

GETTING TO RETIREMENT



Time Required: 30-45 minutes

Content Standards: Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education. Students will understand the relationship between personal qualities, education, training and the world of work.

Indicators (Students will...): Use a variety of reputable resources to aid in career planning and understand the relationship between educational achievement and career success.

GOAL: Students will complete a guided VITA listing all accomplishments they have achieved during their projected career life span.

Activity Statements:

Students will complete a chronological listing of accomplishments in five year increments during a 30 year span of work experience.

Students will then complete an awards VITA for their company as they compete for retiree of the year as per the boss's request.

Materials:

Handout 1 – *Chronological Work/Educational/ Community Experience*

Handout 2 – *Awards Application*

Procedures:

Say to students: Today you are going to envision that you have reached retirement age and that you have been asked by your boss to complete an awards application for retiree of the year. He/she is confident that you will win the award based on your impeccable work and community service record. You will need to include all work, community and educational experiences even that completed before working for this company. Be creative when thinking about the company name and job title. The job you retire from may not even exist now. Think about technology, the changing world and some potential jobs that might exist 30 years from now. What kind of on-the job training or other activities might exist? How might education be different?

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You may choose a traditional job and take a more traditional approach. Whichever avenue you choose, think about experience you might have throughout your career that would land you the “Retiree of the Year Award.”

- Ask students to work individually on both worksheets, completing worksheet 1 first, then worksheet 2.
- Allow enough time at the end for students to share their awards application.
- Have students vote on who had the best application.
- Have students place applications in portfolio folders for later reference when they are completing other career activities.

Discussion:

- What is something you learned about yourself?
 - What kinds of jobs might exist in the future that does not exist now?
 - What kinds of things do you think the selection committee will look for in the award winner?
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