

Strategies for Success in **Career Development**



The Career Coach
Curriculum Guide



Women Employed

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Senior Policy Associate
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pp. 43–62 Holland Codes definitions. Based on O*NET Interest Profiler Score Report. DOL/ETA (U.S. Department of Labor, Employment and Training Administration) is the exclusive owner of all rights under U.S. copyright laws and international treaty provisions in the O*NET™ Career Exploration Tools. Any other copyright notices refer only to Learning for Life Resource Center's original work in the product. O*NET and O*NET IN IT and logos are trademarks of the DOL/ETA (U.S. Department of Labor, Employment and Training Administration).

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Purpose of the Curriculum

Strategies for Success assists instructors and service providers who work with adult learners in the process of choosing a career, changing careers, or selecting an educational concentration. The purpose of *Strategies for Success* is to help learners explore careers and make smart decisions about their career plans early on in their training experience, instead of investing precious time and resources in an educational program that does not match their skills, values, interests, or needs. The curriculum is based on materials and activities found on Women Employed's free *Career Coach* website, which is accessible through the Women Employed website, www.womenemployed.org.

Strategies for Success is appropriate for use in adult education classes, college orientations or credit courses, continuing education workshops, job-readiness classes, introductory college courses, and bridge program orientations. Ideally, learners will complete the course before selecting a major or training program, ensuring that they can make well-informed decisions about their career path and improving their chances of success in the classroom and workplace.

By the end of the course, each student will have chosen a career and developed a detailed, practical plan based on the targeted career. This course will enable students to choose the appropriate educational or training program that best suits their needs and prepare to enter that program.

To ensure that the modules are useful for a variety of students, this curriculum has been designed so that adults reading at a sixth-grade level can work with the materials. However, this approach does not limit the participation of individuals who read at a higher level. In fact, it is envisioned that many of the programs that implement this curriculum will have participants who are functioning at a wide range of educational levels.

Elements of the Curriculum

The curriculum is organized into 16 modules, which can be used in 16-, 8-, or 4-class sessions (see page x, *Flexible Instructional Delivery*). A condensed workshop format is also available on the Women Employed

website. In addition, specific modules can be selected for use as needed.

In general, the curriculum covers the following topics:

- Understanding the importance of education to career development
- Using personal values, interests, skills, and lifestyle needs to evaluate potential career choices
- Browsing potential career choices to find the best “fit”
- Setting educational goals
- Researching and evaluating schools, training programs, or concentrations
- Making a customized career education plan, including choosing a school, training program, or concentration
- Applying for admission and financial aid
- Managing time
- Making short- and long-term plans

In *non-educational settings* such as workforce development agencies or non-profit organizations, facilitators may wish to help participants evaluate both colleges and other training programs, such as union apprenticeship programs or those available in community-based organizations. In a *college setting*, instructors may wish to focus on helping students evaluate which majors or programs would suit them.

Building Transferable Skills for the World of Work

While this curriculum focuses on career development, throughout the modules participants will learn and apply skills that are essential to succeeding in educational settings and in the world of work. These transferable skills include, but are not limited to:

- Brainstorming
- Using a computer
- Evaluating options

- Identifying barriers and strategies for overcoming them
- Setting priorities
- Research skills
- Making decisions
- Developing time-management strategies
- Short-term planning
- Long-term planning

About the *Career Coach* Website

Strategies for Success is based on the information and activities found on Women Employed's free *Career Coach* website. However, the website contains some tools that enhance the written curriculum that cannot be fully replicated on paper. As a result, some lessons feature in-class computer activities for classrooms with Internet access, and alternate activities that are designed to replicate the website experience as closely as possible for classrooms without Internet access.

The *Career Coach* website is a rich, interactive tool that can greatly enhance participants' career-development experience. Because it is online and saves each user's work, users can access it in a classroom, computer lab, library, home, or anywhere that there is access to the Internet. Encourage your students to seek Internet access outside of class so that they can frequently use the *Career Coach* website.

The *Career Coach* website can be used in two ways:

1. Classes that have Internet access and a computer available for each student are strongly encouraged to **conduct specific classroom activities online**. Classes that do not have access to the Internet will use alternate activities and worksheets provided in this curriculum. Lesson modules that include in-class *Career Coach* website activities are:
 - Module 3
 - Module 4
 - Module 5
 - Module 9
 - Module 12
2. **Out-of-class assignments** include activities that can be completed on the *Career Coach* website.

Users can access the *Career Coach* website through the Women Employed website at <http://www.womenemployed.org/careercoach>.

While those who have access to the Internet and a computer lab are encouraged to use the *Career Coach* website in the classroom, **classroom activities and assignments have been structured to allow full participation with or without the use of computers.**

More information on the *Career Coach* website is readily available at www.womenemployed.org/careercoach.

About Women Employed

The mission of Women Employed is to improve the economic status of women and remove barriers to economic equity. Founded in 1973, Women Employed has won historic changes in public and private sector policies that have expanded women's opportunities and improved workplaces nationally.

Today, Women Employed works to make workplaces fairer, increase access to education and training, and develop model tools and programs to help women advance in their careers.

Flexible Instructional Delivery – 16, 8, or 4 Sessions or Workshop Format

Strategies for Success is organized into 16 modules. Each module takes approximately 50 minutes.

Some settings, such as community colleges, lend themselves to 16 sessions. Other settings have different time requirements for delivering a career-development curriculum. There are five options for presenting the curriculum:

- Sixteen one-hour classes
- Eight two-hour classes
- Four four-hour classes
- One one- to two-day workshop
- Individual module integration into current curricula or workshops

Three charts, on this page and the next, show how to utilize the same 16 modules in three different ways.

A condensed workshop format is available on the Career Coach section of our website at <http://www.womenemployed.org/careercoach>.

Facilitators are also encouraged to integrate individual modules or activities into:

- Bridge program orientations
- Adult education courses

- College success courses
- Job-readiness workshops
- General education courses
- Student orientations

Adapting the Modules to Different Settings

Each module has a distinct introduction and conclusion.

- In a 16-class program, these components serve as the beginning and end of each class.
- In the 8-class and 4-class programs, the module introductions can serve as a preview for each topic and the conclusions can serve as a review for each topic. In these settings, 10-minute breaks between modules are advisable because it is difficult for participants to focus for more than 50 minutes at a time.

If presenting more than one module on a given day, there will be several assignments. It would be best to make all assignments at the end of an entire class session. If the combined assignments from multiple modules pose an unrealistic task for the students, choose the assignments that would be most meaningful and useful for making career-planning decisions. Homework assignments have been removed from the workshop program.

Frameworks for Differing Class Lengths

Format 2: Eight two-hour classes (two modules per class)

- Class 1

Introduction to Career Development
Find a Career, Not a Job
Understand Values and Career Choices
- Class 2

Link Interests with Careers
Use Personal Interests to Make Career Choices
Explore Interests with Career Coach
- Class 3

Browse Careers and Identify Skills
Learn About Careers
Identify Personal Skills
- Class 4

Research Target Careers
Evaluate Lifestyle Needs
Research Interesting Careers

- Class 5

Build Skills
Build Career Skills
Network and Conduct Informational Interviews
- Class 6

Set Educational Goals
Select a Target Career and Set Educational Goals
Get the Right Education and Training
- Class 7

Choose an Educational Program
Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply
- Class 8

Make a Career Plan
Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

Frameworks for Differing Class Lengths (cont.)

Format 3: Four four-hour classes (two modules per class)

Class 1 Introduction to Career Development

Find a Career, Not a Job
Understand Values and Career Choices
Use Personal Interests to Make Career Choices
Explore Interests with Career Coach

Class 2 Browse Careers and Research Target Careers

Learn about Careers
Identify Personal Skills
Evaluate Lifestyle Needs
Research Interesting Careers

Class 3 Build Skills and Choose an Education Program


Build Career Skills
Network and Conduct Informational Interviews
Select a Target Career and Set Educational Goals
Get the Right Education and Training

Class 4 Make a Career Plan

Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply
Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

The Importance of the Portfolio

Students should have a folder with two pockets. The pocket on the left should be labeled *Handouts* and the pocket on the right should be labeled *Portfolio*.

Students should place handouts that have the portfolio icon  in the right side of the folder and carefully save them. These handouts will be used in later modules and will form the basis for students' personal research and planning. **Students will use *My Career Plan* throughout the course to keep track of their progress and develop a detailed action plan to reach their target career.**

Lesson Plan Features

Each module follows a consistent structure with the following components:

■ Lesson Preparation Organizer for the Instructor

Module Number and Title

Helps quickly identify lessons

Preview Section at the Beginning of Each Lesson

Key Concepts

Important career-development terminology that will be used in the lesson

Classroom Materials

Listing of all of the materials needed for the lesson

Career Coach Website Links (if appropriate)

Names of *Career Coach* web pages with additional related material

Learning Objectives

What the students are expected to learn in each lesson

Lesson Set-Up

- Indicates needed preparation for the lesson
- Indicates activities and materials needed for classrooms without computer or Internet access

FYI

Websites with additional background information about the content of the lesson

■ Lesson Plan

Introduction

Explanation of the main purpose of the lesson

Instructional Sections (two to three sections per module)

Background/Information

Basic information about the topic of each section

This section and corresponding icons also indicate when separate activities should be used for Internet and non-Internet classrooms, or college-level and non-college level settings.

Activities

Step-by-step directions for activities that students can use to further their career-development plans

Wrap-Up

Summary of the main points of the lesson

Assignments

Out-of-class assignments, including additional *Career Coach* website activities (which are optional if students do not have access to computers)

Additional Activities

One to two optional activities that you can use in addition to or instead of the main activities in the lesson

■ Handouts

Photocopy masters of handouts referenced in lessons are at the end of this guide.

Principles of Adult Learning

To encourage students to be engaged, motivated, and successful, we have based this curriculum on the following principles of adult learning.

Adults are goal-oriented learners.

Adults want to know why they are learning something, and they want to be assured that what they are learning will help them to achieve their goals.

They must see a reason for learning something, and it has to be applicable to their situation to be of value to them.

Therefore information, examples, activities, and assignments should answer the question, “How will this help me to move ahead in my career development process?”

Adults are practical.

Adults will tend to focus on topics that are most useful to them, and they may not be interested in knowledge for its own sake.

Therefore, teachers should stress explicitly how what they are learning in a lesson will be useful to them in the career-development process.

Students need concrete examples of how engaging in career development will help them choose a career that fits and ultimately help make their career preparation and training go more smoothly.

Adults benefit from using a variety of learning styles.

Most traditional models of education are based on reading and listening. However, adults may take in and process information in different ways.

Therefore, the *Career Coach* website and this curriculum use reading and listening modes of learning, but also employ methods based on a broader variety of learning styles—aural (speaking), visual, and hands-on.

Adults bring a foundation of life experience to the learning process.

Students’ life experiences are a critical foundation for any adult learning experience, and this is especially true with career development. Family life, work, community activities, and previous work experience all provide rich examples and contexts for relating concepts and new ideas.

Therefore, examples and exercises should build on students’ life experiences, and students should be invited to share their experiences with others in the class.

Adults learn most effectively when they are treated as fellow adults.

Adults need the ability to make choices, to have their experiences validated, and to have their opinions respected.

Successful instructors don’t make assumptions about students’ life experiences or opinions. Teachers should give students many opportunities to speak for themselves about their own experiences.

Therefore, teachers should make sure students have opportunities to make decisions for themselves within the classroom context, and should help them feel that they are in control of their career development.

Teachers working with students at lower reading levels may wish to use some parts of the lesson plans to teach new vocabulary words. Encouraging groups of students to help each other with word definitions can encourage student engagement and help build a supportive environment.

Overview of Activity Types

APPLICATION FORMS – forms that students will need in their career and education searches. Students can practice filling out application forms.

BRAINSTORMING – a method used to quickly generate a large number of ideas that are then evaluated to produce well-considered choices. Brainstorming can be done individually or in small groups. Participants have a short period of time to generate as many ideas as possible; however, ideas are evaluated only after students have been given ample opportunity to respond.

CLASS DISCUSSION – an exchange of questions, answers, observations, and comments between the instructor and the class. Discussion engages students and allows them to restate and process information that may not be clear through lecture only.

COMPUTER ACTIVITY – classroom activity using the *Career Coach* website or another website.

GAME – interactive activity related to the topic under discussion. Games allow students to experience some aspect of the topic and to reach a conclusion based on what they have learned. Games are used to engage all students in experiential learning, as well as to provide an outlet for students who utilize hands-on learning or physical movement to process information.

GRAPHIC REPRESENTATION – the use of drawing, sketching, or diagramming as a way to stimulate creativity and imagination in students. This technique serves as a good way to engage creative students and visual learners. When using this technique, it is important to reassure students that their artistic ability is not being judged; the intent is to use their creativity to get their ideas flowing.

PAIR AND SHARE – an activity where a student works with a partner to answer a question or respond to a discussion topic. Pair and Share is typically used with a simple question or discussion and is done

relatively quickly. It can encourage the participation of students who might be reluctant to speak up to the entire class.

REFLECT AND WRITE – an activity where students think in-depth about a topic and write about it.

RESEARCH – the use of tools to investigate many aspects of a particular topic.

ROLE-PLAY – involves “acting out” roles and situations. Students are provided with background information and assigned real-life roles. Role-playing gives students the opportunity to develop their skills in conducting themselves thoughtfully and appropriately when a similar situation occurs in real life.

SMALL GROUP DISCUSSION – a specific type of discussion where students are divided into groups of four or five members to respond to a question, process information, and generate input in the form of answers to a question or reflections on a topic. Group processing of topic-related issues is a method for improving understanding and analysis of the many dimensions of a topic.

THINK, PAIR, AND SHARE – a variation of Pair and Share where students are asked to reflect and respond to a topic, before sharing their thinking with a partner. This allows more introverted students the opportunity to process information and formulate their thoughts before engaging in discussion with a partner.

WORKSHEETS – handouts on which students are provided with questions or situations and are expected to respond in written form. Worksheets provide students with the opportunity to work independently and at their own speed. If the worksheet is designed for personal reflection, working individually allows each student the privacy to answer honestly without fear of judgment. If the worksheet is designed to guide topic research, students can work at the pace most conducive to their own learning.

Teacher Notes

Page 196 contains a note page you can photocopy to make notes about what worked and didn't work in each lesson, and what you want to change in the future.

Additional Materials for Non-Computer Classrooms

Most of the materials for classroom activities are incorporated in handouts, which are provided in this curriculum guide. Occasionally, you will need to assemble something from readily available materials.

There are a few outside resources that you will need for this class, particularly if your classroom does not have computer or Internet access. These resources and the information for acquiring them are listed below.

If using these resources in an adult education classroom, please note that they are written at a relatively high reading level. The *Career Coach* website provides access to much of the same material in the Browsing Careers Section and is written at a sixth- to eighth-grade reading level.

Module 4 Explore Interests with *Career Coach*

Paper copies of the same interest inventory available on the *Career Coach* website, called the Interest Profiler, are available from the Occupational Interest Network (O*Net) at <http://www.onetcenter.org/IP.html>. You must also order or download the score report for interpreting the score and linking the score to specific occupations. Be sure to download a sample of all of these or view the demo to preview procedures for taking and scoring the inventory prior to making a decision to use the paper version. There is a charge for ordering multiple copies, but downloads are free.

If your organization employs a career counseling professional, you may wish to ask this person to conduct the inventory with your class.

Module 5: Learn About New Careers and Module 8: Research Interesting Careers

Occupational Outlook Handbook, 2006-2007 Edition. JIST Publishing: Indianapolis, IN. 2006.
U.S. Department of Labor.

*O*Net Dictionary of Occupational Titles, Second Edition*. JIST Publishing: Indianapolis, IN. 2002.

Books

Glaser, Connie and Barbara Smalley. *When Money Isn't Enough: How Women Are Finding the Soul of Success*. New York: Grand Central Publishing, 2000.

Gottlieb, Annie and Barbara Sher. *Wishcraft: How to Get What You Really Want*. New York: Ballantine Books, 2003.

Helfand, David P. *Career Change: Everything You Need to Know to Meet New Challenges and Take Control of Your Career*. Lincolnwood: VGM Career Horizons, 2nd editions, 1999.

Krannich, Ron and Caryl Krannich, Ph.Ds. *I Want To Do Something Else, But I'm Not Sure What It Is*. Manassas Park: Impact Publications, 2005.

Sher, Barbara. *I Could Do Anything If Only I Knew What It Was: How to Discover What You Really Want and How To Get It*. New York: Delacorte Press, 1994.

Sher, Barbara. *It's Only Too Late If You Don't Start Now: How to Create Your Second Life at Any Age*. New York: Dell Publishing, 1998.

Stevens, Paul. *Beating Job Burnout: How to Turn Your Work into Your Passion*. Lincolnwood: VGM Career Horizons, 1995.

Websites

■ <http://www.quintcareers.com/>

■ <http://online.wsj.com/careers>

■ <http://www.careeronestop.org/>

PART II - LESSON MODULES



KEY CONCEPTS

- Career planning
- Earning power
- Job vs. career
- Self-assessment



CLASSROOM MATERIALS

- Handout 1.1
- Handout 1.2
- *My Career Plan*
- Pens, pencils, and paper
- A small bag or container
- A variety of career titles written on slips of paper

For Additional Activity 5:

- Color markers and blank paper



CAREER COACH WEBSITE LINKS

- Website content is integrated into lesson plan and handouts.

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Get to know the instructor, other students, and class expectations
- Understand the purpose of the *Strategies for Success* class
- Understand the difference between a job and a career
- Learn how education and career-track jobs improve earning power
- Become aware of the steps in the career-planning process

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Blank pieces of paper and pens or pencils

ACTIVITY 2

- A small bag or container
- A variety of career titles written on individual slips of paper. Be sure to have the same number of job titles as the number of students in the class. Below are some suggestions:

Food Services Manager	Surgical Technologist
Police Detective	Child Support Investigator
Computer Support Specialist	Firefighter
Airline Pilot	Real Estate Salesperson
Sound Engineering Technician	Sales Manager
Graphic Designer	Paralegal
Court Reporter	Nutritionist
TV Camera Operator	Building Inspector
Respiratory Therapist	Registered Nurse
Medical Equipment	Purchasing Agent
Sales Representative	

- To prepare for questions students may have, consider looking up a few of the job titles on the *Career Coach* website (<http://www.womenemployed.org/careercoach>) in the Browse Careers section or in the *Occupational Outlook Handbook*. These will provide you with details on the education required, skills needed, job description, and median annual salary.

