

# New Hampshire Mapping Bright Futures Lesson Plans

## Introduction

The [Region 1 Comprehensive Center](#) and the Bureau of Career Development at the New Hampshire Department of Education developed a curriculum module comprising three lessons to help students with career exploration using a new data tool, the [Mapping Bright Futures geographic information system \(GIS\) map](#). This tool can help students and families identify secondary and postsecondary career and technical education programs aligned to local high-wage, high-demand occupations.

These lessons will help you guide students with the following:

- Learn how to navigate the Mapping Bright Futures tool
- Determine high-wage, high-demand careers and assess how these careers align with students' career aspirations and/or career inventory results
- Develop a plan to pursue their desired career, including determining what skills are needed and locating where to receive training and education

This curriculum module is intended to help create structured lessons for students to develop skills around the GIS map and its data. However, contextual knowledge of students and the programs offered should be used to tailor these lessons for their best usage.

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## Lesson 1: Learning to Use the Mapping Bright Futures Tool

<b>Content Area</b>	<b>CAREER PATHWAY PLANNING</b>		
<b>Topic</b>	Learning to use the Mapping Bright Futures tool	<b>Duration</b>	45 minutes
<b>Objective:</b> <i>Students will be able to...</i>		<b>Assessment:</b> <i>Students will demonstrate mastery of the objective by...</i>	
1. Understand what a geographic information system (GIS) map is and the significance of the data for students' career planning		1. Verbal confirmation of understanding	
2. Navigate the Mapping Bright Futures GIS map		2. Completing the worksheet thoroughly	
3. Use the Mapping Bright Futures GIS map to identify local high-wage and high-demand occupations			
<b>Materials</b>	<a href="#">Mapping Bright Futures GIS map</a> <a href="#">Lesson 1 Worksheet</a> <a href="#">Tutorial video</a> <a href="#">Module slides</a>		
<i>Authentic and meaningful materials related to the learning objectives</i>			
<b>Instruction</b>	<ol style="list-style-type: none"> <li>1. Introduce the Mapping Bright Futures GIS map explaining the data sources, definitions, and how to navigate the GIS map. Give students a walkthrough of key features, and leave time for questions. Use the tutorial video and module slides to help guide the walkthrough. <b>(15 minutes)</b></li> <li>2. Guide students in structured practice using the map with the Lesson 1 Worksheet on pages 8–9. <b>(25 minutes)</b></li> <li>3. Reflect on students' learning by asking them to describe one useful feature of the Mapping Bright Futures GIS map and how they would use it. <b>(5 minutes)</b></li> </ol>		
<i>How will I go about teaching this lesson? What instructional methods and engaging activities will lead students to mastery of the learning objectives?</i>			

<p><b>Home Study</b></p>	<p>Students should practice using the Mapping Bright Futures GIS map by searching for one career pathway they are interested in and writing a list of possible occupations.</p> <p>In addition, if students have not completed a career quiz/inventory, they should do so before the next lesson. See the materials in Lesson 2 (on page 4) for links to career quizzes.</p>
<p><i>What activity will reinforce the learning objectives?</i></p>	
<p><b>Reflection</b></p>	
<p><i>What did I learn about the students' mastery of the learning objectives? What modifications, if any, will make the lesson more effective?</i></p>	

