NEW MEXICO 4-H

Aggie Next Step

Careers in Our Community



Post Secondary Pathways

Newt McCarty, State 4-H Agent and Chelsey Juenemann, Education Specialist

AGGIE NEXT S Prosper Empower Thrive
Post Secondary Pathway Program

New Mexico State University is an equal opportunity employer and educator.
NMSU and the U.S. Department of Agriculture Cooperating.
nm4h.nmsu.edu

NM STATE
BE BOLD. Shape the Future.
College of Agricultural, Consumer and Environmental Sciences
Cooperative Extension Service
Extension 4-H Youth Development

Careers in Our Community

Lesson Focus

There are more career opportunities in local communities than most people realize. In this lesson, participants will explore employers in their area, discover job roles they may not have considered, and create a visual poster to showcase what they find. This activity will help participants start thinking about potential career paths in their own backyards.

Supplies

- Worksheets
- Handouts
- Pens/Pencils
- Poster board
- Markers

Objectives

Students will be able to:

- **Identify** local and/or regional employers and explore available jobs.
- **Recognize** career pathways and the education/training required for different roles.
- **Create** a poster or visual map showing local career opportunities, job roles, and pathways.

Preparation

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough assessments, worksheets, and handouts for each participant.

Activities

1. Have participants complete the *Pre-Assessment*.

2. Divide participants into groups of 2-4. Then, begin with a quick Think-Pair-Share: *List 2-3 jobs that are in our area.*

Call on a few students to list jobs on the board. Then transition into Part 1 of the worksheet, which expands the brainstorm.

3. Distribute ***Discovering Opportunity in Our Region (rural)*** or ***Mapping Opportunity in Our City (urban),*** depending on your group.

When using the URBAN worksheet, assign a career cluster to each group. (Example: healthcare, technology, business, trades, education)

When using the RURAL worksheet, do not assign career clusters. Participants will explore employers broadly – town, nearby town, or commuting distance. Encourage them to notice patterns (healthcare jobs, trades, small businesses), but don't restrict them.

New Mexico State University is an equal opportunity employer and educator.
NMSU and the U.S. Department of Agriculture Cooperating.

Careers in Our Community

4. Review instructions aloud. Use research (internet, local knowledge, or teacher guidance) to identify employers and job roles.

Circulate, answer questions, and encourage groups/individuals to discuss possible jobs and career pathways.

5. Groups use their completed worksheets to create a poster or digital map using the instructions on the back. Encourage creativity but emphasize accuracy and organization.

6. If time allows, groups may present posters and findings to the class.

7. ***Exit Ticket*** – Depending on time, this can be done as a class discussion, as an individual worksheet, as homework in class, or during the following class.

8. Have participants complete the *Post-Assessment*.

Reflection

Exploring careers in our community helps you see the variety of opportunities around you and think about how to prepare for them. Use what you learned today to start planning your own path, whether it's education, training, or entrepreneurial ideas.



New Mexico State University is an equal opportunity employer and educator.
NMSU and the U.S. Department of Agriculture Cooperating.

Careers in Our Community

Extensions

Encourage participants to conduct further research:

- Add wage, career growth, and internship/credential research.
- Identify one internship, certification, or pathway that could begin in high school.
- (Rural) Discuss how transportation impacts job access in the region.

Differentiation

Content Support: Provide a sample poster or map showing employers, job roles, and career clusters.

Give pre-printed icons or color-coded career clusters labels to help students organize their poster.

For students who struggle with research, provide a list of suggested local employers and websites.

English Language Learners: Allow verbal responses Part 3 or Reflection sections.

Provide sentence starters (e.g., One job I didn't know existed is ___ because ___).

Processing Time: Provide additional think time for research and reflection questions.

Break the worksheet into smaller sections, letting participants complete one part at a time.

Provide a checklist for poster creation.

Advanced or Early Finishers: Participants can research commute times or regional employers outside their immediate area.

Allow creation of digital interactive maps with clickable job info or embedded links.

Challenge participants to analyze skill pathways for advanced roles (What skill would help move from entry-level to advanced?).

Careers in Our Community

Resources

Optional Videos

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Playlist: Career Cluster / Industry Videos (These videos may help participants think "outside-the-box" when researching career options in an industry.)
https://youtube.com/playlist?list=PL5AAyLKIyw_qbNCs7btsszJvhJ94npM2f&si=q8x6H0EPZottRuIW

NM Standards:

NM PED Standards: Career and Technical Education (CTE):
2.1.3: Locate, organize, and reference written information from various sources
2.1.6: Develop and deliver formal and informal presentations
2.1.9: Listen to and speak with diverse individuals
9.2.4: Identify and explore career opportunities in one or more pathways
9.2.8: Examine employment opportunities in entrepreneurship

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):
CRP-7: Employ valid and reliable research strategies
CRP-10: Plan education and career path aligned to personal goals
CRP-12: Work productively in teams

Optional ELA Alignment (Grades 6-12)
SL1: Participate in a range of conversations and collaborations
SL4: Present information, findings, and supporting evidence