ACTIVITY 3

- One copy of ***My Career Plan*** for each student in your class

WRAP-UP AND ASSIGNMENTS

- One copy of ***Handout 1.1*** for each student in your class
- One copy of ***Handout 1.2*** for each student in your class (use the page for 16 classes, 8 classes, or 4 classes—whichever is appropriate)

ADDITIONAL ACTIVITY 5

- Color markers for drawing. Be sure to have enough markers and pieces of paper for all students in class to share

FYI

For more information on:

- the career planning process, see http://careerplanning.about.com/cs/choosingacareer/a/cp_process.htm
- the financial value of an education, see http://en.wikipedia.org/wiki/Household_income_in_the_united_states

Welcome and Course Overview (5 minutes)

1. Introduce yourself and welcome students to the class. Tell students that many people spend a long time finding the best-fit career for them. Explain that the purpose of the class is to help them speed up that process so they can take the right training program or classes for their career. Explain that by the end of the course they will have chosen a target career and developed a personal plan to achieve that career.
2. Explain that during the next class sessions they will:
 - Explore what they are good at
 - Learn how to pick a career that fits their skills, values, interests, and lifestyle needs
 - Research several possible careers and choose a target career
 - Learn different ways to prepare for a career
 - Choose a school or training program and apply to it (if applicable)
 - Find out what financial aid and other resources are available to them
 - Figure out how to balance education with other parts of their lives
 - Develop a comprehensive short- and long-term career plan
3. Start by talking for a few minutes about your career and how you got there. If education was an important part of that, explain that too. If you have any funny personal stories about your career path, you may want to share them. Pretty soon you will be asking the students to open up, and this can help to set the classroom climate.
4. Explain that they should have the following for the class:
 - a notebook
 - a folder for handouts with two pockets
 - * label the left side *Handouts*
 - * label the right side *Portfolio* – handouts that have the portfolio icon on them will go on that side
 - pens or pencils
 - if possible, access to a computer at home or at a library, if one is not available to students at your site or school (for *Career Coach* online activities)
5. Finally, discuss class expectations—to get the full benefit of the class, students should come regularly, participate fully in the activities, do the assignments, and discuss any problems or questions with you in a timely fashion.



ACTIVITY 1: Getting to Know Each Other (10 minutes)**ICEBREAKER** Divide students into pairs.**Pass out paper and pens or pencils**

1. Pass out paper and pens to those who need them.
2. Tell students to introduce themselves to the other person and to write down their partner's answers to the following questions. Write the questions on the board.
 - *What career are you thinking about?*
 - *Why are you interested in it?*
 - *What concerns do you have about that career?*
 - *What more would you like to learn about that career?*
 - *If you don't have any careers in mind, what other careers have you thought of in the past and why?*
3. Explain that when they are done, their job will be to introduce their partner to the class. You can provide an example like the one below.

Example

My partner's name is (use any name). She thinks that she would like to be a teacher because she loves kids, but she isn't sure that she has the patience to work with them in a class. She would like to learn more about how you become a teacher and how much it pays.

Introduction

1. Introduce the main point of the module. Explain that students will learn:
 - The difference between a job and a career
 - How education and a career will improve what they will be able to earn
 - The steps in the career-planning process
2. Ask students to write two questions in their notebooks. They will answer them when the class is over.
 - *Why do I want to develop a career?*
 - *What do I want to get out of this class?*

Importance of Career Planning

Explain that the class will do an activity that will help them start thinking about what they should look for in a career.

ACTIVITY 2: Career Hats (10 minutes)

GAME Fill a small bag or container with career titles



Use small bag or container and career titles.

1. Ask students to select a piece of paper out of the bag or container. Each piece of paper is the title of a different career.

2. After they have chosen, have several students tell, one-by-one, if they think they would like this career. Some of the careers may be unfamiliar to the students. You can use this to demonstrate the need to research careers; remind student that one of the things they will do in class is learn how to do career research. As students answer, facilitate a discussion of what they want in the careers they choose, e.g., money, excitement, variety, working with people, etc.

3. Ask students to explain their reasons for choosing or rejecting a career. Ask questions such as:

How much do you know about this career?

Why is this a good choice for you?

What do you like/dislike about this career?

What is important to you in a career?

What do you want to know about a career before you choose it? Examples include salary, location of companies in this field, hours, and work environment.

Sample Student Comment	Possible Response
Doesn't want this career	This is why you will learn how to choose a career that you like rather than settling for something that you don't.
Not interested in job (working with blood, doesn't like science, working inside etc.)	This is why you will learn to choose a career that is based on your personal interests.
Doesn't pay enough, doesn't help others	That is why you will learn to choose a career that is based on the values that are important to you.
Bad at math or operating equipment, etc.	That is why you will learn to choose a career that is based on skills that you already have or that you can go to school to learn.
Doesn't know what job is	This is why you will learn to do career research, including talking to someone in the field to learn more about what this career is like.
Wants to know salary, job duties, etc.	This is why you will learn to do career research.

Steps in Career Planning



Now that students have seen that there are many issues to think about, preview the five steps in the career-planning process. As you go over each one, write it on the board.

Background (10 minutes)



Step 1: Self-Assessment

Explain that *self-assessment* is a way of evaluating yourself—what you like, what you do well, etc. It is the first step in career planning.

Emphasize that learning about themselves and choosing a career that is especially suited to them is the best way to make a good career choice. Explain that in this class they will look at three different things about themselves:

Interests – things they like to do

Values – things that are important to them

Skills – things that they do well

Step 2: Explore Careers

Tell students that once they have identified what is important to them and what they like to do, they will learn how to research different careers. They will find information such as what the work involves, pay, and opportunities for advancement. The class will help them assess how much they need to earn and what working conditions fit their lifestyle needs. They will also find out what type of education is needed for each career.

Step 3: Choose a Target Career

Explain that after doing career research, they will choose a target career. This class will help them to consider the advantages and disadvantages of several interesting careers and determine which is the best career choice for them right now.

(Optional) Step 4: Choose a School or Training Program

Explain that students will then research what type of education is required for their target career.

- *If students have not chosen a college or training program*, they will look into and evaluate education and training programs to determine the best “fit” for them. They will learn about the application process and work on related issues, such as financial aid.
- *Students already in a college* will evaluate which major or program would be the best “fit” for them. Students will learn more about financial aid and student services.

Step 5: Begin a Career

Be clear that the purpose of this class is to choose a target career and, if necessary, get started on the best educational or training program. Explain that getting to their ideal career may take time. Explain that they may need to go through a series of jobs before they reach their target career.

Background (cont.)



Pass out *My Career Plan*



Pass out copies of *My Career Plan*. Tell students that this handout is the most important part of their portfolio and will help them keep track of what they’ve learned in the course after they leave. Ask students to put this handout in the portfolio section of their folders.

Job or Career?



Explain that because the purpose of this class is to develop a career plan, it is important to discuss the differences between having a job and developing a career.

ACTIVITY 3: What’s the Difference? (5 minutes)

BRAINSTORM

Ask students to think about the differences between a job and a career. Write the headings *Job* and *Career* on the board and list their responses.

Examples

Job

someone chooses you
something you apply for
has a beginning and an end
one work experience

Career

something that you choose
something you plan for and develop
keeps going as long as you develop it
many work experiences

Wrap-Up and Assignment (10 minutes)

Pass out *Handout 1.1: Learning for Earning*. Go over the graph with the students so that they understand what it shows. Make sure that they understand that most careers will require at least a two-year associate degree or participation in a certified training program. Point out the difference in yearly income based on different education levels.



Pass out *Handout 1.1*

Pass out *Handout 1.2*

1. Ask students how much time they spend thinking about decisions such as:

■ where they are going to live

■ items they will buy

Emphasize that most people spend less than 40 hours in a lifetime on career planning. Reinforce the idea that choosing a career is one of the most important decisions that students will make in their lives. Career planning deserves their time and attention; encourage students to return next time to work on their career-planning process.
2. Pass out *the appropriate version* of *Handout 1.2: Career Coach Class Plan*. Use the page that conforms to the structure of your class—16 sessions, 8 sessions, or 4 sessions.

Wrap-Up and Assignment (cont.)



3. Point out that some classes have recommended *Career Coach* Internet activities. Mention the availability of computers in your class or at your site. If there is none, strongly encourage students to find a computer with Internet access that they can use at home, at a friend or relative's house, or at a local library. Stress that these activities are strongly recommended but not mandatory.
4. Answer any questions that students have about the class.
5. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class. They can write a few sentences to answer each question.
 - *Why do I want to develop a career?*
 - *What do I want to get out of this class?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: What's Your "Hat"?

SMALL GROUP DISCUSSION Divide students into groups of four or five members. Direct groups to define the many "hats" they wear in their life. Explain by "hats," you mean roles—such as worker, parent, etc.

Have students discuss:

- *What hats do you wear in your life?*
- *Do you wear a job hat or a career hat?*
- *If you want to change from a job hat to a career hat, why do you want to make the change?*
- *How will this "hat" affect your other "hats"?*

Additional ACTIVITY 5: Color My World

GRAPHIC REPRESENTATION Hand out the color markers and some plain paper.



Pass out color markers and blank paper

Have students draw something that flies as a way to communicate where they currently are in the career-development process.

Examples

- *A plane on the runway to communicate that their career is just taking off*
- *A bird that has fallen to communicate discouragement*
- *A bird that is soaring in the sky to communicate they are excited to be in class*

My Career Plan

My Values

Use **Handout 2.2: My Values and Career Choices** to fill in your work and lifestyle values and write what type of workplace would fit your values.

My work values are:

1. _____ 2. _____ 3. _____

My lifestyle values are:

1. _____ 2. _____ 3. _____

Work and a workplace that supports my values would offer:

1. _____

2. _____

3. _____

Dream It!

Use **Handout 7.2: Work and Lifestyle Checklist** to fill in the blanks.

How much would you like to make yearly? \$ _____

Where would you like to work? _____

How would you like to travel to work? _____

How long are you willing to travel to work each day? _____

When would you like to work (days and time of day)? _____

My Target Career

Use **Handout 8.1: Researching Interesting Careers** to fill out the following:

Career Title: _____

Average Annual Salary: _____

Job Description: List three or four duties or responsibilities of this career.

1. _____

2. _____

3. _____

4. _____

Working Conditions: List two to three facts about working conditions in this career.

1. _____
2. _____
3. _____

Building Skills

List three examples of skills you need for this career and how you plan to develop them. Use **Handout 8.1** to refresh your memory.

Skill 1: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Skill 2: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Skill 3: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Education

Use Handouts **11.2: What You Need to Succeed** and **11.3: Choose a Target Career and Set Educational Goals** to fill out this section.

What training or degrees do you need for this career?

Do you need a license to work in this career? If yes, what license do you need?

What educational steps do you need to take to prepare for this career?

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

My Mission Statement

Long Term Goal: _____

Short-Term Goals:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

My Action Plan

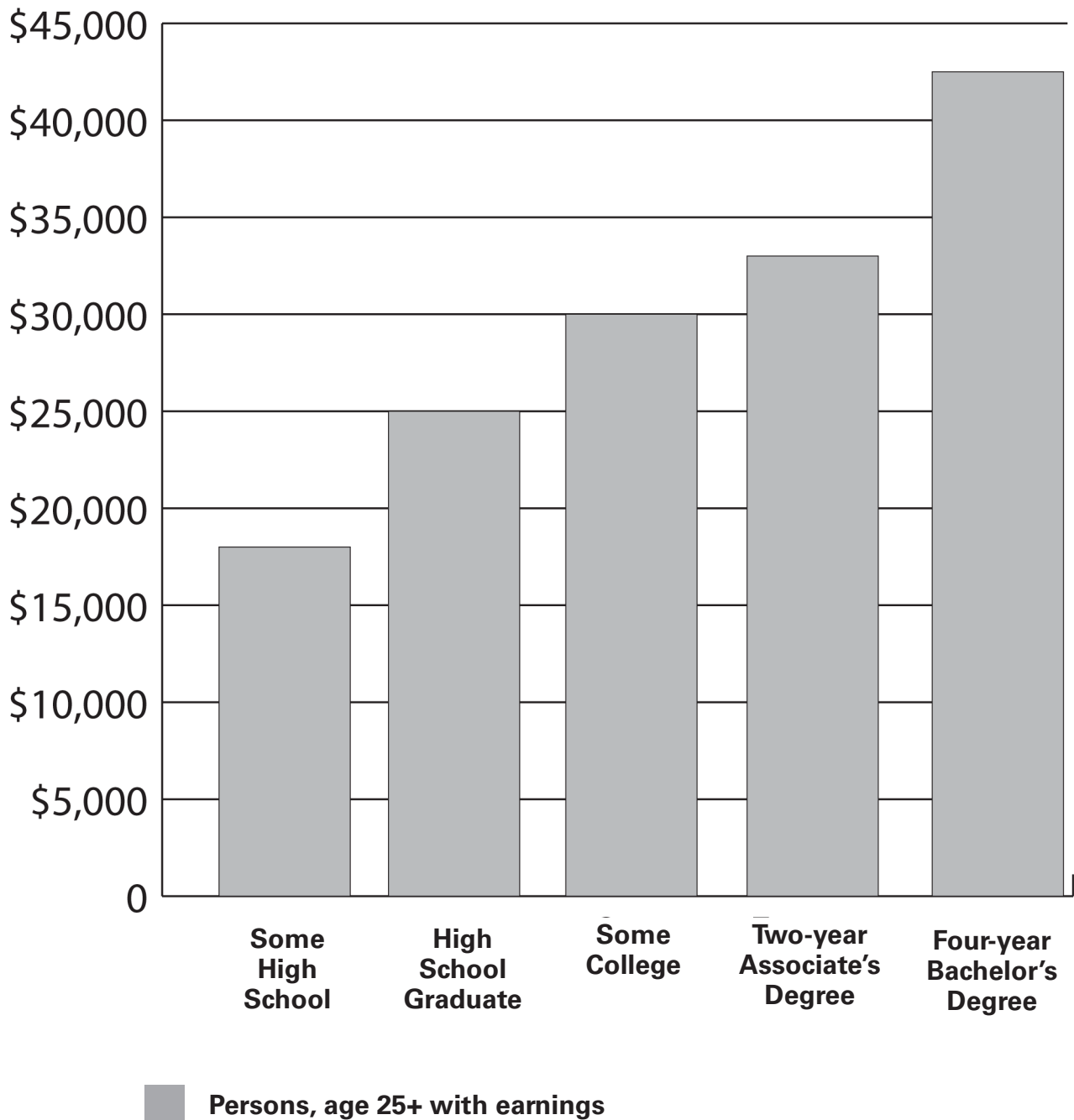
Long Term Goal: _____

Short Term Goal: _____

Action Steps:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Handout 1.1: Learning for Earning

Average Yearly Earning Power: By Education Completed



Handout 1.2: Career Coach Class Plan

Sixteen-Class Course

Class 1

Find a Career, Not a Job

Class 2

Understand Values and Career Choices

Class 3

Use Personal Interests to Make Career Choices

Class 4

Explore Interests with Career Coach

Career Coach website links:

Career Coach home page
Interest Inventory quiz

Class 5

Learn about Careers

Career Coach website links:

Browse Career Profiles/Stories

Class 6

Identify Personal Skills

Class 7

Evaluate Lifestyle Needs

Career Coach website links:

Lifestyle Checklist
Budget Questions

Class 8

Research Interesting Careers

Career Coach website links:

Getting a Starter Job
Where Can I Find a Starter Job?
Examples of Starter Jobs
Making the Most of Your Starter Job
Building Skills on the Job

Class 9

Build Career Skills

Career Coach website links:

Browse Career Profiles
Learn More about Your Target Career
My Interesting Careers

Handout 1.2: Career Coach Class Plan

Sixteen-Class Course

Class 10

Network and Conduct Informational Interviews

Career Coach website links:

Making Contacts and Building a Network
Your Network List
Informational Interviews
Questions to Ask

Class 11

Select a Target Career and Set Educational Goals

Career Coach website links:

Choose Target Career
Personal Mission Statement
Training/Education Inventory
Setting Educational Goals

Class 12

Get the Right Education and Training

Career Coach website links:

Finding Schools and Training Programs
Comparing Schools
Learn More Before You Enroll
Questions to Ask Schools

Class 13

Ask an Expert about Education and Training Programs

Class 14

Evaluate Training Programs and Apply

Career Coach website links:

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll

Class 15

Manage Time and Make a Plan

Class 16

Develop a Long-Term Career and Education Plan

Handout 1.2: Career Coach Class Plan

Eight-Class Course

Class 1: Introduction to Career Development

Find a Career, Not a Job

Understand Values and Career Choices

Class 2: Link Your Interests with Careers

Use Personal Interests to Make Career Choices

Explore Interests with Career Coach

Career Coach website links:

Career Coach home page

Interest Inventory quiz

Class 3: Browse Careers and Identify Your Skills

Learn about Careers

Identify Personal Skills

Career Coach website links:

Browse Career Profiles/Stories

Class 4: Evaluate Your Needs and Build Your Skills

Evaluate Lifestyle Needs

Research Interesting Careers

Career Coach website links:

Lifestyle Checklist

Budget Questions

Browse Career Profiles

Learn More about Your Target Career

My Interesting Careers

Class 5: Research Your Target Career

Build Career Skills

Network and Conduct Informational Interviews

Career Coach website links:

Getting a Starter Job

Where Can I Find a Starter Job?

