

# CAREER BRAINSTORMING

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## SUMMARY

### SHORT DESCRIPTION

What do you want to be when you grow up? In this introductory task, you will brainstorm different careers available in your community and present different aspects in a virtual meeting with your partner class.

### GOALS

You will meet students in the partner class and learn about jobs in their community and careers that interest them.

### LANGUAGE GOALS

You can talk about careers that interest you and what skills and training you would need to work in that field.

### DURATION

1-2 weeks

### LANGUAGE

English

### MATERIALS

Worksheet for all Students:  
*CAREER BRAINSTORMING WITH YOUR PARTNER CLASS*

## DESCRIPTION

In this activity, students will consider what jobs they are interested in, and what skills and education they will need for these future careers, either in the U.S., Germany or globally. Students will research job requirements and prepare a presentation to share careers that interest them and the requirements for that career.

## TEACHER PREPARATION

The teachers from each partner class should determine which conferencing tool to use for virtual meets, and prepare for the meeting in terms of procedures, duration, how to divide students into groups, and rules for breakout sessions. The teachers will assign research topics to their students or agree upon guidelines for allowing students to choose.

## CLASS INTRODUCTION

The teachers send their students information about the procedure, duration and content of the project. The teachers explain the task to their students and give them the access data for the conference tool.

### Material

Worksheet for all students: *CAREER BRAINSTORMING WITH YOUR PARTNER CLASS*

Prior to beginning the lesson, teachers may want to reach out to school and community resources to help students determine what careers are most needed in their specific community. A school counselor or career development facilitator may have some helpful suggestions in addition to the resources provided.

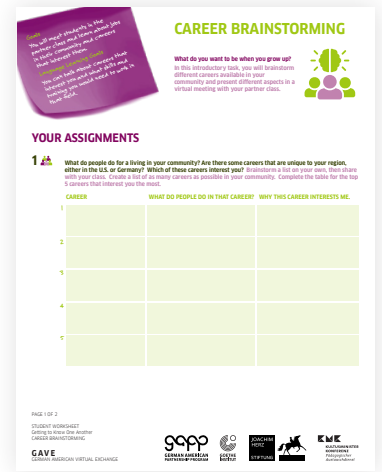
### Note

For career research, [mynextmove.org](http://mynextmove.org) is great for state-specific career information; in Germany they should check out the [Berufsinformationszentrum](http://Berufsinformationszentrum) website ([berufenet](http://berufenet)).

## EXCHANGE

### 1. Career Selection

- Students choose a career to research based on their personal interests.
- To ensure variety, you may guide students so that different types of careers are represented.



## EXCHANGE *continued*

### 2. Research and Presentation Preparation

- Each student researches their chosen career individually.
- Students create a short presentation using a format and tool of their choice (e.g., video, comic strip, digital book, PowerPoint, Prezi, poster, or other creative options).
- If students create an analogue product (e.g., poster, drawing, booklet), they should digitize it (e.g., take a photo) so it can be shared virtually.
- Presentations should be no longer than **\*\*3 minutes\*\***.

### 3. Virtual Meeting Structure

- Students are placed into small breakout groups.
- Within each group, students take turns presenting their career research and asking questions of one another.
- Afterward, the class reconvenes in the main session. Groups share key takeaways—such as similarities, differences, and unique preparation paths for the careers.
- Students are then reshuffled into new breakout groups and repeat the process, presenting their career research again to different peers.

## REFLECTION

The students reflect on the importance of researching careers and what was discussed in their sessions. They should consider what careers were common and their attitudes towards different jobs as well as the attitudes of the partner class. Students should reflect on what careers interest them and what skills and education are needed to fulfill those aspirations.

## NOTES