## Lesson 2: Career Inventory Reflection

<b>Content Area</b>	<b>CAREER PATHWAY PLANNING</b>		
<b>Topic</b>	Career inventory reflection	<b>Duration</b>	45 minutes
<b>Objective:</b> <i>Students will be able to...</i>	<b>Assessment:</b> <i>Students will demonstrate mastery of the objective by...</i>		
1. Identify high-wage, high-demand career pathways that align with their career interests and career inventory results	2. Lesson activity; verbal confirmation of understanding		
<b>Materials</b>	<a href="#">Mapping Bright Futures GIS map</a> <a href="#">Lesson 2 Worksheet</a> Career quiz/inventory results such as these: <ul style="list-style-type: none"> <li>– <a href="#">Holland Code Career Quiz</a>: This free career quiz uses the respected <a href="#">Holland Code</a> system to show which jobs suit students' interests, talents, and aptitudes. Scores for six major job areas are provided to guide students' career planning.</li> <li>– <a href="#">MAPP Career Assessment</a>: The Motivational Appraisal of Personal Potential (MAPP) career assessment is for students, graduates, and working adults. It provides a wealth of information to help you find the right career that matches your unique assessment profile.</li> </ul>		
<b>Instruction</b>	1. Instruct students to review their career inventory results. ( <b>10 minutes</b> ) 2. Using the Mapping Bright Futures map and the Lesson 2 Worksheet on pages 10–11, have students search for occupations based on their career inventory results. ( <b>10 minutes</b> ) <ol style="list-style-type: none"> <li>a. Is this occupation on the map?</li> <li>b. If not, is there an occupation like it?</li> <li>c. How many job openings are there for this occupation? What is the salary?</li> </ol> 3. Reflect on students' learning by asking them to put themselves in the role of a counselor and suggest a high-wage, high-demand occupation to a classmate based on what they have learned. ( <b>5 minutes</b> )		
<i>How will I go about teaching this lesson? What instructional methods and engaging activities will lead students to mastery of the learning objectives?</i>			

<b>Home Study</b>	Students should go home and talk to their adults about how closely (or not) their career inventory results align with the high-wage, high-demand jobs in their area.
<i>What activity will reinforce the learning objectives?</i>	
<b>Reflection</b>	
<i>What did I learn about the students' mastery of the learning objectives? What modifications, if any, will make the lesson more effective?</i>	

### Lesson 3: Making a Career Plan

<b>Content Area</b>	<b>CAREER PATHWAY PLANNING</b>		
<b>Topic</b>	Making a career plan	<b>Duration</b>	50 minutes
<b>Objective:</b> <i>Students will be able to...</i>	<b>Assessment:</b> <i>Students will demonstrate mastery of the objective by...</i>		
1. Describe the education/training and skills needed for their occupation	1. Creating an organized list of skills connected to their occupation or career pathway of choice		
2. Identify institutions and/or programs to gain the skills needed			
3. Brainstorm options to pursue this career pathway and occupation	2. Having a career plan		
4. Develop a career plan			
<b>Materials</b>	<a href="#">Mapping Bright Futures GIS map</a> <a href="#">O*NET OnLine</a> <a href="#">Lesson 3 Worksheet</a>		
<i>Authentic and meaningful materials related to the learning objectives</i>			
<b>Instruction</b>	<ol style="list-style-type: none"> <li>1. Have students pick one or two occupations they want to pursue. Use the O*NET occupation search to look up what skills/training is needed for it. <b>(15 minutes)</b> <ol style="list-style-type: none"> <li>a. Have students write out a list of the skills in the Lesson 3 Worksheet on page 12.                             <ol style="list-style-type: none"> <li>i. Check off skills they think they already have</li> <li>ii. Underline skills they think they can gain in their current educational programs</li> </ol> </li> </ol> </li> <li>2. Based on the list they have created, use the GIS map to look up programs in their area connected to the occupation (and its necessary skills). Have students follow the instructions in Activity 2 of the Lesson 3 Worksheet on pages 12–13. <b>(15 minutes)</b></li> </ol>		
<i>How will I go about teaching this lesson? What instructional methods and engaging activities will lead students to mastery of the learning objectives?</i>			

	<p>3. In Activity 3 of the Lesson 3 Worksheet, instruct students to write out a career plan for themselves as if it will inform their schedule for the next school year. <b>(15 minutes)</b></p> <ul style="list-style-type: none"> <li>a. What program are they going to attend?</li> <li>b. How will they get to their desired program?</li> <li>c. What classes will they take to gain the skills they have listed?</li> </ul> <p>4. Reflect on students’ learning by asking them to explain one skill they have and one they plan to gain. <b>(5 minutes)</b></p>
<b>Home Study</b>	<p>Students should share the list they created with a trusted individual and spend 15 minutes discussing the feasibility of pursuing the plan that they created for the desired occupation.</p>
<i>What activity will reinforce the learning objectives?</i>	
<b>Reflection</b>	
<i>What did I learn about the students’ mastery of the learning objectives? What modifications, if any, will make the lesson more effective?</i>	

## Lesson 1 Worksheet: Learning to Use the Mapping Bright Futures Tool

### Activity 1: Let's Find High-Wage, High-Demand Occupations!

Explore the “High Wage/Demand Occupations” dashboard of the Mapping Bright Futures tool for your county. Follow the instructions and write your responses to the guiding questions in the table below.