Examples of Starter Jobs

Making the Most of Your Starter Job

Building Skills on the Job

Making Contacts and Building a Network

Your Network List

Informational Interviews

Questions to Ask

Class 6: Set Your Educational Goals

Select a Target Career and Set Educational Goals

Get the Right Education and Training

Career Coach website links:

Choose Target Career

Personal Mission Statement

Training/Education Inventory

Setting Educational Goals

Finding Schools and Training Programs

Comparing Schools

Learn More Before You Enroll

Questions to Ask Schools

Handout 1.2: Career Coach Class Plan

Eight-Class Course

Class 7: Choose an Educational Program

Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply

***Career Coach* website links:**

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll

Class 8: Make a Career Educational Plan

Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

Handout 1.2: Career Coach Class Plan

Four-Class Course

Class 1: Introduction to Career Development

Find a Career, Not a Job
Understand Values and Career Choices
Use Personal Interests to Make Career Choices
Explore Interests with Career Coach

Career Coach website links:

Career Coach home page
Interest Inventory quiz

Class 2: Browse Careers and Build Your Skills

Learn about Careers
Identify Personal Skills
Evaluate Lifestyle Needs
Research Interesting Careers

Career Coach website links:

Browse Career Profiles/Stories
Lifestyle Checklist
Budget Questions
Browse Career Profiles
Learn More about Your Target Career
My Interesting Careers

Class 3: Research Your Target Career and Choose an Education Program

Build Career Skills
Network and Conduct Informational Interviews
Select a Target Career and Set Educational Goals
Get the Right Education and Training

Career Coach website links:

Getting a Starter Job
Where Can I Find a Starter Job?
Examples of Starter Jobs
Making the Most of Your Starter Job
Building Skills on the Job
Making Contacts and Building a Network
Your Network List
Informational Interviews
Questions to Ask
Choose Target Career
Personal Mission Statement
Training/Education Inventory
Setting Educational Goals
Finding Schools and Training Programs
Comparing Schools
Learn More Before You Enroll
Questions to Ask Schools

Class 4: Make a Career Educational Plan

Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply
Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

Career Coach website links:

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll

**KEY CONCEPTS**

- Job satisfaction
- Personal values
- Lifestyle values
- Work values

**CLASSROOM MATERIALS**

- Handout 2.1
- Handout 2.2
- *My Career Plan*
- Newspaper Help Wanted section

For Additional Activity 3:

- Handout 2.3

For Additional Activity 4:

- Handout 2.4

**CAREER COACH WEBSITE LINKS**

- Website content is integrated into lesson plan and handouts.

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Identify their individual personal, work, and lifestyle values
- Understand how values impact career choices and relate to job satisfaction

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Enough copies of **Handout 2.1** for each member of your class

ACTIVITY 2

- Enough copies of **Handout 2.2** for each member of your class
- Students to take **My Career Plan** out of their portfolios

WRAP-UP AND ASSIGNMENTS

- Newspaper Help Wanted section

ADDITIONAL ACTIVITY 3

- Enough copies of **Handout 2.3** for each member of your class

ADDITIONAL ACTIVITY 4

- Enough copies of **Handout 2.4** for each member of your class

FYI

For more information on:

- Values and career choices, see http://ilearn.senecac.on.ca/careers/goals/values_career_path.html

Introduction (5 minutes)

1. Review the last session, which introduced the difference between a job and a career and presented how getting the education needed for a career greatly improves a person's earning power.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it.
 - *Why do I want to develop a career?*
 - *What do I want to get out of this class?*
3. Introduce the main point of the lesson to students. Explain that they will:
 - Identify their own personal, work, and lifestyle values.
 - Understand how fulfilling those values can help them make career choices and bring job satisfaction.
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What are my most important personal values?*
 - *What work and lifestyle values will I consider when choosing a career?*

Identifying Personal Values

Background (5 minutes)



Introduce a discussion of values and careers. Start with some examples:

- *Ramon decided to become a guidance counselor because he believes it's important for young people to have strong role models in their schools.*
- *Jackie decided to become a police detective because she wants to make sure people in her community are safe and secure.*

Use these examples to ask students: *What do we mean when we talk about values? What are values?* Accept reasonable answers. Explain that *values are the principles that guide how we act and how we relate to other people* and the rest of society. Explain that we are more likely to be committed to a career if we identify our values and plan for a career that reflects these values.

Explain that there is more than one type of values. Personal values can have a strong influence on our career choices. Personal values are:

- Deeply held beliefs that influence our decisions and actions
- Reflected in our behavior and actions
- Standards that we live our life by

Examples

- *People who value adventure or physical courage work or volunteer in dangerous situations.*
- *People who value a healthy lifestyle prepare nutritious meals or find time to incorporate exercise or sports into their lives.*

ACTIVITY 1: Quick Values Identification (10 minutes)**WORKSHEET****Pass out *Handout 2.1***

1. Discuss the idea that values influence our decisions and reflect what is important in our life.

Values affect:

- What we teach our children
- How we choose our friends
- How we spend our free time
- How we choose our careers
- How satisfied we are with our jobs

2. Pass out ***Handout 2.1: Quick Values Identification***. Guide the students through the Quick Values Identification.

- Read the directions out loud.
- Give the students five minutes to complete the exercise.
- Have volunteers read their five values.
- Explain that they have identified a few of their personal values.

Values and Job Satisfaction**Background (5 minutes)**

Explain that personal values often influence our work values and lifestyle values.

- Work values reflect how we would like to work and determine how we behave toward the work itself, our coworkers, managers, and the public.
- Lifestyle values reflect how we would like to live.

Explain to students that we are more likely to be satisfied with our career choices if our values are supported at work.

Examples

If spending time with family is a strong value, career satisfaction will be greater with a job that has one or more of the following benefits:

- Short commuting time
- Flexible work schedule
- On-site child care
- Limited overtime
- Limited work-related trips away from home

ACTIVITY 2: My Values and Career Choices (20 minutes)

WORKSHEET Tell students that our work and lifestyle values are important to consider when choosing a career.



Pass out **Handout 2.2**



Pass out **Handout 2.2: My Values and Career Choices** to each student.

1. Tell students that they will work on their own to develop statements about their own work values and lifestyle values.
2. First have students do the Work Values Checklist. Make sure that they check off five values and write them on the bottom of the page.
3. Now read the directions and the example on the Work Values Statement page. Give students five minutes to write five work values statements. Ask for volunteers to share their statements.
4. Next have students do the Lifestyle Values Checklist. Make sure that they check off five values and write them on the bottom of the page.
5. Now read the directions and the example on the Lifestyle Values Statements page. Give students two minutes to write two lifestyle values statements. Ask for volunteers to read their statements.
6. Ask students to take out **My Career Plan** from their portfolios. Ask students to use **Handout 2.2** to fill in the section on values.
7. Tell students to place **My Career Plan** in their portfolios.

Wrap-Up and Assignments (5 minutes)

1. Summarize that it is important to consider which values are important to you when making career choices.
 - Values are beliefs that are important to you; they influence your behavior and contribute to your sense of satisfaction.
 - If you work in a job that matches your values, the chance of enjoying your work and doing well on the job is greatly increased.

Tell students that they will use these values to help them research and choose a career. Explain that identifying their work and lifestyle values will help them know what questions to ask about a career when they begin talking to people who work in that field.

Defining values and relating them to career choices is a life-long process.

- Values shift as life events influence our thinking and actions.
- Values are defined when you think about what you want in life and what will help you to be satisfied in your target career.

Wrap-Up and Assignments (cont.)



Use Newspaper Help Wanted section

- Instruct students to browse job openings in the local newspaper or on one of the following websites and to find one advertisement for a career that appeals to them. Bring in the paper and show them where to find the job ads. If they have access to the Internet, they can look on:

- <http://www.careerbuilder.com/>
- <http://www.monster.com/>

Request that students bring the job ad to class next week ready to discuss:

- *What appeals to you about the career described in the job ad you selected?*
 - *How does this career reflect the work and lifestyle values you identified in Activity 2: My Values and Career Choices?*
- Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring them to the next class. They can write a few sentences to answer each question:
 - *What are my most important personal values?*
 - *What work and lifestyle values will I consider when choosing a career?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 3: How Work Values Are Formed

SMALL GROUP DISCUSSION and WORKSHEET

Background

- When we are young, parents and family members influence our thinking.
- During our school years, authority figures such as teachers, coaches, and Girl Scout or church leaders are influential.
- During the teen years, the process of rejecting parental influence and choosing our own values begins. Personal values are identified and taken into consideration when making career and life decisions.



Pass out *Handout 2.3*

Divide students into groups of four. Direct groups to answer the questions on ***Handout 2.3: Understanding How Work Values Are Formed*** as a way to think about and discuss how family members have influenced their values regarding work. Students can write their answers after they have finished the discussion.

Additional ACTIVITY 4: Board of Directors

GRAPHIC REPRESENTATION

Pass out ***Handout 2.4: Your Board of Directors***. Businesses and organizations have boards of directors to guide them in making good decisions.



Pass out *Handout 2.4*

Have students:

- Think of people who influence them in making decisions
- Choose five people who influence them in a positive way and support them in their goals
- Appoint those five people to their own personal board of directors by writing their names next to the chairs and writing a lesson learned from them
- Plan to seek the people out for career advice

Handout 2.1: Quick Values Identification

Directions

- Look through the list of values carefully.
- With a pen or pencil, draw a line through the three values that are least important to you.
- Do the same thing four more times, always eliminating the next three values that are of least importance to you.
- The five remaining values are some of your unique personal values.

Personal Values

Commitment to family	Faith or religion	Learning
Security	Healthy lifestyle	Generosity
Fame	Kindness	Variety
Order	Service to others	Independence
Creativity	Fairness	Adventure/excitement
Loyalty	Love	Advancement
Money	Power	

Handout 2.2: My Values and Career Choices

Work Values Checklist

Read the following values related to work. Check off five work values most important to you in making a career choice. Then write the five values on the lines below.

- | | | |
|--|--|--|
| <input type="checkbox"/> Help others | <input type="checkbox"/> Have power and status | <input type="checkbox"/> Have flexible hours |
| <input type="checkbox"/> Work for a good cause | <input type="checkbox"/> Experience variety and change | <input type="checkbox"/> Work in a culturally-rich workplace |
| <input type="checkbox"/> Be challenged mentally | <input type="checkbox"/> Work on a close-knit team | <input type="checkbox"/> Be well paid |
| <input type="checkbox"/> Be challenged physically | <input type="checkbox"/> Have lots of public contact | <input type="checkbox"/> Work in an orderly environment |
| <input type="checkbox"/> Have opportunity for growth and advancement | <input type="checkbox"/> Work on my own | <input type="checkbox"/> Have a high standard of quality |
| <input type="checkbox"/> Be respected by co-workers | <input type="checkbox"/> Have regular hours | <input type="checkbox"/> Work in a fast-paced environment |
| <input type="checkbox"/> Work in an office | <input type="checkbox"/> Work with my hands | <input type="checkbox"/> Be accepted by my co-workers |
| <input type="checkbox"/> Other (your choice) _____ | | |

The five work values most important to me are:

1. _____
2. _____
3. _____
4. _____
5. _____

Handout 2.2: My Values and Career Choices

Work Values Statements

Now write a sentence about each one of the five work values and what you want in a career.

Example:

My work value of being well paid would be reflected in work and a workplace that offers a good salary.

1. My work value of _____ would be reflected in work
and a workplace that offers _____.

2. My work value of _____ would be reflected in work
and a workplace that offers _____.

3. My work value of _____ would be reflected in work
and a workplace that offers _____.

4. My work value of _____ would be reflected in work
and a workplace that offers _____.

5. My work value of _____ would be reflected in work
and a workplace that offers _____.

Handout 2.2: My Values and Career Choices

Lifestyle Values Checklist

Read the following values related to the type of lifestyle that you would like to have. Check off five lifestyle values most important to you in making a career choice. Then write the five values on the lines below.

- | | | |
|--|--|--|
| <input type="checkbox"/> Have fun | <input type="checkbox"/> Own a home | <input type="checkbox"/> Buy a car |
| <input type="checkbox"/> Live simply | <input type="checkbox"/> Spend time with my family | <input type="checkbox"/> Go to school |
| <input type="checkbox"/> Buy expensive things | <input type="checkbox"/> Take vacations | <input type="checkbox"/> Be able to take care of my children |
| <input type="checkbox"/> Be active in my church or community | <input type="checkbox"/> Have access to sports and recreation facilities | <input type="checkbox"/> Have lots of friends |
| <input type="checkbox"/> Save money | <input type="checkbox"/> Have lots of down time | <input type="checkbox"/> Have lots of personal privacy |
| <input type="checkbox"/> Have time for personal growth | <input type="checkbox"/> Go out a lot | <input type="checkbox"/> Be able to take care of my parents |
| <input type="checkbox"/> Other (your choice) _____ | | |

The five lifestyle values most important to me are:

1. _____
2. _____
3. _____
4. _____
5. _____

Handout 2.2: My Values and Career Choices

Lifestyle Values Statements

Now write two sentences about what two of your lifestyle values mean about your career choices.

Examples:

My lifestyle value of spending time with my family would be reflected in work and a workplace that offers regular hours.

My lifestyle value of taking vacations would be reflected in work and a workplace that offers two or more vacation weeks a year.

1. My lifestyle value of _____ would be reflected in work and a workplace that offers _____.

2. My lifestyle value of _____ would be reflected in work and a workplace that offers _____.

Handout 2.3: Understanding How Work Values Are Formed

1. What messages about work, career, and making money did you receive from your parents and family when you were growing up?

2. When choosing your own values regarding work, what family messages do you choose to leave behind and what family messages do you wish to keep?

3. How would you like to feel about your work?

Handout 2.4: Your Board of Directors

- Who are the individuals in your life that influence you the most?
- If your life were a business organization, who would you choose to be on your Board of Directors? In other words, who are the five people who most strongly support your personal and career success? List their names on the chairs around the table. Next to each name, list a few of the important lessons learned from each director.
- Now plan to talk to each of these people about your career goals.

Director Name:
Lesson Learned:

Director Name:
Lesson Learned:

Director Name:
Lesson Learned:

Director Name:
Lesson Learned:

Director Name:
Lesson Learned:



KEY CONCEPTS

- Holland Codes (career categories)
- Interests
- Job satisfaction



CLASSROOM MATERIALS

- Poster boards with job titles and descriptions
- Handout 3.1
- Handout 3.2
- Computer with Internet access for each student



CAREER COACH WEBSITE LINKS

- Registration

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Identify and articulate personal interests
- Relate personal interests to career categories
- Relate personal interests to job satisfaction
- Learn how to register on the *Career Coach* website

LESSON SET-UP

Note: This module contains computer/non-computer options for Activity 2.

For this lesson you will need:

ACTIVITY 1

- Six large poster boards with job titles and descriptions (see Activity 1 for details)

ACTIVITY 2

- Enough copies of **Handouts 3.1** and **3.2** for each student in your class
- **Note: Classrooms with Internet access will complete a shortened version of Activity 2.**

COMPUTER ONLY: ACTIVITY 3

- Computer with Internet access for each student
- **Note: More details about using the *Career Coach* website are available at <http://www.womenemployed.org/careercoach>.**

FYI

For more information on:

- Holland Codes, see http://www.en.wikipedia.org/wiki/Holland_Codes
- <http://www.career.missouri.edu/students/explore/thecareerinterestsgame.php>

Introduction (10 minutes)

1. Review the last session, which introduced the idea of the relationship between personal values and job satisfaction.
2. The assignment had students answer two questions in their notebooks. Ask for 2–3 volunteers to read their answers. If more students want to read their answers, allow it.
 - *What are my most important personal values?*
 - *What work and lifestyle values will I consider when choosing a career?*
3. For homework you had students look for ads of jobs that reflected their values. Ask 2–3 volunteers to share their ads. Ask students:
 - *What appeals to you about the career described in the job ad you selected?*
 - *How does this career reflect the work and lifestyle values you identified in Activity 2: My Values and Career Choices?*
4. Introduce the main point of the lesson. Explain that students will:
 - Identify their interests
 - Relate their interests to different career categories
 - Relate their interests to job satisfaction
5. Ask students to write two questions in their notebooks. They will answer these when the class is over.
 - *What interests do I have that I can use to choose a career?*
 - *What are two career themes that relate to my personal interests?*

Identifying Career Interests

Background



Explain to students that our interests are reflected in the types of activities that we enjoy doing and the topics that we like to learn about and discuss.

We look at interests when we choose our careers because:

- People do better at what interests them.
- People are attracted to careers that suit their interests.
- People usually are successful in careers that suit their interests.

ACTIVITY 1: Hiring Now! Going to the Job Fair (10 minutes)

GAME Post the following information on six pieces of poster board and put them up around the room.



Poster boards with job titles and descriptions

Job Type 1: Includes Mechanics, Heating and Air Technicians, Computer Repair

- Requires working with tools, machines, and equipment
- Needs mechanical ability to build and repair objects
- May require being outdoors
- Deals with things more than people

Job Type 2: Crime Lab Investigators, Scientists, Geologists, Medical Researchers

- Must be task-oriented
- May like working alone
- Tasks include gathering information and analyzing data
- Enjoys solving abstract (theoretical) or concrete (physical) problems

Job Type 3: Actors, Artists, Journalists, Chefs

- Likes art, music, or writing
- Enjoys opportunities for self-expression
- Prefers creativity to structure
- Enjoys performing or watching others perform

Job Type 4: Teachers, Social Workers, Therapists

- Sociable, responsible, and concerned with the welfare of others
- Uses communication skills to help others reach their full potential
- Enjoys listening to and helping others

Job Type 5: Politicians, Business Executives, Salespeople

- Uses communication skills to persuade and influence other people
- May enjoy business activities and making a profit
- Prefers social tasks that offer leadership opportunities

Job Type 6: Office Managers, Accountants, Human Resources Professionals

- Prefers highly ordered activities and established patterns
- Highly organized with excellent written and mathematical skills
- Enjoys taking care of details so team members can focus on other tasks

1. Direct students to imagine they are going to a job fair to apply for careers that interest them. Tell students that jobs and job descriptions representing different career themes are posted around the classroom.

2. Their task is to read the job categories and to determine which **types** of careers they would most enjoy doing. Tell them that they **do not have to like each specific job**; they should be responding to the type of career. Explain that they may like more than one **type of career**, but should pick the type that most interests them. To see what they like best, **reading the descriptions is as important as reading the job titles**.

ACTIVITY 1: Hiring Now! Going to the Job Fair (cont.)

3. Direct students to stand by a career theme that is the most appealing to them. Be prepared to describe a job if students don't know what it is—although it is best to let other students try to describe the job first.

4. To help students understand how their interests are reflected in their occupational choices, ask them to consider:

■ *What appeals to you about this type of career?* (Focus on the qualities in the descriptions.)

■ *Do any of these jobs share multiple interests or qualities?*

Examples

■ *Journalists like writing and may have a strong sense of social responsibility.*

■ *Human resources professionals may be highly organized and enjoy working closely with people.*

■ *What other types of careers offer the opportunity for using these same interests?*

Examples

■ *Purchasing agents use communication to persuade people.*

■ *Electrical engineering technicians solve problems.*

5. Explain to students that having their interests reflected in the work they do will help them select a target career that is satisfying to them. Tell students that all of their interests don't need to be reflected in a career for them to enjoy it.

