/dry erase board for viewing.
- Engage students in a discussion of how the needs of society, changes in technology, and economic conditions affect what occupations are in demand and what occupations become obsolete. Have them brainstorm the names of some occupations that existed 100 years ago, but no not exist today (e.g., street lamp lighter, home delivery of ice/milk, lighthouse keeper, weaver, etc.). What are some new occupations that have been created in the last 50 years?
- Call out the names of the occupations one at a time. Ask the student who chose it to:
 - Describe the occupation, including education and training needed
 - Tell the class why they chose that particular occupation
 - Talk about why it may - or may not - be needed 100 years from now
- After all of the occupations have been discussed, ask students what occupations were of special interest to them? Brainstorm occupations related to each CTE program/career cluster. What kind of education and training is required? What did the students learn from this experience?
- Suggest to students that they might use the CIDS to further explore occupations.
- Make the connection between the CTE programs, occupations of interest, high school courses, and writing their high school career/education plan. Be sure students realize that what courses they take in high school and how they achieve have an impact on what postsecondary education/training opportunities will be open to them.
- Remind students of the importance of life-long learning.

The South Carolina Department of Labor, Licensing and Regulation (LLR) is organized into four divisions: Administration, Fire and Life Safety, Labor, and Professional and Occupational Licensing.

Administration Division – support services for the LLR department: budgets and finance, human resources, training, professional development, inventory, information technology, records management, procurement, property and vehicle management.

Fire and Life Safety Division – maintains a statewide delivery system for fire prevention, protection and training services. This division includes the Office of State Fire Marshall and the SC Fire Academy.

Labor Division – protects the rights of employees and employers. Responsibilities include occupational safety, payment of wages, child labor, migrant labor, and mediation of disputes between unions and businesses. The Labor Division includes the office that administers the SC Elevator Code, the SC Amusement Ride Safety Code, and the SC Bungee Safety Law. Also, the Occupational Safety and Health Act (OSHA) is administered under this Division. OSHA laws protect the workplace, making sure that facilities are safe and healthy.

Professional and Occupational Licensing Division – issues certificates and licenses through numerous licensing boards. The *Be Your Own Navigator—Map a Path to the Future* publication highlights the occupations that require proper licensing in the state of South Carolina.