**1. Select your county from the navigation menu on the left. The county you selected will be highlighted in green on the map. Review the list of “Top 10 high-wage high-demand occupations” on the right side of the map. The table will default to show occupations by job availability. Write which occupations have the greatest job availability below.**

**2. Click the tab at the bottom of the “Top 10” list to view the list of occupations by starting salary. Write down which occupations have the greatest starting salary below.**

**3. Select three occupations that interest you. Find their career pathways from the “Crosswalk” dashboard and write them below.**



## Activity 2: Explore Career and Technical Education (CTE) Programs

Explore the “CTE Programs” dashboard of the Mapping Bright Futures tool for a career pathway of your choice. Follow the steps below to help navigate and document your observations from the map:

1. From the previous activity, select the career pathways from the drop-down list in the navigation menu on the right. The CTE programs will highlight in blue on the map for the selected career pathway.
2. Click the 45-minutes button for drive time. Select your school district from the final drop-down list in the navigation menu.
3. Write which CTE programs offer your selected pathway below. To see the program names in the map, click on the blue circle and square icons.

## Lesson 2 Worksheet: Career Inventory Reflection

### Activity 1: Review Career Inventory

Review the results of your career inventory. Write two to five occupations that interest you or you would like to learn more about in the box below.

### Activity 2: Learn More About Occupations

Search whether the occupations are high wage, high demand in New Hampshire using the Mapping Bright Futures map. Follow the steps and respond to the questions in the table below.

1. Select the “Crosswalk of Pathways” dashboard of the map.
2. In the navigation menu on the right, search for your selected occupations in the drop-down menu. Print the name of each selected occupation that appears in the Mapping Bright Futures table. Search for any related occupations as well.
3. Write below each occupation’s career pathway from the Mapping Bright Futures tool.

4. Select the “CTE Programs” dashboard.
5. In the navigation menu, select the career pathways listed above. Repeat this step for all occupations you listed in Activity 1.
6. Write the number of job openings for your selected occupations. Do the same for entry level and median salary. This information will appear in the upper right-hand box of the Mapping Bright Futures tool.

## Lesson 3 Worksheet: Making a Career Plan

### *Activity 1: Explore Skills and Educational Requirements*

1. Select one to two occupations you are interested in pursuing or learning more about. Type the occupation in O\*NET's "Occupation Keyword Search." Read the description of the occupation and write the skills needed below.

2. Put a check next to any skills you think you have, and underline skills you think you can gain from your current educational program.
3. Read the education information in O\*NET for your selected occupation. Write what education and training you need below.

## Activity 2: Find Career and Technical Education (CTE) Programs

Follow the instructions below to find CTE programs near you for your occupation.

1. Select the “Crosswalk of Pathways” dashboard of the Mapping Bright Futures map.
2. Search for your occupation using the navigation menu on the right. If your occupation does not appear, it may not be high wage or demand in New Hampshire. Try searching for other related occupations.
3. For your occupation, write the career pathway below.

4. Click the “CTE Programs” dashboard of the Mapping Bright Futures map.
5. In the navigation menu on the right, select the career pathway noted above. The CTE programs will highlight in blue on the map for the selected career pathway.
6. Select the 45-minutes button for drive time. Next, select your school district from the final drop-down list in the navigation menu.
7. Write which CTE programs offer your selected pathway below. To see the program names, click on the blue circle and square icons.

### Activity 3: Develop a Career Plan

Think and respond to the following questions to help you prepare for your future career.

<b>1. What is your future career goal?</b>
<b>2. What skills and knowledge do you need to prepare for your future career?</b>
<b>3. What CTE program and/or classes will you take to prepare for your future career?</b>
<b>4. What postsecondary education do you need to prepare for your future career? What additional training, such as apprenticeships, do you need?</b>