Holland Career Themes**Background**

Explain that students will be working with Holland Career Themes. These are career categories created by John L. Holland and used around the country. The Holland Codes represent different interest areas that are linked to jobs that match those interests.

1. Write Holland's six career themes on the appropriate poster:

■ Realistic

■ Investigative

■ Artistic

■ Social

■ Enterprising

■ Conventional

2. Explain that the class is going to use Holland's categories to begin to match their interests with possible career choices.

ACTIVITY 2: Using Holland Career Themes and Related Careers (10 - 25 minutes)

SMALL GROUP DISCUSSION Keep students in groups based on the Holland Career Theme students chose in the last activity. If there is a group with only one member, offer to join that student. If there is more than one group with only one member, ask them to form a larger group with each member representing their respective career theme.



Pass out Handout 3.1 and Handout 3.2

1. Explain that students will be using the Holland Career Themes to think about careers.
2. Tell students that multiple themes may interest them and some jobs may focus on one theme, but include parts of other themes. Tell them they will be using the theme that most interests them for this activity, but will also get to talk about other Holland career themes they may be interested in.
3. Pass out **Handouts 3.1: Holland Themes and Related Careers** and **3.2: Holland Career Themes**. Ask students take a few minutes to fill out **Handout 3.1**. Tell them to read the definition of their Holland theme from **Handout 3.2** within their group once they have completed the handout. Groups covering more than one theme do not need to read the definitions as a group.
4. Direct each student to share the following with their group:
 - A job title that interests them that would fit into this theme
 - Why they are interested in this job title
 - What other career themes might be reflected in this job, if any

Following are two alternate endings for **Activity 2: Using Holland Career Themes and Related Careers**.

Use Activity 2, Option A if your students have access to the *Career Coach* website in the classroom.

Use Activity 2, Option B if your students do not have Internet or computer access in the classroom.

**Option A Computer (10 minutes)**

5. Ask for three volunteers to share their answers with the entire class. Make sure that students are: 1) coming up with job titles and not just general career areas (surgical technologist, not medicine); and 2) on track with relating jobs to the descriptions.

For example, in Realistic Career Themes, jobs could be construction worker, machinist, truck driver, farmer, or park ranger. Accept any reasonable idea.
6. Explain to students that in the next class they will be doing a computerized Interest Inventory quiz on the *Career Coach* website that will help match them with potential careers. Tell them that knowing what types of careers they are interested in will help them answer the questions on the Interest Inventory quiz.
7. Skip to **Computer-Only Activity 3**

ACTIVITY 2: Using Holland Career Themes and Related Careers (cont.)**Handout 3.1****Handout 3.2****Option B Non-Computer (25 minutes)**

5. After each group has come up with examples of job titles from their career, tell students that each group will now share with the entire class. Ask students to use **Handout 3.1** as other groups share to write down job titles from other career themes that interest them.

6. Ask a volunteer to read the definition of Realistic Career Theme on **Handout 3.2: Holland Career Themes**.

7. Write Realistic Careers on the board and ask for three career titles. Make sure that students are: 1) coming up with job titles and not just general career areas (surgical technologist, not medicine); and 2) on track with relating jobs to the Holland descriptions.

For example, in Realistic Career Themes, jobs could be construction worker, machinist, truck driver, farmer, or park ranger. Accept any reasonable idea.

8. Ask for one volunteer from the Realistic Career Theme group to tell why they chose a particular job title and why they think it would be a good fit for them.

9. Repeat the same process with the other five themes.

10. As students share their answers, use the students' input to construct a list on the board of the six career themes. Accept all reasonable answers. Here are some additional ideas:

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Surgical Technologist	Civil Engineering Technician	Production Designer	Licensed Counselor	Purchasing Agent	Licensing Examiners and Inspectors
Truck Driver	Computer Networking Specialist	Chef	Community Organizer	Fundraiser	Accountant
Aircraft Engine Specialist	Respiratory Therapist	Musician	Teacher	Equity Trader	Paralegal
Sound Engineering Technician	Industrial Engineering Technician	Special Events Coordinator	Medical Social Worker	Insurance Sales Agent	Medical Records Technician
Tool and Die Maker	Medical Researcher	Art Director	Residential Advisor	Real Estate Sales Agent	Quality Control Inspector

11. Finally, have students finish filling out **Handout 3.1**. Remember that these are not absolute categories—some jobs could fit in more than one category, so don't get stuck on the categorization.

ACTIVITY 2: Using Holland Career Themes and Related Careers (cont.)

12. Ask students to discuss what they learned about themselves through this process.

- Did any of them settle on a specific career area? What was it?
- Did any of them find two or more career themes that reflected their interests? Point out that this is quite natural. For example, someone can be artistic and enterprising, such as someone who starts a public relations and marketing firm or a clothing boutique owner.

Point out the picture of the portfolio on **Handout 3.1**. Tell students that all handouts with that picture will be part of their career portfolio. Tell them to hold on to **Handout 3.1**, as they will be using it again.

Registering on Career Coach (15 minutes)**ACTIVITY 3: Registering for the Career Coach Website****Computer Option Only**

1. Explain to students that the *Career Coach* website is free and can help them learn about careers, choose the career goal that is right for them, and build a step-by-step plan to reach their goal.
2. Explain that each student will register with the *Career Coach* website. Any work they complete will be saved in their online *Career Coach* notebook, whenever they log in. They can access the *Career Coach* website from any computer that has Internet access.
3. Ask students to turn on or log on to their computers.
4. Tell students that they can get to *Career Coach* from the Women Employed website at <http://www.womenemployed.org>. Guide students through registration.

Note: Details found at www.womenemployed.org/careercoach may be useful in guiding students through registration.

5. Instruct students to select a user name and password they can remember easily and keep it in a secure place. Tell students that they will need their user names and passwords for the next class.
6. Students who complete registration quickly can take time to explore the *Career Coach* website.

Wrap-Up and Assignments (5 minutes)

1. Review the main points of the lesson: This lesson helped students identify their interests and relate their interests to different career categories. Remind students that careers related to one's interests and values often provide the best job satisfaction.

Wrap-Up and Assignments (cont.)



2. Tell students that in the next class they will be completing an interest inventory based on the Holland Codes. The interest inventory is an important tool to help them explore different types of careers that fit their interests and skills.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What interests do I have that I can use to choose a career?*
 - *What are two career themes that relate to my personal interests?*

Computer Option Only

4. Remind students to bring their user names and passwords for the *Career Coach* website to the next class.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: American Idols

BRAINSTORM Divide students into five groups and assign a Holland Career Theme to each group. (Because many conventional people are behind the scenes, you may want to eliminate this theme from the activity.)

1. Give students three minutes to list as many celebrities and famous people as they can that represent their assigned career theme.

Examples

Realistic: Martha Stewart is realistic.

Investigative: Albert Einstein and Percy Julian were investigative.

Artistic: Any actress, actor, writer, singer, dancer, or artist is artistic.

Social: Any religious leader is social, as are Dr. Phil and Oprah.

Enterprising: Donald Trump and Bill Clinton are enterprising.

2. Ask students:

- Can someone be represented by more than one career theme?
- What careers typically are represented by more than one career theme?

Examples

Martha Stewart is realistic, artistic, and enterprising.

Oprah is both enterprising and social.



SPECIAL NOTE: Module 4 takes place on the *Career Coach* website. If you have access to computers in your classroom or a computer lab, make plans to have access to the computers for Module 4.

If you do not have access to computers during class time, an alternate activity is provided, but special arrangements are suggested. Please see Module 4 for more details.



Handout 3.1: Holland Themes and Related Careers

Computer Option

My Holland Career Theme: _____

Write a related target career here.

■ Target Career 1: _____

Why I am interested in this target career:

Did you think of other career themes that might fit this target career?

Write other related career themes here.

Related Career Theme 1: _____

Related Career Theme 2: _____

Are you interested in any other career themes?

Write other career themes you are interested in.

Career Theme 2: _____

Career Theme 3: _____



Handout 3.1: Holland Themes and Related Careers

Non-Computer Option

My Holland Career Theme: _____

Write a related target career here.

■ Target Career 1: _____

Why I am interested in this target career:

Do you think this is the right career theme for you? ☐ Yes ☐ No

Write your second favorite career theme here.

Holland Career Theme 2: _____

Write two related target careers here.

Career 1: _____

Career 2: _____

Do you think this is the right career theme for you? ☐ Yes ☐ No

Write your third favorite career theme here.

Holland Career Theme 3: _____

Write two related target careers here.

Career 1: _____

Career 2: _____

Do you think this is the right career theme for you? ☐ Yes ☐ No

Handout 3.2: Holland Career Themes*

Interests are the things you like to do. People usually do well at what they like, and like what they do well. That is why identifying your interest areas to help select careers makes sense.

Realistic Career Theme includes careers for people who enjoy work that includes practical, hands-on problems and solutions. They prefer working with their hands and dealing with plants, animals, and things like wood, tools, machinery, and equipment. Many realistic occupations require working outside and do not involve a lot of paperwork or working closely with other people.

Career Interest Areas:

- Construction
- Manufacturing
- Engineering
- Agricultural
- Park Services
- Public Safety

Investigative Career Theme includes careers for people who enjoy solving problems mentally and working with ideas of a scientific or mathematical nature. They also include investigative work requiring an extensive amount of thinking and searching for facts.

Career Interest Areas:

- Higher Education
- Research
- Engineering/Design
- Medicine
- Science
- Computer Industries

Artistic Career Theme includes careers for people who are creative, independent, and interested in careers that offer opportunity for self-expression. Artistic people frequently work with forms, designs, and patterns.

Career Interest Areas:

- Visual and Performing Arts
- Culinary Arts
- Writing and Editing
- Interior Design
- Advertising and Marketing

* Source: Definitions of the Holland occupational interest areas are based on the O*Net Interest Profiler Score Report, U.S. Department of Labor, Employment, and Training.

Handout 3.2: Holland Career Themes*

Social Career Theme includes careers for people who are skilled communicators and frequently do work that involves teaching and coaching people. They like to use their communication skills to help or provide service to other people.

Career Interest Areas:

- Human Services
- Recreational Services
- Education
- Religion
- Health Services
- Child Care
- Mental Health

Enterprising Career Theme includes careers for people who are skilled communicators and use their communication skills to lead people and make decisions. Enterprising people like to start up and carry out projects. The positions they hold may require risk taking and often deal with business.

Career Interest Areas:

- Sales
- Government
- Politics
- Fundraising
- Law
- Self-employed

Conventional Career Theme includes careers for people who are well organized and frequently have careers that involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

Career Interest Areas:

- Government Services
- Business Offices
- Financial Institutions
- Accounting Firms
- Quality Control and Inspection
- Business Education



KEY CONCEPTS

- Linking interests to specific careers



CLASSROOM MATERIALS

- Computer with Internet access for each student

Non-Computer Option:

- Handout 3.1
- Handout 4.1
- Handout 4.2



CAREER COACH WEBSITE LINKS

- Interest Inventory quiz

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Take a career inventory
- Identify several careers that match student interests

LESSON SET-UP

Note: This module contains computer/non-computer options for Activity 1. For the non-computer option, inviting a career counseling professional to administer a paper interest inventory or ordering and administering the suggested interest inventory will provide students with the most complete results. The handouts provided with Option B Non-Computer may also be used, but will provide limited results.

For this lesson you will need:

ACTIVITY 1 COMPUTER OPTION

- Computer with Internet access for each student

ACTIVITY 1 NON-COMPUTER OPTION

- Enough copies of **Handouts 4.1** and **4.2** for each student
- Students to take **Handout 3.1** from their portfolios
- **Note:** Paper copies of the same interest inventory used on the *Career Coach* website, called the Interest Profiler, are available on-line. See page 7 of the Introduction for more details on obtaining the test.

Introduction (5 minutes)

1. Review the last lesson. Students learned about how they can use their interests to help them select a career they will enjoy.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it.
 - *What interests do I have that I can use to choose a career?*
 - *What are two career themes that relate to my personal interests?*
3. Introduce the main point of the lesson. Students will:
 - Use the Holland Codes to identify the types of careers that would fit them
 - Complete an interest inventory that will help them pick a career that fits them

Below are two alternatives for **Activity 1: Completing the Career Interest Inventory**

Use **Activity 1, Option A** if your students have access to the **Career Coach** website in the classroom.

Use **Activity 1, Option B** if your students do not have Internet or computer access in the classroom.

We highly recommend arranging computer access time for students, as the online interest inventory is normalized and standardized, and is automatically scored and interpreted. If this is impossible, there are three alternatives:

1. Ask a professional career counselor to administer the interest inventory to your class.
2. Order paper copies of this interest inventory. See page x of the introduction for more information.
3. Use **Activity 1, Option B**, below.

Completing the Interest Inventory



ACTIVITY 1, Option A: Completing the Career Coach Interest Inventory (40 minutes)

Students will use the *Career Coach* website to identify interesting careers.



Option A Computer

1. Remind students that in the last class they completed registration for the *Career Coach* website. Explain that they will now complete the career Interest Inventory quiz on the *Career Coach* website. Tell students that the Interest Inventory quiz will help them identify careers that they might be interested in.
2. Ask students to turn on or log on to their computers.
3. Tell students that they can get to *Career Coach* from the Women Employed website at <http://www.womenemployed.org>.
4. Instruct students to log on using their user names and passwords from the last class. If students do not have their user name and password, they must complete the registration process again.

ACTIVITY 1, Option A: Completing the Career Interest Inventory (cont.)

5. Instruct students to get to the first page of the Interest Inventory quiz by clicking on the icon from the *Career Coach* website home page.
 6. Explain that the Interest Inventory is based on the Holland Codes and uses a proven method of connecting the types of tasks that interest someone with jobs that include similar types of tasks.
 7. Instruct students to answer the questions quickly, based on their interests. They shouldn't try to decide if they would like to do that particular activity as a job, but rather whether or not they are interested in that activity. For example, the first question is "Build kitchen cabinets." If the student likes to build things, like kitchen cabinets, they should select "like," even if building things is just their hobby, not something they want to make a career out of.
 8. Give the students 30 minutes to complete the Interest Inventory quiz. Those who finish early can click on their results to learn more about those careers. Explain that students will have more time to browse their results in the next class.
- Note: Unlike other *Career Coach* website activities, students cannot save a partially finished quiz, but must complete the quiz in one sitting.**
9. Ask one to two volunteers to share how they feel about their results. If students are unhappy with their results, encourage them to retake the Interest Inventory, keeping an open mind (and selecting more "like" responses). Also remind students that this is just one way to find their "best-fit" career. They will learn more about careers and those that interest them in the next class.
 10. Explain that the results of the quiz and other *Career Coach* activities are saved in each student's notebook on the *Career Coach* website, which the student can access anytime after logging in. If you have a printer, the students may wish to print their results.
 11. Remind students to log out of the *Career Coach* website when they are finished with the quiz.

ACTIVITY 1, Option B: Finding Careers Based on Interests (35 minutes)

RESEARCH Students will use the Holland Codes to identify careers that may fit them.

Note: If you have ordered paper copies of the Interest Profiler (see above), follow the instructions for administering, scoring, and interpreting the inventory contained in the Interest Profiler.



Pass out Handout 4.1 and Handout 4.2

Option B Non-Computer

1. Explain that the main goal of this activity is to find some careers that may interest them. At the end of the activity, they should have a list of four to eight careers that might interest them. Later on, they will do more research on these careers and make a choice about them.

ACTIVITY 1, Option B: Finding Careers Based on Interests (cont.)



Students take out
Handout 3.1

2. Pass out copies of **Handout 4.1: Finding Careers** and **Handout 4.2: Browsing Careers with Holland Codes**. Tell students to take **Handout 3.1** out of their portfolios to help them complete **Handout 4.1**.

3. Read the boldface directions for **Steps 1, 2, 3, and 4** on **Handout 4.1**. When students are at **Step 3: Evaluate Your List**, model how to evaluate some choices.

Examples

Realistic: I checked off drywall installer, but I think that might be a problem with my allergy to dust.

Social: I checked off recreation director, and the more I think about it, that really interests me. I can work with people and be outdoors — my two favorite things.

4. By the end of the activity, each student should have at least four career titles, from one or more career theme area.

5. Tell students to put **Handout 4.1** in their portfolios; they will be using it later to research their target careers.

Wrap-Up and Assignments (5 minutes)



1. Tell students that over the next few classes, they will have the chance to explore their results in-depth, browse for more careers, and learn more details about what these careers are really like.

2. Let students know that they can log on to the *Career Coach* website on their own if they are interested in exploring more careers and learning more about how to prepare for those careers. Explain that the *Career Coach* website highlights careers with salaries over \$25,000 per year in fields with growing demand for more workers. Also explain that the *Career Coach* website includes information on careers with a variety of educational requirements.

3. Tell them that you will be covering much of the information found on the *Career Coach* website and more for the rest of the course.

Computer Option Only

4. Remind students to bring their user names and passwords for the *Career Coach* website to the next class.



SPECIAL NOTE: Module 5 takes place on to the *Career Coach* website. If you have access to computers in your classroom or a computer lab, make plans to have access to the computers for Module 5.

If you do not have access to computers during class time, an alternate activity is provided, but you must arrange to have copies of the *Occupational Outlook Handbook*. Please see Module 5 for details.



Handout 4.1: Finding Careers

Non-Computer Option

Look at **Handout 3.1: Holland Themes and Related Careers**.

Step 1: Choose one of the career themes that you answered “yes” to.

Realistic

Investigative

Artistic

Social

Enterprising

Conventional

Write it below.

Career theme: _____

Step 2: Brainstorm to create

- Look at **Handout 4.2: Browsing Careers with Holland Codes**. Find the list of career titles related to that career theme.
- Check off as many possible job titles as you can in three minutes. DO NOT evaluate your ideas; just check off ones that may seem slightly interesting.

Step 3: Evaluate your list.

- Now look over your checked-off career titles.
- Think about them critically at this point. Ask yourself questions, such as, “Do I really think I would like to do this?” If you are not sure what a job is, ask your instructor.
- Choose two to four of the career titles in that career theme and list them below.

_____	_____
_____	_____

Step 4: Repeat for one other career theme on Handout 3.1.

Career theme: _____

- Create: Brainstorm all possible without judging. Check off as many titles that sound interesting.
- Evaluate: List two to four career titles below.

