



## ***Lesson Plan: Careers in Nonprofit***

### **MG Program Step(s):**

Service Learning (General)

### **Purpose:**

The purpose of this lesson is to introduce career opportunities available in the nonprofit sector. This lesson aims to incorporate and foster the future thinking of young students when contemplating education goals, college readiness and service-learning opportunities. Descriptions of nonprofit careers will provide a practical application working in the nonprofit sector.

### **Objectives:**

The student will be able to:

1. *Identify “soft” skills desired by employers.*
2. *Compare differences between a job and a career.*
3. *Discuss personal career interests.*
4. *Define career opportunities in the nonprofit sector.*
5. *Perform various careers in a nonprofit meeting.*
6. *Practice communication skills with an informational interview.*

### **Resources/Materials:**

*Student Materials:* writing utensils, plain copy or notebook paper

*Teacher Materials:* Projector to show PowerPoint, depending on the level of instruction and preferred access to whiteboard or paper to record thoughts of group discussion on careers in nonprofit.

*Differentiation:* Scaffold, printed or projected list of job descriptions.

### **Instructional Strategies:**

#### **Option: Start with icebreaker “Human Knot” Activity**

1. Investigate
  - a. Large group: today we are going to talk about careers in the nonprofit industry
  - b. Job vs. Career
    - i. Job = something you do to simply earn money; minimal impact on your future life

1. What are examples of some jobs for young students? (yard worker, ice cream scooper, server, lifeguard, movie theater cashier, babysitter, barista, referee/umpire, etc.)
  2. A job may help you decide your career, but there is a difference...
    - ii. Career = a series of connected employment opportunities; provides experience and learning to fuel your future in a pursuit of long-term goals
      1. What are examples of different career paths? (administration, advertising, communications, customer service, education, engineering, business, retail, medical)
    - c. “Discover Your Interests” Activity to encourage students to think about different career paths and personal strengths and weaknesses.
2. Plan
- a. Nonprofit Careers
    - i. Introduce that there are many career opportunities in the nonprofit industry.
    - ii. Together: On the blank piece of paper the student, or as a group on the board, write out careers that are part of the nonprofit industry. Encourage students to list at least 3 nonprofit careers they are aware of. Although there are many unpaid volunteers for nonprofit organizations, there are also paid positions that serve as a fulfilling and lifelong career.
    - iii. Why consider a nonprofit career?
      1. More than just a job - you are doing something you truly care about, making a difference in the world, and earning a living in the process
      2. Nonprofit sector is the third-largest segment of the U.S. workforce
      3. Blend passion, purpose, and profession
    - iv. Introduce careers in the nonprofit industry
      1. Use “Nonprofit Job Descriptions” document (suggested to print and handout to students).
        - a. Option to give students time to read over the handout and have a group discussion on the careers.
      2. Accountant, Administrative Manager, Advancement/Development Director, Associate Director, Camp Director, Communications Director, Data Analyst, Education Director, Events Manager, Executive Director, Finance Director, Founder, Hospital Coordinator, IT Consultant, Operations Manager, Program Director, School Coordinator, Staff Attorney
3. Take Action
- a. Launch “Nonprofit Career Role Play” Activity and use the scenarios displayed on the PowerPoint.
    - i. Students are now employed by CleanJoy, a nonprofit organization with the mission to promote a greener and healthier planet. CleanJoy is dedicated to protecting the earth through a recycling program.
    - ii. Students will be assigned a career in nonprofit and work together on a team to brainstorm a solution to the problem associated with the scenario. Students should change careers for each scenario.
4. Reflect/Demonstrate

- a. With each small group (option to come back together as a large group)—ask clarifying questions, reflective questions, and follow the group discussion.
  - i. Examples: Are there any careers that seem appealing? Why would you consider a career in nonprofit? What are the benefits of working in the nonprofit sector? Did you know prior to this lesson that there are careers in nonprofit? Were any of the careers surprising to you? Did you know there are paid careers in the nonprofit sector?
- b. Depending on the group, opportunity for students to hang their “Discover Your Interests” quadrant on the board to reflect on throughout the week.

**Assessment:**

Formative Assessment: Opportunity for individual work for students to use the “Informational Interview Template” to interview a professional in the nonprofit industry. Verbal assessment, ask students to share one or two sentences identifying the main point of the lecture.

**Common Core Anchor Standards:**

*CCSS.ELA-LITERACY.CCRA.SL.1*

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*CCSS.ELA-LITERACY.CCRA.SL.3*

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*CCSS.ELA-LITERACY.CCRA.SL.4*

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

*CCSS.ELA-LITERACY.CCRA.L.1*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CASEL Core Competencies:**

*Self-Awareness:* accurate self-perception, recognizing strengths.

*Self Management:* Impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills.

*Social Awareness:* perspective-taking, empathy.

*Relationship Skills:* Communication, social engagement, relationship-building, teamwork.

*Responsible Decision Making:* identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility.