_____	_____
_____	_____

Handout 4.2: Browsing Careers with Holland Codes

Non-Computer Option

Realistic Career Possibilities

- | | | |
|---|--|--|
| <input type="checkbox"/> Aircraft Mechanic | <input type="checkbox"/> Electrical Engineer | <input type="checkbox"/> Maintenance Person |
| <input type="checkbox"/> Appliance Repairer | <input type="checkbox"/> Electrician | <input type="checkbox"/> Mechanical Engineer |
| <input type="checkbox"/> Architectural Drafter | <input type="checkbox"/> Farmer | <input type="checkbox"/> Painter |
| <input type="checkbox"/> Automobile Body Repairer | <input type="checkbox"/> Farm Manager | <input type="checkbox"/> Plumber |
| <input type="checkbox"/> Automotive Engineer | <input type="checkbox"/> Firefighter | <input type="checkbox"/> Printing Press Operator |
| <input type="checkbox"/> Automobile Mechanic | <input type="checkbox"/> Floor and Carpet Layer | <input type="checkbox"/> Radio/TV Repair |
| <input type="checkbox"/> Bookbinder | <input type="checkbox"/> Forester | <input type="checkbox"/> Roofer |
| <input type="checkbox"/> Bricklayer | <input type="checkbox"/> Furnace Installer | <input type="checkbox"/> Sheet Metal Worker |
| <input type="checkbox"/> Bus Driver | <input type="checkbox"/> Groundskeeper | <input type="checkbox"/> Structural Steelworker |
| <input type="checkbox"/> Butcher | <input type="checkbox"/> Heating and Air Conditioning Repair | <input type="checkbox"/> Tailor |
| <input type="checkbox"/> Carpenter | <input type="checkbox"/> Industrial Supervisor | <input type="checkbox"/> Tool and Die Maker |
| <input type="checkbox"/> Cement Worker | <input type="checkbox"/> Instrument Repair and Maintenance | <input type="checkbox"/> Truck Driver |
| <input type="checkbox"/> Commercial Pilot | <input type="checkbox"/> Jeweler | <input type="checkbox"/> Upholsterer |
| <input type="checkbox"/> Construction Worker | <input type="checkbox"/> Line Installer | <input type="checkbox"/> Watchmaker |
| <input type="checkbox"/> Crane Operator | <input type="checkbox"/> Logger | <input type="checkbox"/> Welder |
| <input type="checkbox"/> Diesel Mechanic | <input type="checkbox"/> Machinist | <input type="checkbox"/> Woodworker |
| <input type="checkbox"/> Drafter | | |
| <input type="checkbox"/> Drywall Installer | | |

Investigative Career Possibilities

- | | | |
|---|--|--|
| <input type="checkbox"/> Actuary (figures out insurance statistics) | <input type="checkbox"/> Detective | <input type="checkbox"/> Physician, General Practice |
| <input type="checkbox"/> Biologist | <input type="checkbox"/> Environmental Technician | <input type="checkbox"/> Physician Assistant |
| <input type="checkbox"/> Chemical Engineer | <input type="checkbox"/> Electrical Technician | <input type="checkbox"/> Private Detective |
| <input type="checkbox"/> Chemical Technician | <input type="checkbox"/> Hazardous Waste Technician | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Chiropractor | <input type="checkbox"/> Horticulturist (work with plants) | <input type="checkbox"/> Real Estate Appraiser |
| <input type="checkbox"/> Civil Engineer Technician | <input type="checkbox"/> Industrial Arts Teacher | <input type="checkbox"/> Research Analyst |
| <input type="checkbox"/> Computer Support | <input type="checkbox"/> Insurance Claims Examiner | <input type="checkbox"/> Software Designer |
| <input type="checkbox"/> Computer Programmer | <input type="checkbox"/> Laboratory Technician | <input type="checkbox"/> Statistician |
| <input type="checkbox"/> Computer Systems Analyst | <input type="checkbox"/> Licensed Practical Nurse | <input type="checkbox"/> Technical Writer |
| <input type="checkbox"/> Cost Estimator | <input type="checkbox"/> Market Researcher | <input type="checkbox"/> Veterinarian |
| <input type="checkbox"/> Criminal Investigator | <input type="checkbox"/> Medical Lab Technician | <input type="checkbox"/> Website Developer |
| <input type="checkbox"/> Dental Assistant | <input type="checkbox"/> Meteorologist (weatherperson) | <input type="checkbox"/> X-Ray Technician |
| <input type="checkbox"/> Dental Laboratory Technician | <input type="checkbox"/> Nurse Practitioner | |
| <input type="checkbox"/> Dental Technician | <input type="checkbox"/> Pharmacist | |

Handout 4.2: Browsing Careers with Holland Codes

Non-Computer Option

Artistic Career Possibilities

- | | | |
|--|--|--|
| <input type="checkbox"/> Actor/Actress | <input type="checkbox"/> Choreographer | <input type="checkbox"/> Journalist/Reporter |
| <input type="checkbox"/> Advertising Artist | <input type="checkbox"/> Drama Teacher | <input type="checkbox"/> Landscape Architect |
| <input type="checkbox"/> Advertising Manager | <input type="checkbox"/> English Teacher | <input type="checkbox"/> Medical Illustrator |
| <input type="checkbox"/> Baker/Chef | <input type="checkbox"/> Fashion Illustrator | <input type="checkbox"/> Musician |
| <input type="checkbox"/> Broadcast Technician | <input type="checkbox"/> Floral Designer | <input type="checkbox"/> Music Teacher |
| <input type="checkbox"/> Clothing/Fashion Designer | <input type="checkbox"/> Furniture Designer | <input type="checkbox"/> Photographer |
| <input type="checkbox"/> Copywriter | <input type="checkbox"/> Graphic Designer | <input type="checkbox"/> Sound Technician |
| <input type="checkbox"/> Dancer | <input type="checkbox"/> Interior Designer | <input type="checkbox"/> Writer/Editor |

Social Career Possibilities

- | | | |
|--|---|--|
| <input type="checkbox"/> Athletic Trainer | <input type="checkbox"/> High School Teacher | <input type="checkbox"/> Preschool Worker |
| <input type="checkbox"/> Childcare Worker | <input type="checkbox"/> Librarian | <input type="checkbox"/> Probation and Parole Officer |
| <input type="checkbox"/> Counseling Psychologist | <input type="checkbox"/> Mail Carrier | <input type="checkbox"/> Recreation Director |
| <input type="checkbox"/> Counselor/Therapist | <input type="checkbox"/> Medical Assistant | <input type="checkbox"/> Recreational Therapist |
| <input type="checkbox"/> Cosmetologist | <input type="checkbox"/> Minister | <input type="checkbox"/> Registered Nurse |
| <input type="checkbox"/> Customer Service Representative | <input type="checkbox"/> Nurse/Midwife | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Dental Hygienist | <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Special Education Teacher |
| <input type="checkbox"/> Dietician | <input type="checkbox"/> Paralegal | <input type="checkbox"/> Speech Pathologist |
| <input type="checkbox"/> Dispatcher | <input type="checkbox"/> Personnel Recruiter | <input type="checkbox"/> Teacher's Aide |
| <input type="checkbox"/> Elementary School Teacher | <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Ticket Agent |
| <input type="checkbox"/> Funeral Director | <input type="checkbox"/> Physical Therapy Aide | <input type="checkbox"/> Vocational Agricultural Teacher |
| <input type="checkbox"/> Hairstylist | <input type="checkbox"/> Physical Trainer | <input type="checkbox"/> Vocational-Rehabilitation Counselor |

Handout 4.2: Browsing Careers with Holland Codes

Non-Computer Option

Enterprising Career Possibilities

- | | | |
|---|--|--|
| <input type="checkbox"/> Advertising Sales Representative | <input type="checkbox"/> Food Service Manager | <input type="checkbox"/> Restaurant Manager |
| <input type="checkbox"/> Automobile Sales Worker | <input type="checkbox"/> Health Services Manager | <input type="checkbox"/> Retail Sales Person |
| <input type="checkbox"/> Barber/Hairdresser | <input type="checkbox"/> Hotel Manager | <input type="checkbox"/> Retail Store Manager |
| <input type="checkbox"/> Bartender | <input type="checkbox"/> Housekeeper | <input type="checkbox"/> Sales Manager |
| <input type="checkbox"/> Buyer | <input type="checkbox"/> Insurance Agent | <input type="checkbox"/> Sales Representative |
| <input type="checkbox"/> Cook/Chef | <input type="checkbox"/> Manufacturer's Representative | <input type="checkbox"/> Social Service Director |
| <input type="checkbox"/> Credit Manager | <input type="checkbox"/> Office Manager | <input type="checkbox"/> Traffic Clerk |
| <input type="checkbox"/> Emergency Medical Technician | <input type="checkbox"/> Public Relations Representative | <input type="checkbox"/> Travel Agent |
| <input type="checkbox"/> Flight Attendant | <input type="checkbox"/> Real Estate Agent | |

Conventional Career Possibilities

- | | | |
|---|---|--|
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Court Clerk | <input type="checkbox"/> Medical Secretary |
| <input type="checkbox"/> Administrative Assistant | <input type="checkbox"/> Court Reporter | <input type="checkbox"/> Payroll Clerk |
| <input type="checkbox"/> Bailiff | <input type="checkbox"/> Customs Inspector | <input type="checkbox"/> Police Officer |
| <input type="checkbox"/> Bill Collector | <input type="checkbox"/> Data Entry Clerk | <input type="checkbox"/> Purchasing Agent |
| <input type="checkbox"/> Billing Clerk | <input type="checkbox"/> File Clerk | <input type="checkbox"/> Water Quality Specialist |
| <input type="checkbox"/> Bookkeeper | <input type="checkbox"/> Insurance Adjuster | <input type="checkbox"/> Safety Inspector |
| <input type="checkbox"/> Bank Teller | <input type="checkbox"/> Insurance Underwriter | <input type="checkbox"/> Service Station Attendant |
| <input type="checkbox"/> Building Inspector | <input type="checkbox"/> Kindergarten Teacher | <input type="checkbox"/> Telephone Operator |
| <input type="checkbox"/> Clerk | <input type="checkbox"/> Legal Secretary | <input type="checkbox"/> Typist or Word Processor |
| <input type="checkbox"/> Computer Operator | <input type="checkbox"/> Library Assistant | <input type="checkbox"/> Water Quality Specialist |
| <input type="checkbox"/> Corrections Officer | <input type="checkbox"/> Medical Record Administrator | |
| <input type="checkbox"/> Cost Accountant | <input type="checkbox"/> Medical Records Technician | |

**KEY CONCEPTS**

- Career exploration

**CLASSROOM MATERIALS**

- Handout 5.1
- Computer with Internet access for each student

Non-Computer Option:

- Handout 4.1
- Several copies of the *Occupational Outlook Handbook* (see page 7)

**CAREER COACH WEBSITE LINKS**

- Browse Career Profiles

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn about more careers
- Find some basic information about careers that interest them

LESSON SET-UP

Note: If students will not have access to computers or the Internet in the classroom and you are unable to find multiple copies of the *Occupational Outlook Handbook*, you may want to bring your class to the school or local library to complete this module.

For this lesson you will need:

ACTIVITY 1 COMPUTER OPTION

- Computer with Internet access for each student
- Several copies of **Handout 5.1** for each student

ACTIVITY 1 NON-COMPUTER OPTION

- Students to take **Handout 4.1** from their portfolios
- Several copies of **Handout 5.1** for each student
- Several copies of the *Occupational Outlook Handbook* (see page 7)

FYI

For more information on:

- Job-specific knowledge, skills, and transferable skills by career title, see <http://www.online.onetcenter.org/>
- Interests, skills, and occupations, see <http://www.onetcenter.org/>
- New and Emerging Occupations 2004-2014, see <http://www.bls.gov/news.release/ecopro.nr0.htm>

For an online version of the *Occupational Outlook Handbook*, see <http://www.bls.gov/oco/>

Introduction (5 minutes)

1. Review the last module, which introduced the *Career Coach* website and the Interest Inventory quiz, if you used the computer option; or which introduced students to several career options if you used the non-computer option.
2. **COMPUTER OPTION** - Ask for two or three volunteers to share some of the careers they found when they completed the inventory. Ask the volunteers if they liked what they found. ***If any of the students are not happy with their results***, explain that sometimes the career theme may not interest us until we find the right career within that theme. Also tell students that they may want to take the Interest Inventory quiz on the *Career Coach* website again if they are unhappy with their results.

NON-COMPUTER OPTION - Ask two or three volunteers to share the results of ***Handout 4.1: Finding Careers*** from the last lesson. Ask students if they are happy with the careers they came up with. ***If any of the students are not happy with their results***, explain that sometimes the career theme may not interest us until we find the right career within that theme. Also tell students that they may want to take the Interest Inventory quiz on the *Career Coach* website.
3. Ask if any students visited the *Career Coach* website on their own. Ask two or three of these students to share what they found.
4. Introduce the main point of the lesson. Students will:
 - Learn about more careers
 - Find some basic information about careers that interest them
5. Ask students to write two questions in their notebooks. They will answer these when the class is over.
 - *What interesting careers did I come up with?*
 - *Which of these am I most interested in learning more about right now?*

Learning More About Careers



Below are two alternatives for **Activity 1: Learning More About Careers**.

Use **Activity 1, Option A** if your students have access to the *Career Coach* website in the classroom.

Use **Activity 1, Option B** if your students do not have Internet or computer access in the classroom.

ACTIVITY 1, Option A: Browsing Careers (40 minutes)

Students will learn about more careers by using the *Career Coach* website.



Option A Computer

1. Congratulate students on their progress so far. Explain to students that they have completed the process of determining their interests, and now they will begin to explore more careers that match their interests. Tell students that soon they will narrow down their career choices.



ACTIVITY 1, Option A: Browsing Careers (cont.)

Pass out **Handout 5.1**



2. Pass out two copies of **Handout 5.1: Interesting Career Information** to each student. Tell students there are extra copies available if they want to record information about more careers.
3. Explain that the main goal of this activity is to find out about more careers—by looking at their Interest Inventory quiz results, by looking at other careers related to those results, or by looking at profiles of people in different careers. At the end of the activity, they should have some basic information about four or more careers that seem interesting to them. Later on, they will do more research on these careers and make a choice about them.
4. Ask students to log in to the *Career Coach* website, click on the Interest Inventory link, and go to the View My Results page. There they should start by clicking on one or more of the careers that might interest them. After reading a little about the career details, if they might be interested in this career, ask them to enter the information about it on the handout. ALSO, be sure that students click the Add to My Interesting Careers button for each career that they are interested in. This will ensure that this career is saved on the list.
5. Encourage students to view other careers than those on the View My Results page. They can do this by clicking on the Skills tab, and finding careers with different skills; by clicking on the Field tab, and looking at careers in different fields; or by clicking on the Profiles tab, to look at stories of people in various careers. Again, if they might be interested in a career they find, ask them to enter the information about it on the handout. ALSO, be sure that students click the Add to My Interesting Careers button for each career that they are interested in.
6. Ask students to fill out **Handout 5.1** with information on at least four careers.

ACTIVITY 1, Option B: Learning More About Careers (40 minutes)

RESEARCH Students will learn about more careers by using career research materials.



Students take out
Handout 4.1

Pass out **Handout 5.1**

Option B Non-Computer

1. Congratulate students on their progress so far. Explain to students that they have completed the process of determining their interests, and now they will begin to explore more careers. Soon they will narrow down their career choices.
2. Ask students to take out **Handout 4.1: Finding Careers** or their paper interest inventory results from their portfolios. Pass out two copies of **Handout 5.1: Interesting Career Information** to each student.
3. Explain that the main goal of this activity is to find out a little more about the careers on their list that might interest them, and possibly to add more careers to this list. At the end of the activity, they should have some basic information about four or more careers that seem interesting to them. Later on, they will do more research on these careers and make a choice about them.

ACTIVITY 1, Option B: Learning More About Careers (cont.)

4. You will need several copies of the *Occupational Outlook Handbook, 2006-2007* (or later) for students to share. (See page 7 for information about how to obtain it.) If you have Internet access in the room, some students can access the online version at <http://www.bls.gov/oco/>.
5. Pass out copies of the *Occupational Outlook Handbook* to groups of students. Show students how to find specific careers by using the occupational categories (table of contents) or by job title (index). Ask students to use the *Occupational Outlook Handbook* to look up some of the job titles they have listed on **Handout 4.1** or the results of their paper interest inventories.
6. Tell students that after reading a little about the career, if they might be interested in this career, they should enter the information about it on **Handout 5.1**. (Tell students there are extra copies of **Handout 5.1** available if they want to record information about more than four careers.) Give the class time to complete the handouts.
7. If students are unable to complete this exercise for at least four interesting careers, ask students to research the remaining careers for homework and bring the results to class. Explain that students can use the *Career Coach* website or the *Occupational Outlook Handbook* to research additional careers on their own.
8. Tell students to put **Handout 5.1** in their portfolios; they will be using it again for this week's homework, and later, to research their interesting careers.

Wrap-Up and Assignments (5 minutes)

Pass out extra copies of Handout 5.1

1. Review the main points of the lesson: This lesson introduced students to new careers to consider and basic information about those careers.
2. Give students extra copies of **Handout 5.1**. Ask them to attempt to find additional information on more of the interesting careers they found in this lesson or the last one. They can do this by looking at the *Occupational Outlook Handbook* online or in the library, or by visiting the *Career Coach* website to browse more career options on their own.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What interesting careers did I come up with?*
 - *Which of these am I most interested in learning more about right now?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 2: Your Dream Career

DISCUSSION

What's Your Dream Career? Have each student answer the following question:

- *If you didn't have to worry about money and you were guaranteed success in whatever you attempted, what would you do?*

Additional ACTIVITY 3: Your Best and Worst Jobs

DISCUSSION

1. Your Worst Job. What was your worst job? Have each student name the worst job they ever did and reflect on what elements made it unpleasant. Have each student answer the following question:

- *What did I learn about myself as a result of my worst job? What did that experience teach me about the jobs I want in the future?*

2. Your Best Job. The same activity as described above can also be repeated using the best job that students have ever done.



Handout 5.1: Interesting Career Information

Computer Option

Write an interesting career here.

Career Title: _____

Use *Career Coach* to find the following information.

Salary: _____

Is this a hot market? ☐ Yes ☐ No

One reason I am interested in this career is: _____

The education this career requires is: _____

Three skills this career requires are:

Write another interesting career here.

Career Title: _____

Use *Career Coach* to find the following information.

Salary: _____

Is this a hot market? ☐ Yes ☐ No

One reason I am interested in this career is: _____

The education this career requires is: _____

Three skills this career requires are:



Handout 5.1: Interesting Career Information

Computer Option

Write another interesting career here.

Career Title: _____

Use *Career Coach* to find the following information.

Salary: _____

Is this a hot market? ☐ Yes ☐ No

One reason I am interested in this career is: _____

The education this career requires is: _____

Three skills this career requires are:



Handout 5.1: Interesting Career Information

Non-Computer Option

Write an interesting career here.

Career Title: _____

Fill in the blanks.

Salary: _____

One reason I am interested in this career is: _____

The education this career requires is: _____

Write another interesting career here.

Career Title: _____

Fill in the blanks.

Salary: _____

One reason I am interested in this career is: _____

The education this career requires is: _____

Write another interesting career here.

Career Title: _____

Fill in the blanks.

Salary: _____

One reason I am interested in this career is: _____

The education this career requires is: _____

**KEY CONCEPTS**

- Employability skills
- Job-specific skills
- Transferable skills

**CLASSROOM MATERIALS**

- Handout 5.1
- Handout 6.1
- Handout 6.2
- Handout 6.3
- Handout 7.1

For Additional Activity 5:

- Handout 6.4

**CAREER COACH WEBSITE LINKS**

- Browse by Career Profiles

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn about the concepts of job, employability, and transferable skills
- Inventory skills developed as a result of personal education, work experience, and life experience
- Evaluate how past accomplishments have developed job-specific, employability, and transferable skills

LESSON SET-UP

Note: If students do not have Internet or computer access in the classroom, students may view career skills information on their own by visiting the *Career Coach* website or the O*Net website (below)

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 5.1** out of their portfolios
- Enough copies of **Handouts 6.1** and **6.2** for each student in the class

ACTIVITY 4

- Enough copies of **Handout 6.3** for each student in the class

WRAP-UP

- Enough copies of **Handout 7.1** for each student in the class

ADDITIONAL ACTIVITY 5

- Enough copies of **Handout 6.4** for each student in the class

FYI

For more information on:

- Search for job-specific knowledge, skills, and transferable skills by career title, see <http://www.online.onetcenter.org/>
- Job-specific skills and transferable skills, see <http://www.ctdol.state.ct.us/progsupt/jobsrvce/skills.htm>

Introduction (5 minutes)

1. Review the last lesson, in which students learned about different careers that might suit them.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *What interesting careers did I come up with?*
 - *Which of these am I most interested in learning more about right now?*
3. Ask students if any of them researched additional careers on their own. Ask for one to two volunteers to share what they found.
4. Introduce the main point of the lesson. Students will:
 - Understand job-specific, employability, and transferable skills
 - See how all three skill types are needed to succeed in the workplace
 - Evaluate how they have already developed many skills
5. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
 - *What are three job-specific, employability, or transferable skills that I already have?*
 - *What are three job-specific, employability, or transferable skills that I should develop?*

Identifying Skills

Background



Explain that skills are what people do well. To succeed in the your career, you need three types of skills:

- Job-specific skills – what you need to know to do a particular job
- Employability skills – personal qualities that make you a valuable worker
- Transferable skills – skills that you can use in a variety of jobs

Tell students that over the next few lessons they will be learning different things about the careers they identified in the last class. Explain that each of these lessons will help them make a smarter decision about which career would be a good fit for them. Tell students that this module will help them identify skills they can work on to prepare for a target career that meets their skills, values, interests, and lifestyle needs.

ACTIVITY 1: Identifying Job-Specific Skills (10 minutes)

PAIR AND SHARE Divide the class into pairs.



Pass out **Handout 6.1**

1. Pass out **Handout 6.1: Career Development Skills** and **Handout 6.2: Skills Worksheet**.
2. Have a student read the definition and examples of job-specific skills from **Handout 6.1**.

ACTIVITY 1: Identifying Job-Specific Skills (cont.)

**Students take out
Handout 5.1**



Pass out Handout 6.2

3. Direct people in the groups to list five jobs that they have done or know about.
4. Ask students to identify job-specific skills related to each job. Then ask pairs to share their ideas with the class.

Examples

A store salesperson can operate a cash register.

A carpenter knows how to read blueprints, uses math to do calculations, and operates power tools.

5. Ask students to take out **Handout 5.1** out of their portfolios. Ask each student to look at the list of interesting careers on **Handout 5.1**, choose one, and write it on **Handout 6.2**. Have them list several job-specific skills that they think they will need to learn to perform that career choice.
6. Ask students to share their top career choice and the related job-specific skills.

ACTIVITY 2: Identifying Employability Skills (10 minutes)

PAIR AND SHARE Keep students in pairs.



Handout 6.1

Handout 6.2

1. Have a student read the definition of *employability skills* on **Handout 6.1**. Go through the list of examples and have students volunteer what they think each one means and why it is important to success in the workplace.
2. Explain that many employers know that they can train people in specific job skills, but they are looking for individuals who have strong employability skills—personal qualities that will help them succeed at the workplace with managers, coworkers, and customers.
3. Ask students to think of the job they currently do or any job they have done in the past. If students have never had a job, direct them to think of other activities that they have done. Direct partners to work together to write examples of employability skills on **Handout 6.2**. To help them, write the following headings on the board.

On the Job

In School

Through Community Activities

Examples

Jobs – having good attendance

School – meeting deadlines

Community activities – cooperation or compromise

ACTIVITY 2: Identifying Employability Skills (cont.)

- After about five minutes, have the class create a list of employability skills. Write the employability skills that they come up with under the headings as shown below. Make sure you have at least four to five topics per heading.

Sample Responses

On the Job	In School	Through Community Activities
Good attendance	Meeting deadlines	Being organized
Being on time	Accuracy	Taking leadership
Flexibility	Listening to directions	Following through
Cooperation	Following feedback	Coming up with new ideas
Positive attitude	Working on teams	Solving problems

ACTIVITY 3: Identifying Transferable Skills (10 minutes)

PAIR AND SHARE Keep students in pairs.



Handout 6.1

Handout 6.2

- Have a student read the definition and examples of *transferable skills* on **Handout 6.1**.
- Ask pairs to imagine that they organized a spaghetti dinner as a fundraiser for a school or a community group.
- Ask pairs to come up with a list of transferable skills that can be learned through organizing a spaghetti dinner and transferred to the workplace.

Examples

Budgeting skills were used to price the food so that costs were covered and money was raised.

Writing skills were used to develop a flyer and advertise the fundraiser.

People or sales skills were used to persuade people to attend.

- Compile a list of transferable skills based on the fundraiser and write it on the board. As students come up with skills, comment on different kinds of ways these are used in the world of work.
- Ask students to think about transferable skills that could be useful in the top career choice they picked for **Handout 6.2**. Ask them to write their ideas on **Handout 6.2**.

Identifying Personal Skills**Background**

Explain that the main reason for talking about skills is for students to think about the skills that they have already developed in their lives.

Tell them that although they may not have the skills they need for their target careers right now, reaching their target career takes years for most people and there are many skills that can be developed over time. In Module 9, they will discuss how to develop more skills that they need to develop their careers.

ACTIVITY 4: Identify and Inventory Your Skills (10 minutes)

WORKSHEET Review the idea that skills are learned through many life activities and experiences such as education, vocational training, volunteer work, and church and community activities.



Pass out **Handout 6.3**

Students take out
Handout 5.1



1. Have students use **Handout 6.3: My Personal Skills Inventory** to take inventory of their skills by making three lists.

- Job-specific skills that they have developed through work, school, and community service.

- Employability skills that they have developed through work, school, and community service.

- Transferable skills that they have developed through work, school, and community service.

2. **COMPUTER OPTION** - Ask students to take out **Handout 5.1**. Ask them to make a star next to the two careers they think best fit the job-specific, employability, and transferable skills they have already developed.

NON-COMPUTER OPTION - Encourage students to visit the *Career Coach* website or <http://www.online.onetcenter.org/> to find out which job-specific and transferable skills are required by their interesting careers. For homework, ask them to make a star next to the two careers they think best fit the job-specific, employability, and transferable skills they have already developed. Instruct students to write one or two skills they will need for each of these careers in the margins of **Handout 5.1**.

3. Tell students to put **Handouts 5.1** and **6.3** in their portfolios. They will be using them again.

Wrap-Up and Assignments (5 minutes)

Pass out **Handout 7.1**



1. Review the main goal of this lesson. The purpose of this lesson was for students to understand how job-specific, employability, and transferable skills are needed to succeed in the workplace. Through this lesson, they evaluated how they have already developed many of these skills through work, school, and daily life.

2. Pass out copies of **Handout 7.1: Personal Budget Worksheet**. Tell students that the next class will cover comparing careers based on their lifestyle needs. Let them know that they will need to come prepared to create a budget based on their current expenses. Tell students to look over **Handout 7.1** and bring the information they need to class or fill it out at home.

3. **NON-COMPUTER OPTION** - Remind students to visit the *Career Coach* website or the O*Net website to find out which of their interesting careers match the job-specific, employability, and transferable skills they have already developed. Ask them to star the two careers that best match their skills and be prepared to share them in class.

Wrap-Up and Assignments (cont.)

4. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are three job-specific, employability, or transferable skills that I already have?*
 - *What are three job-specific, employability, or transferable skills that I should develop?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 5: The Story of an Accomplishment

PAIR AND SHARE Divide students into groups of two. Direct students to tell one another the story of a past accomplishment. This accomplishment can be from any life experience i.e., work, family, athletics, or special interest activities, as long as the experience gave them a sense of fulfillment or satisfaction. Stress that these achievements need not be newsworthy or earth shattering, but certainly important to them as individuals.

Examples

Repaired a leaky kitchen faucet

Earned a GED

Learned to use a new computer program

Saved money to buy a car



Handout 6.4

1. Direct students to describe the accomplishment to their partner giving details on how they got involved in the activity and what role they played in accomplishing the goal.
2. Pass out Handout **6.4: The Story of an Accomplishment**. After describing their accomplishments, have students write their accomplishment and list what skills they developed or enhanced as a result of finishing the task and reaching their goal.
3. If time permits, have each pair of students share the story of their accomplishments and the skills they developed with the rest of the class.



Handout 6.1: Career Development Skills

Job-specific skills are the knowledge and skills needed for a particular job. They can be developed through education, in job training programs, or on the job.

Examples:

- Paralegal – conducting legal research and preparing motions for filing
- Auto mechanic – rebuilding a transmission and running computer diagnostics
- Nurse – administering medication and creating medical charts
- Computer technician – completing operations analysis and hardware repair

Employability skills are personality traits and habits that help people adapt and succeed in the workplace. Employability skills describe your work style and can make you a valuable employee.

Examples:

Cooperation	Flexibility
Reliability	Follow-through
Accuracy	Punctuality
Positive attitude	

Transferable skills can be used in a variety of jobs or occupations. Because transferable skills are in demand across the job market, developing transferable skills is an excellent way to get a new job and to establish future job security.

Someone who has transferable skills can apply their skills to a new position with minimal training from the employer.

Examples:

Writing	Organization
Coordinating projects	People skills
Mechanical ability	Sales skills
Research	Working with numbers
Creativity	Public speaking
Math skills	Negotiation
Critical thinking	

Handout 6.2: Skills Worksheet

Job-specific skills: knowledge and skills needed for a particular job

Write your top career choice: _____

Write knowledge or skills needed for that career

_____	_____
_____	_____
_____	_____

Employability skills: personality traits and habits that make you a valuable worker

Write employability skills below that can be developed on the job, at school, or in community activities.

_____	_____
_____	_____
_____	_____

Transferable skills: skills that can be used in a variety of jobs or occupations.

Write transferable skills that could be helpful in this career.

_____	_____
_____	_____
_____	_____



Handout 6.3: My Personal Skills Inventory

Job-specific skills: knowledge and skills needed for a particular occupation or job

What job-related skills have I developed through work, school, and community service?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Employability skills: personality traits and habits that describe your work style and make you a valuable employee

What personality traits and characteristics have I developed through work, school, and community service?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Transferable skills: can be used in a variety of jobs or occupations

What transferable skills have I developed through work, school, and community service?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Handout 6.4: The Story of an Accomplishment

Describe your accomplishment. Talk about how you became involved, what you were trying to do, and your role in making the event happen or accomplishing the goal.

Describe the skills that you developed as a result of this accomplishment.

**KEY CONCEPTS**

- Budget needs
- Lifestyle decisions

**CLASSROOM MATERIALS**

- Handout 5.1
- Handout 7.1
- Handout 7.2
- Several calculators

**CAREER COACH WEBSITE LINKS**

- Lifestyle Checklist
- How Much Money Do I Need to Live On

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Calculate their budgetary needs
- Consider how lifestyle decisions impact career choice
- Begin focusing on a few careers

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 7.1** out of their portfolio
- Extra copies of **Handout 7.1**
- Several calculators

ACTIVITY 2

- Extra copies of **Handout 7.2** for each student in the class

ACTIVITY 3

- Students to take **Handout 5.1** out of their portfolios

FYI

For more information on:

- Personal budget, see http://en.wikipedia.org/wiki/personal_budget
- Budget defined, see <http://www.budgetadvice.com/budget.php>
- Family finances, see http://www.budgetadvice.com/budget_family_finances.php
- Budgeting tips for single moms, see www.smartmoneytips.com/mother_on_budget.php

Introduction (5 minutes)

1. Review the last lesson, which encouraged students to recognize the skills that they have developed in their personal lives and previous work experience.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *What are three job-specific, employability, or transferable skills that I already have?*
 - *What are three job-specific, employability, or transferable skills that I should develop?*
3. This lesson will have students:
 - Think about what they need to live on (budget needs)
 - Think about how they want to live (lifestyle decisions)
 - Begin focusing on a few interesting careers
4. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
 - *How much money do I need to earn to support my family and myself?*
 - *What are two lifestyle decisions that will influence my career choice?*

Creating Budgets

Background



Explain to students that knowing how much money they need to make to meet their needs will make it easier for them to determine which career fits them. Explain that they are going to create an annual budget.

Ask

What is a budget?

Do any of your families use a budget to plan spending?

Explain that many people use a budget to figure out what they need to earn. A budget uses different categories to figure out regular expenses, debt repayment, and savings.

ACTIVITY 1: Where Does the Money Go? (15 minutes)

WORKSHEET Students will fill out a personal budget based on their monthly needs.



Students take out
Handout 7.1



1. Ask students to take **Handout 7.1: Personal Budget Worksheet** out of their portfolios. Tell students that they are going to fill out a budget worksheet based on the information they brought to class or filled in at home. Students can also write in the amounts lightly and then check them when they get home and make a final copy. Also tell them that this information will be personal—they will not be asked to share this information.

ACTIVITY 1: Where Does the Money Go? (cont.)

2. Have students read the list of expenses (middle column) and check off a topic in the left column if it applies to them AND if it is something that they regularly pay for or think they will need to pay for in their new career. Stress the difference between “needs” and “wants.”
 - Things in life you need – what you cannot do without
 - Things in life you want – what you would like to have
3. In the right column, have them fill in an amount (estimated or actual if they know it) for each category that they checked off. For some people this will be an individual expense and for some it will be a family expense.
4. Have students add the expenses by hand or by using a calculator.
5. Have them multiply the total by 12; this will be their yearly total.
6. Remind them that their yearly salaries will have to be more than this, because they pay their expenses after taxes are taken out of what they earn.
7. Write the word “salary” and “\$38,000 per year” on the board. Multiply it by 0.80 for a total of \$30,400. Write the phrase “take-home pay” next to the total. Explain to students that this is the amount a person who pays 20 percent in federal and state income taxes could expect to bring home after taxes.
8. Tell students that 20 percent is a high estimate, and the actual tax amount varies by state and by person. However, point out that all of them will need to earn more than the total at the bottom of **Handout 7.1** to cover their expenses.

Note: Adult education instructors may want to use this example to explain multiplying percentages or estimates.
9. Ask students:
 - *Were you surprised at your expenses or is this what you expected?*
 - *Were you surprised at how low take-home pay can be after taxes?*
10. Tell students to put **Handout 7.1** in their portfolios. They will be using it again.

**What I Want****ACTIVITY 2: Lifestyle Checklist: What I Want**

WORKSHEET Discuss with students that they have determined their current expenses. However, to round out the picture they need to think about what they want for their personal lifestyles as they are choosing a career.



Pass out Handout 7.2

Pass out **Handout 7.2: Work and Lifestyle Checklist**.

1. Read the five categories: *Money, Location, Transportation, Hours, and Working Conditions*. Explain that each of these categories can help them decide whether or not a job would fit their needs.

ACTIVITY 2: Lifestyle Checklist: What I Want (cont.)

2. Tell students that the first section of each category suggests information they will want to find out about their target career. The Dream It! section allows them to think about the life they want to attain for themselves and their families.
3. Have students read each of the categories and fill in the Dream It! sections to the best of their knowledge.
4. Tell students that this worksheet is intended to help them think about their dream work conditions and will help them figure out what questions they should answer before preparing for a career.
5. Discuss the issues involved with the last two areas—hours and working conditions—the issues listed in the bullets.
6. Tell students to keep **Handout 7.2** out. They will be using it again.

Evaluating Your Interesting Careers**Background**

Explain that now that they have thought about what they need to live and how they would like to live, students need to narrow their career choices to two careers. In Module 8, they will research their two top careers, and in Module 11 they will choose a target career and set their education and training goals.

ACTIVITY 3: Evaluating Your Interesting Careers

Have students take out **Handout 5.1: Interesting Career Information**. On this worksheet they should have four or more career titles listed.



**Students take out
Handout 5.1**



Handout 7.2

1. Explain to students that they may not know all the answers to the questions on **Handout 7.2**. Tell students that they will be using answers they do know to help them narrow down their interesting careers. Remind students that they can find more answers on the *Career Coach* website after class or when they talk to people who work in this career in Module 10.
2. Tell students to look at their answer to the first Dream It! section on salary. Ask them to compare this with the salary of each career title listed on **Handout 5.1**.
3. Have them put stars next to the careers that have a median salary that is as much as or higher than the salary they need. If students do not have any careers that earn as much as they need, tell them to keep browsing after class for more careers or pick a more advanced career goal.

Example

If surgical technologist doesn't pay enough, a student might consider selecting nurse as their target career.

ACTIVITY 3: Evaluating Your Interesting Careers (cont.)

4. Ask students if there are any other items on **Handout 7.2** that they think are important. Ask students to put a star next to any careers on **Handout 5.1** that match their values and their other needs from **Handout 7.2**.

Example

Someone who values a lot of time with their family may not want to pick a career that requires a lot of travel.

5. Explain to students that they have now starred career titles that meet their values, interests, skills, and lifestyle needs. Tell students that they will use this information to help them choose a target career.
6. Tell them that they will need to keep **Handout 5.1** in their portfolios.

Wrap-Up and Assignments (10 minutes)

1. Review the main points of the lesson. This lesson helped students identify what they need money for and also to identify key work and lifestyle decisions. Ask students if they recall the difference between earnings for those with higher education and those without. While it takes money, time, and effort to get training and education, choosing a best-fit career will provide an opportunity to live the lifestyle that they want. Explain that part of the course will include looking at educational options that are best for them.
2. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *How much money do I need to earn to support my family and myself?*
 - *What are two lifestyle decisions that will influence my career choice?*
3. Ask students to copy down the answers from **Handout 7.2** in the Dream It! section of **My Career Plan** for homework. Remind students to keep the plan in their portfolio.
4. Tell students that in the next class, they will research their top two career choices.
5. For students who have access to the *Career Coach* website, encourage them to visit:
 - Browse Careers (for more details on their careers)
 - Lifestyle Checklist

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Thoughts About Your Career and Education

FREE WRITE This activity prompts students to consider their own motivation for being in this class and for considering further education. Explain to students that a “free write” activity is private and is not collected or shared with anyone. Encourage students to write down their ideas and to explore their feelings on a subject. Tell students not to worry about sentence structure, grammar, spelling, or punctuation.

1. Instruct students to answer the following questions:

FOR STUDENTS CONSIDERING A COLLEGE PROGRAM OR OTHER TRAINING PROGRAM

- *Why are you thinking of continuing your education?*
- *How will additional education benefit your career plans?*
- *If you don't return to school, how will this affect your career plans?*
- *Do you have any concerns about returning to school? What are they?*

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED TO A COLLEGE

- *Why are you continuing your education?*
- *How will additional education benefit your career plans?*
- *Do you have any concerns about completing your degree or certificate program? What are they?*

2. After the free write activity, emphasize that the benefits of an education extend beyond what they may learn in the classroom. The educational experience may influence every aspect of their lives.

Examples

Increased opportunities

Increased knowledge and self-confidence

Better-educated parents help their children get a head start on school

A better-educated community member, citizen and consumer

3. Also emphasize that if they have concerns about college, you are available to listen and help them find solutions. If you know a college advisor or counselor you think would be sensitive to their concerns, let students know that you can refer them to someone who would be happy to help.

Handout 7.1: Personal Budget Worksheet

1. CHECK OFF IF IT APPLIES TO YOU		2. FILL IN MONTHLY AMOUNT
	Housing	
	Rent or Mortgage	
	Property Taxes	
	Electric	
	Gas	
	Phone	
	Cell Phone	
	Homeowner's or Renter's Insurance	
	Home Repairs or Maintenance	
	Water and Sewer	
	Cable	
	Internet	
	Other	
	Transportation	
	Bus, Train, or Subway Fares	
	Car Payment	
	Car Insurance	
	Car Maintenance	
	Gasoline	
	Parking/Tolls	
	Other	
	Food and Personal	
	Groceries and Household Supplies	
	Meals Out	
	Barber and Beauty Shop	
	Tobacco and Alcohol	
	Clothing for Self/Family	
	School Lunches	
	Newspapers and Magazines	
	Other	
	Health/Education/Miscellaneous	
	Health Insurance and Co-Pay	
	Prescriptions	
	Student Loan or Other Loans	
	Credit Card Repayment	
	Child Care	
	College or Training Program Tuition	
	Books and School Supplies	
	Child Support	
	Other	
	3. ADD TO GET MONTHLY TOTAL	
	4. MULTIPLY MONTHLY TOTAL TIMES 12 TO GET YEARLY TOTAL	



Handout 7.2: Work and Lifestyle Checklist

Fill in as many answers as you can.

Although you may not be able to answer all of these questions now, keep them in mind as you continue to research interesting careers. The answers to these questions will help you determine your target career.

Money

Find out the average salary for your interesting careers.

- Is this salary enough money to support you and your family?
- Will this salary allow you to take vacations and buy the “extras” you would like?

Dream It! How much would you like to make yearly? \$_____

Location

Find out if jobs in this field are available in your area.

- If necessary, are you willing to move to another city or town?

Dream It! Where would you like to work? _____

Transportation

Determine what transportation is available to take you from your home to this job.

- How long would you have to travel each day (both ways)?
- How much will it cost?
- Are you willing to travel this distance and spend this time?

Dream It! How would you like to travel to work? _____

How long would you like to travel each day (both ways)? _____

Hours

Find out if you will work regular business hours or if you are required to work at night or on weekends.

- What do you want your schedule to be?
- Are you willing to work the required hours?

Dream It! When would you like to work? _____

Working Conditions

Find out if you will need to work outside or inside, sit or be on your feet all day, or do any heavy lifting or physical activity.

- Are there any working conditions that may be important for you? Undesirable for you?
- If you have any disabilities, can accommodations be made for you to successfully perform this job?

Dream It! What would you like your workplace to be like? _____

**KEY CONCEPTS**

- Career research
- Career outlook
- Educational requirements
- Job description
- Working conditions

**CLASSROOM MATERIALS**

- Handout 5.1
- Handout 8.1
- Handout 8.2 (Non-computer option)
- Handout 8.3
- Paper and pens
- *Occupational Outlook Handbook*

For Additional Activity 5

- Handout 8.4
- *O*NET Dictionary of Occupational Titles*
- Three notebooks, pens, or keychains

**CAREER COACH WEBSITE LINKS**

- Browse Career Profiles
- Learn More About Your Target Career
- My Interesting Careers

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn how to use a variety of print and web resources to research careers
- Learn about the educational requirements, responsibilities, outlook, and working conditions of their interesting careers
- Evaluate and narrow interesting careers

LESSON SET-UP

Note: This module contains computer/non-computer options for Activity 2.

For this lesson you will need:

ACTIVITY 1

- Paper and pens

ACTIVITY 2 COMPUTER OPTION

- Students take out **Handout 5.1** from their portfolio.
- Three copies of **Handout 8.1** for each student in your class

ACTIVITY 2 NON-COMPUTER OPTION

- Students take out **Handout 5.1** from their portfolio.
- Three copies of **Handout 8.1** for each student in your class
- Enough copies of **Handout 8.2** for the individual members of each of five groups. (For example, if the class has 15 members: Group 1 has three copies of Dental Hygienist, Group 2 has three copies of Food Services Manager, etc.)
- Several copies of the *Occupational Outlook Handbook* (see page 7)

WRAP-UP

- Enough copies of **Handout 8.3** for each student in your class

ADDITIONAL ACTIVITY 5

- Enough copies of **Handout 8.4** for each student in your class
- Several copies of the *Occupational Outlook Handbook* (see page 7)
- Several copies of the *O*Net Dictionary of Occupational Titles* (see page 7)
- Three notebooks, pens, or key chains for prizes

FYI

For more information on:

- Regional median incomes by occupation and hot markets by occupation, see <http://www.careeronestop.org/>
- Job-specific and transferable skills and knowledge by career title, see <http://online.onetcenter.org/>
- Occupational research and how to do it, see http://ilearn.senecac.on.ca/careers/research/researching_occupations.html

Introduction (5 minutes)

1. Review the last lesson, which had students evaluate their lifestyle needs.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read the answers to the **second question only** (the first is too personal). If more students want to read their answers, allow it.
 - *How much money do I need to earn support my family and myself?*
 - *What are two lifestyle decisions that will influence my career choice?*
3. Introduce the main point of the lesson. Students will:
 - Learn to use a variety of resources to research their interesting careers.
 - Develop an understanding of the educational requirements, responsibilities, outlook, and working conditions of their interesting careers.
 - Evaluate and narrow their interesting careers.
4. Ask students to write three questions in their notebooks. They will answer these at the end of the session.
 - *What are the educational requirements of my two top careers?*
 - *What important information have I learned about my two top careers?*
 - *Do my values, skills, and lifestyle needs seem to fit my two top careers?*

Learning About Interesting Careers

Background



Explain to students that it is important to know basic information about a career before they start preparing for that career. The purpose of this module is to help students make informed career decisions.

ACTIVITY 1: What's in a Career? (10 minutes)

ROLE-PLAY Ask a student to volunteer to role-play in front of the class; the teacher will be “acting” as a potential employer and the student will be “acting” as a job applicant.

1. Explain that the employer is hiring for the job called “widget technician” (an imaginary job). The job seeker thinks that he/she might be interested in this job, and so she wants to learn more about it. The focus of this role-play is the job-seeker “interviewing” the potential employer about the job.
2. The employer should be sitting at a desk. The “job-seeker” should come in and introduce herself. The employer then starts the conversation by telling the applicant basic information:

A widget technician repairs and maintains all of the widgets in the factory.

ACTIVITY 1: What's in a Career? (cont.)

3. Ask students to write these categories on a piece of paper: Responsibilities, Hours and Travel, Location, Educational Requirements, Salary and Benefits, and Related Jobs and Opportunities for Advancement. Write these topics on the board and make sure that students know what they are before proceeding.

The student should ask questions about each of these categories. The “employer” (the teacher) will make up answers to the question.

Examples

What does the job pay? What are the hours?

4. The goal is to ask questions to obtain the needed information. Make sure that the student asks enough questions to cover each category. If the student does not come up with enough questions, ask the class to come up with others.
5. After the role-play, ask students to list other types of information they need to know about a career in order to make an informed career choice on the blackboard.
6. Review the information students need to find when researching interesting careers:
- **Educational requirements:** the level of school, training, or degree required, including professional association or state requirements like certification or accreditation
 - **Salary and benefits:** what does the job pay and what benefits (health care, retirement plan, tuition reimbursements) are provided
 - **Job description:** the kind of work they will do, (customer service, writing, project work etc.) and the daily tasks they will perform
 - **Working conditions:** what the workplace will be like, such as physical labor, working hours, and working outside
 - **Employment opportunities:** other jobs in the career field that are of interest, promotional opportunities, industry growth, availability of career in local area
 - **Other:** restrictions on working in certain industries for ex-offenders, etc.

Researching Interesting Careers

Following are two alternative activities for *Activity 2: Researching Interesting Careers*.

Use *Activity 2, Option A* if your students have access to the *Career Coach* website in the classroom.

Use *Activity 2, Option B* if your students do not have Internet or computer access in the classroom

ACTIVITY 2, Option A: Researching Interesting Careers (25 minutes)

Students will research their interesting careers using the *Career Coach* website and other websites.



Students take out
Handout 5.1 from their
portfolios



Pass out two copies of
Handout 8.1

**Option A Computer**

1. Explain to students that they will now research more detailed information about their interesting careers. Ask students to take out copies of **Handout 5.1** and select the two careers that have the most stars written next to them. Tell students that for today these will be their two top careers, but that they may change these at the end of the lesson.
2. Pass out two copies of **Handout 8.1: Researching Interesting Careers** to each student in the class. On the first copy of **Handout 8.1**, ask students to write the career that most interests them from the two they chose from **Handout 5.1**. Tell students to write the other career on the second copy of **Handout 8.1**.
3. Explain to students that they will now be using the *Career Coach* website to research their interesting careers in more detail.
4. Tell students to go to www.womenemployed.org/CareerCoach
 - They should click on the *Career Coach* picture.
 - They should sign in to the *Career Coach* website using their user name and password.
 - They should then click on Browse Career Profiles.
5. In Browse Career Profiles, have students find the career profile for the first career they wrote down on **Handout 8.1**, and find details on their top career choice.
6. To get the students started, have them fill in the first two lines of **Handout 8.1** — Job Title and Median or Average Annual Salary. Then have them find one example to fill in the area titled Job Description. Make sure that each person knows what he/she is doing before completing the handout. Be available to answer questions as students work through the process.
7. Give students enough time to fill in the first copy of **Handout 8.1**. Ask students if this exercise has made this career more or less interesting to them.
8. Explain that the purpose of this activity is to help them decide if this is a good target career for them. After learning these details about the job they may want to find out more or choose a different career from those listed on **Handout 5.1**.
9. If there is time in class, students can complete **Handout 8.1** for their second top career from the website. Otherwise, they can complete it as an assignment and keep it in their portfolios.

ACTIVITY 2, Option B: Practice Researching Interesting Careers (25 minutes)

RESEARCH Explain that the purpose of this activity is to learn how to research a target career. Later they will have a chance to research their own top career choices. In this activity they will learn how to practice the skills they need.



Pass out one copy of **Handout 8.1**

Pass out copies of one job description from **Handout 8.2** to each group.

Option B Non-Computer

1. Divide students into five groups and ask them to work together to research the career you assign to them.
2. Distribute one copy of **Handout 8.1: Researching Interesting Careers** to each student. (You will pass out the other copies later.)
3. Distribute enough copies of one job description from **Handout 8.2: Careers to Research** for the individual members of each of five groups. (For example, if the class has 15 members, Group 1 will get three copies of Dental Hygienist; Group 2 will get three copies of Food Services Manager, etc.)
4. Explain to students that the *Career Coach* website is an excellent source for information on different careers. Tell them that if they complete the Interest Inventory quiz, the *Career Coach* website will provide career profiles in fields with lots of job openings and good salaries.
5. Explain to students that today the class will use information from one of the sources used by the *Career Coach* website, the *Occupational Outlook Handbook*.
6. It is highly recommended that one or more copies of the *Occupational Outlook Handbook, 2006-2007* (or later version) is available to students. (See page xx for information about how to obtain.) Show students how to find specific jobs by using the occupational categories (table of contents) or by job title (index).
7. Direct students to use the handouts and resource materials to research one of the following careers assigned to them:
 - Group 1: Dental Hygienist
 - Group 2: Food Services Manager
 - Group 3: Computer Support Specialist
 - Group 4: Graphic Designer
 - Group 5: Correctional Officer
8. Direct students to work together with their group members to read and review the information on their assigned career.
9. To get the students started, have them fill in the first line of **Handout 8.1** — Job Title. Then have them find one example to fill in the section titled Job Description. Make sure that each group knows what they are doing before they complete the handout. Be available to answer questions as they work through the process.

ACTIVITY 2, Option B: Practice Researching Interesting Careers (cont.)

**Pass out two copies of
*Handout 8.1***



**Students take out
*Handout 5.1***

Ask students:

- *What was important to you in the career research?*
- *What are the advantages of using career research to help you figure out what career you want to follow?*

10. Mention that one of their out-of-class assignments will be to research their two top career choices using the *Occupational Outlook Handbook* and the *Career Coach* website in the same way.
11. Pass out two copies of ***Handout 8.1***. Tell students to take out ***Handout 5.1*** and pick the two careers that have the most stars written next to them. Ask students to write these careers at the top of ***Handout 8.1***. These will be their careers to research. Explain to students that they may change these career choices in the next class if they are not happy with the results of their research.

Other Methods of Career Research**Background**

Explain to students that there are many different ways to research careers. There are many websites and books with information on different occupations in addition to other ways to research careers.

Example

Average salaries can be very different depending on the location and company. To find out the average or median income for a career in their region of the country, students may want to visit a website such as <http://www.jobbankinfo.org/>. To find out about average salaries by company, they can search the company's website for open positions or ask about salary ranges in an informational interview.

ACTIVITY 3: Other Methods of Career Research (5 minutes)

BRAINSTORM This activity can be done as a class or by breaking students into groups of three or four members.

1. Ask students:

What other ways can you use to research a career?

Examples

Internship – work in an informal position in the same career field

Starter Job – work a job in the same field or place as your career goal

Job Shadowing – observe someone in your target career field in their daily work

Informational Interviewing – talk to someone already working in the same career field

Volunteering – volunteer in a field to get a better understanding of the work

Talk to friends and relatives

Talk to teachers and career counselors

Wrap-Up and Assignments (5 minutes)



Pass out **Handout 8.3**

Pass out an additional copy of **Handout 8.1**



1. Review the main points of the module. This lesson introduced students to researching careers. In the process, they learned how to find out the general educational requirements of their top career choices, which they should keep in mind as they progress with their career planning.
2. Remind students that they wrote three questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are the educational requirements of my two top careers?*
 - *What important information have I learned about my two top careers?*
 - *Do my values, skills, and lifestyle needs seem to fit my two top careers?*
3. Distribute **Handout 8.3: Resources for Career Research**. Tell students that if they haven't already done so they need to complete research on two careers for the next session.
 - **Students who researched careers on the Career Coach website in class** should finish the two copies of **Handout 8.1** they have begun work on. Hand out another copy of **Handout 8.1** if students wish to research another career.
 - **Students who have access to the Career Coach website outside of class** should fill out two copies of **Handout 8.1** for next time based on their top two career choices. They should:
 - * Go to Career Profiles on the *Career Coach* website to research careers
 - * Browse Career Profiles to read descriptions
 - **Students who are not computer literate or do not have any access to the Internet inside or outside of class:**
 - * Should take out **Handout 5.1** and choose two careers to research.
 - * Should go to a library to use the *Occupational Outlook Handbook* or other resources listed on **Handout 8.3: Resources for Career Research**.
4. For homework, remind students to go to <http://www.jobbankinfo.org/> to find the regional median salaries for their top careers before they fill in that part of **Handout 8.1**. They can compare the regional median salaries with their budget needs from Module 7 to help them decide if this career would be a good fit. They can also compare their lifestyle needs and values with other parts of the worksheet.
5. Copies of **Handout 8.1** should go into students' portfolios.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Visiting a Career Resource Center

SITE VISIT Arrange a class visit and tour of the career resources and facilities at a local career resource center such as:

- State Department of Employment Center: CareerOneStop Center
- Career services office at the local community college
- Career services office at the closest area college or university
- Career resources center at the local public library

The career development specialists in these facilities should be very knowledgeable and experienced in conducting these tours and introducing students to the career resources that are available for occupational research.

If there is time after the tour, have students use the career resources in the center to complete research on their careers or **Activity 5: Career Scavenger Hunt**. (below)

Additional ACTIVITY 5: Career Scavenger Hunt

GAME Divide student into groups of three.



Pass out Handout 8.4

1. Give each group one copy of **Handout 8.4: Career Scavenger Hunt**, one copy of *Occupational Outlook Handbook, 2006-2007*, and one copy of the *O*NET Dictionary of Occupational Titles*. (Students can also use **Handout 8.3: Resources for Career Research**.)
2. Explain to students that the purpose of the scavenger hunt is to practice career research. Their assignment is to use resource materials to find the career information requested on **Handout 8.4**. Tell students that the two pieces of information they should provide are:
 - the requested career information
 - where the career information can be located

The first group members to complete the activity win a small prize, such as a pen, a notebook, a key chain, etc.



Handout 8.1: Researching Interesting Careers

Write information about one interesting career here.

1. Job title: _____

2. Median or average annual salary: _____

Homework: Regional median annual salary: _____

3. Job description: List two or three duties or responsibilities of this career.

1. _____
2. _____
3. _____

4. Working conditions: List two to three facts about working conditions in this career.

1. _____
2. _____
3. _____

5. Employment: List two facts about where people work in this career.

1. _____
2. _____

6. Education and training: List two to three facts related to education or training in this career.

1. _____
2. _____
3. _____

7. Skills: List two to three skills needed in this career.

1. _____
2. _____
3. _____

Do you need a license to work in this career? ☐ Yes ☐ No

If yes, what license do you need to work in this career? _____

Handout 8.2: Careers to Research

Non-Computer Option

Group 1: Dental Hygienist

Significant Points:

Job growth for dental hygienists is very promising. There are more people who have their original teeth. They will need more dental hygienists to care for them. Opportunities for part-time work and flexible schedules are common.

Nature of the Work:

Dental hygienists remove soft and hard deposits from teeth. They teach patients how to practice good oral hygiene and help with other dental care. Hygienists look at patients' teeth and gums. They write down anything that may be wrong. Hygienists take and develop dental x-rays. They apply fluorides and sealants to help keep cavities away. Some hygienists can prepare tests for the dentist to explain to patients. Hygienists sometimes work chair-side with the dentist during treatment.

Dental hygienists help patients learn good oral health. They may explain how diet affects oral health. They also tell patients how to choose toothbrushes and show them how to brush and floss their teeth.

Working Conditions:

A unique feature of this job is flexible scheduling. Full-time, part-time, evening, and weekend schedules are widely available. Dentists frequently hire hygienists to work only two or three days a week. Hygienists may hold jobs in more than one dental office.

Dental hygienists work in clean, well-lit offices. They must use safety procedures when taking x-rays or giving anesthetic. Dental hygienists also wear surgical masks and gloves to protect themselves and patients from germs.

Employment:

Almost all dental hygienists work in private dental offices. More than half of the hygienists work part time—less than 35 hours a week.

Education and Training:

Dental hygienists must be licensed by the state in which they work. To qualify for a license, a student must graduate from an accredited dental hygiene school and must pass both a written and clinical test. The American Dental Association Joint Commission on National Dental Examinations gives the written test. State or local testing agencies give the clinical test. There may also be a test on legal aspects of dental hygiene work.

An associate degree is sufficient for working in a private dental office. About half of the dental hygiene programs would like people who have completed at least one year of college. High school students interested in becoming a dental hygienist should take courses in science and math.

Dental hygienists should work well with others. Because they use dental tools within a patient's mouth, they must work well with their hands.

Median Average Annual Salary

\$47,096 (based on a 30 hour work week; varies by wage and hours.)

Handout 8.2: Careers to Research

Non-Computer Option

Group 2: Food Service Manager

Significant Points:

Food and beverage preparation and service workers may be promoted to food service managers. This happens when they have enough experience. A bachelor's or associate degree is helpful. A degree in restaurant and institutional food service management is useful. Many new jobs will be in eating and drinking businesses. Job chances should be better for salaried managers. Opportunities for self-employed managers will be as good.

Managers should be willing to move often. They advance to jobs with more responsibility. Managers usually move on to larger companies. They may also advance to local management jobs. They advance to jobs within restaurant chains. Some open their own eating and drinking businesses. Others move to hotel management jobs. Their job experience prepares them for management jobs in hotels and resorts.

Nature of the Work:

Food service managers select and price menu items. They use food and other supplies efficiently. They achieve quality in food preparation and service. Managers often do administrative and human resource tasks.

Their daily tasks are as follows:

- Estimate the amount of food eaten by customers
- Place orders with suppliers
- Schedule the delivery of fresh food and beverages
- Receive and check the content of deliveries
- Evaluate the quality of the food
- Arrange for equipment maintenance and repairs
- Organize services such as waste removal and pest control
- Interview, hire, and fire employees and schedule hours
- Explain procedures to new employees

Other responsibilities are:

- Supervise the kitchen and dining room
- Look into and settle customer complaints
- Direct the cleaning of the kitchen and dining
- Monitor the actions of employees and patrons
- Tally the cash and charge receipts and balance them against the sales record
- Lock up; check that ovens, grills, and lights are off; and switch on alarm systems

Working Conditions:

Night and weekend work is common among managers. This is because popular dining times are during evenings and weekends. Many managers of institutional food service facilities work hours that are more regular. This is because factory and office cafeterias are usually open only on weekdays for breakfast and lunch. However, hours for many managers are irregular. This is because managers may have to fill in for absent workers. They may need to fill in on short notice. It is common for food service managers to work 50 or more hours per week. It is common for the manager to work seven days a week, and 12 to 15 hours per day.

Group 2: Food Service Manager (cont.)

Managers must organize a wide range of activities, often at the same time. It is the duty of the manager to resolve problems. They must solve problems with the least trouble to customers. The job can be hectic during peak dining hours. Also, it can be stressful dealing with irritated customers or difficult employees.

Employment:

Many food service managers work in restaurants. A large number of managers work in contract institutional food service companies. Jobs are located throughout the country. Large cities and tourist areas offer more chances for full-service dining jobs.

Education and Training:

Most food service management companies hire management trainees. Restaurant chains also hire trainees. They are hired from two- and four-year college hospitality management programs. Food service and restaurant chains would rather hire people with degrees. They usually hire those with degrees in restaurant and institutional food service management. However, they often hire graduates with other degrees. They hire people who have shown interest and talent. Waiters, waitresses, chefs, and fast-food workers sometimes advance in their careers. They advance to assistant manager jobs. They also advance to management trainee jobs. They do this if they have shown that they can handle more tasks. Executive chefs need a lot of experience working as chefs. General managers need experience as assistant managers.

A bachelor's degree in restaurant and food service management gives a strong basis for a job in this career. Many colleges offer four-year programs in restaurant and hotel management. They also offer programs in institutional food service management. Community and junior colleges offer two-year degrees. Technical institutes and other institutions also offer two-year programs in these fields. A two-year program can lead to an associate degree or other formal certification. Also, many schools offer cooking programs. These programs give training in preparing food. This training can lead to a career as a cook or chef. This training can give a basis for a job as an executive chef.

Most restaurant chains and food service management companies have strict training programs for management jobs. Trainees get instruction and work experience. They get classroom and on-the-job training. Trainees get their first permanent job after six months to a year. Their first job is an assistant manager.

Average Annual Salary

\$35,790

Source: Career Coach website at www.womenemployed.org

Handout 8.2: Careers to Research

Non-Computer Option

Group 3: Computer Support Specialist

Significant Points:

Increased use of computers has created high demand for specialists to help users. These workers maintain and support systems and networks. Computer support specialists give technical help. They can be technical support specialists and help desk technicians. These workers solve problems with hardware, software, and systems. Specialists work in companies that use computer systems. They also may work for a computer hardware or software seller. These specialists often work for help desk or support services firms. They are contracted to give computer support.

Nature of the Work:

Specialists help other employees with computers. They install, update, and fix hardware and software. They also may work on monitors, keyboards, and printers. Specialists answer calls from users. They run programs to fix problems. They also may write training manuals. Specialists often train people to use new products. They oversee the daily performance of a company's computers.

Help desk technicians help users with product questions. Manuals may not have all the answers. These workers get calls and e-mails from customers. They must listen carefully to customers to understand the problem. Then, they help customers fix the problem. They give companies feedback on their products. Most specialists start at the help desk.

Network or computer systems administrators design, install, and support a company's computer networks. They may also help with the Internet or intranet system. They support software users. These workers may be in offices and small businesses. They also may work for the government and large corporations. These workers maintain hardware and software. They also study and prevent problems. Administrators make sure people can use the network. They collect data to see what users need from networks. These workers also may plan network security. Administrators make sure a company's network runs well. They suggest improvements for the future.

Working Conditions:

Specialists and administrators usually work in well-lit, comfortable offices. They may also work in computer labs. They usually work 40 hours a week. They may give extra support on evenings or weekends. These workers may work overtime on problems. They sit at computers all day. This can cause eyestrain and back pain. It also can cause hand and wrist problems.

Specialists and administrators work with people often. Consultants are away from their offices a lot. They may work for months in a client's office. Specialists may connect to a customer's computer from their office. This reduces travel.

Employment:

Most of these workers are computer support specialists. Many are network and computer systems administrators. Most work in business services. The services are mainly computer and data process services. Others work in banks, government, insurance companies, and educational institutions. Many also work for computer sellers and manufacturers. Many more specialists now work in areas where computers were not used before.

Group 3: Computer Support Specialist (cont.)

Education and Training:

This job requires a two-year associate degree. These degree programs are usually offered at community colleges. This will help you prepare for a specific job or a four-year college.

Many employers prefer people with a college education. A bachelor's degree in computer science or information systems is common. Other jobs may require only an associate degree. This should be in a computer subject. Many companies are flexible about degrees. This is because of the high demand for workers. Those without degrees need certification and experience.

Average Annual Salary:

\$39,100

Handout 8.2: Careers to Research

Non-Computer Option

Group 4: Graphic Designer

Significant Points:

Designers are people who create. They combine knowledge with artistic ability. They turn ideas into real designs. The things we buy and where we live and work start with design. Designers often work in a particular area of design. There are many areas of specialty, such as packaging, industrial, clothing, architectural, or home interior design.

To develop a new design or change one, the designer finds out what the client needs and wants. A designer must also know how the design will be used. They must know what customers like.

Nature of the Work:

Designers draw sketches by hand or with a computer. After meeting with the client, they create a more detailed design. Most designers use computer design tools

Graphic designers use print, electronic, and film to create designs for their clients. Using computers, they develop the layout and design of various publications. They also may produce promotional materials, design company logos, and develop signs. Graphic designers work with Web pages and design the credits that run on TV and in movies.

Working Conditions:

Designers employed by corporations work regular hours. They work in well-lit and comfortable settings. Self-employed designers may work longer hours.

Designers who work on a contract basis adjust their workday to their clients' schedules. They may do business in their offices or in clients' homes or offices. They may also have to travel.

Graphic designers may work extra hours to meet deadlines.

Employment:

Graphic designers are needed more in some cities, than in others. About one-third of designers are self-employed. The rest work for companies such as advertising firms, non-profits, book publishers, and magazines.

Education and Training:

This job usually requires a bachelor's degree from a four-year school. You need a high school diploma or an associate degree to get into a four-year school.

Many employers expect new designers to know about computer-aided design.

Beginning designers may receive on-the-job training. They need one to three years of training before they can move on to higher-level positions.

Average Annual Salary:

\$36,680

Handout 8.2: Careers to Research

Non-Computer Option

Group 5: Correctional Officers

Nature of the Work:

Correctional officers watch over people who are waiting for a trial. They are also called detention officers. They also watch over inmates after they are found guilty. They try to keep inmates safe and make sure that they behave. They stop them from escaping.

Correctional officers mostly work in jails and prisons. There are always people entering and leaving jail. Correctional officers process them when they get there and when they leave. They make sure that all inmates follow the rules. They watch to see if people are trying to escape or hide drugs or weapons. They check inmates' mail. They report inmates who break the rules.

Officers usually work without a gun. If there is a problem, all of the other officers go quickly to the site of the problem. They can watch very dangerous inmates on video. Officers take prisoners to different locations outside the prison, such as court.

Working Conditions:

Correctional institutions can be stressful. They are also dangerous. Sometimes inmates fight and hurt officers. Officers must work inside or outside. The buildings vary. Some are well-lit and have air conditioning. Others are old, hot, and noisy. They may be overcrowded. Officers usually work eight hours a day. They work five days a week. Someone must be watching the prisons at all hours. That is why officers rotate their shifts. Sometimes they have to work overtime or holidays.

Employment:

Correctional officers work for city, county, state, and federal prisons; prison camps; and youth correctional facilities. They may transport inmates to different locations, such as court.

Education and Training:

Most prisons hire officers who are at least 18. They must be U.S. citizens with a high school education. They cannot work if they have committed a crime. A college education can get officers promoted. They need to be healthy and smart. Officers also receive on-the-job training. Officers need to learn self-defense skills. Sometimes they have to know how to use a gun.

Those who train at academies learn about rules, regulations, and security. Officers working at a federal prison have to do 200 hours of training.

Some are trained to be a part of a special team. These officers know how to stop riots, move prisoners, and perform other dangerous duties. Supervisors are called correctional sergeants. Sergeants need education and experience. With a lot of experience, officers can be promoted to other jobs, including prison wardens.

Average Annual Salary:

\$32,710

Handout 8.3: Resources for Career Research

Career Research

You can use the Internet or written materials to find information on the duties and responsibilities, work environment, required education and skills, salary and outlook, and related occupations for target careers.

- The *Career Coach* Website – <http://www.womenemployed.org>
- *Occupational Outlook Handbook* On-line – <http://www.bls.gov/oco/>
- O*Net Website – <http://www.doleta.gov/programs/onet/>
- *Occupational Outlook Handbook, 2006-2007 Edition*. JIST Publishing: Indianapolis, IN. 2006. U.S. Department of Labor Elaine L. Chao, Secretary. Bureau of Labor Statistics and Bureau of Labor Statistics, Kathleen P. Utgoff, Commissioner
- *O*Net Dictionary of Occupational Titles, second Edition*. JIST Publishing: Indianapolis, IN. 2002. (Based on information obtained from U.S. Department of Labor, the U.S. Census Bureau, and other reliable sources. Developed under the direction of J. Michael Farr and LaVerne L. Ludden, Ed.D., with database work by Laurence Shatkin, Ph.D. Also available at <http://online.onetcenter.org/crosswalk/>)

Additional Web Resources for Career Research

America's Career InfoNet – <http://www.acinet.org/>

Bureau of Labor Statistics Data – <http://www.bls.gov/data/>

Career Voyages – <http://www.careervoyages.gov/>

Career Overview – <http://www.careeroverview.com/>

Vocational Biographies – <http://www.virtualjobshadow.com>

Online Career Center – <http://www.occ.com>

Salary Information – <http://www.salary.com/>

Handout 8.4: Career Scavenger Hunt

Use **Handout 8.3: Resources for Career Research** to identify the resources you can use to locate the information requested below. Your answers should include two parts: 1) the career information requested, and 2) where you found the career information.

- Name two to three duties that a registered nurse is qualified to do.

Describe where this career information was found.

- Describe the job outlook for police officers.

Describe where this career information was found.

- Name the level of education required to be a pharmacist.

Describe where this career information was found.

- List the median annual earning for a paralegal.

Describe where this career information was found.

- List the education that is needed to be a high school teacher.

Describe where this career information was found.

Handout 8.4: Career Scavenger Hunt

- List the hourly wage for an entry-level accountant.

Describe where this career information was found.

- Name two disadvantages of being a social worker.

Describe where this career information was found.

- Name three responsibilities of a meeting planner.

Describe where this career information was found.

- Describe the working conditions and job outlook for surgical technologists.

Describe where this career information was found.

- List two benefits of being a civil engineering technician.

Describe where this career information was found.

**KEY CONCEPTS**

- Bridge program
- Internship
- Starter job

**CLASSROOM MATERIALS**

- Handout 6.1
- Handout 9.1
- Packets of five or more classified ads for starter jobs in a variety of occupations

**CAREER COACH WEBSITE LINKS**

- Getting a Starter Job
- Where Can I Find a Starter Job?
- Examples of Starter Jobs
- Making the Most of Your Starter Job
- Building Skills on the Job

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Analyze how to build their career skills through educational, personal, and community activities
- Investigate the career development benefits of starter jobs

LESSON SET-UP

Note: This module contains computer/non-computer options for Activity 2.

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 6.1** out of their portfolios

ACTIVITY 2

- Enough copies of **Handout 9.1** for each student in the class
- Packets of five or more newspaper classified ads for entry-level (starter) jobs for each student. You can find these in the Help Wanted section of your local newspaper. Make sure that each set of starter jobs contains a cross-section of occupational areas, such as health care, legal and law enforcement, office and administrative, production, and social services.

FYI

For more information on:

- Skills, see <http://www.deed.state.mn.us/cjs/skill.htm>
- Starter jobs, see the *Career Coach* website links
- Internships, see <http://en.wikipedia.org/wiki/Internship>
- Bridge programs, see <http://www.womenemployed.org>
- Cooperative education, see http://en.wikipedia.org/wiki/Cooperative_education

Introduction (5 minutes)

1. Review the last module in which students researched and evaluated their interesting careers.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *What are the educational requirements of my two top careers?*
 - *What important information have I learned about my two top careers?*
 - *Do my values, skills, and lifestyle needs seem to fit my two top careers?*
3. Ask students if any of them found regional salaries for their two interesting careers. Ask for a volunteer to read their answers. Ask if the regional salaries have made them more or less interested in their interesting careers. Remind students that salaries vary by city and company, and that some salary averages may be a little higher than what most workers would make.
4. Ask students if any of them found out other facts about their two interesting careers that made them want to research other careers? Ask volunteers to share what they found.
5. Tell students that if they were unhappy with what they found out about their top career choices in the last lesson, they may choose another career to research for this lesson.
6. Introduce the main point of the lesson. Students will plan how to develop their career development skills through:
 - Education
 - Daily activities
 - On-the-job learning experiences
7. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
 - *What are three new ways that I am going to build my career skills? (Leave three lines to answer this.)*
 - *What starter jobs match the top two careers I'm interested in?*

Building Career Skills

Background



Explain that the purpose of this activity is for students to identify where they can build job-specific, employability, and transferable skills through their daily activities.

ACTIVITY 1: Building Career Skills (20 minutes)

BRAINSTORM Divide students into groups of two. Direct groups to brainstorm and to write down different ways that people can develop career skills. Remind students to consider all of the life experiences that develop skills and to include school, paid and unpaid work, volunteer experiences, etc.

1. Write three general headings on the board to start students thinking:

Where I Can Build My Career Skills?

School/Training Activities Personal/Family Activities Community Activities

ACTIVITY 1: Building Career Skills (cont.)

2. After about five minutes, have the class as a whole generate a list of ways to develop and build skills. Write the activities that they come up with under the headings as shown below. Make sure that you have about four to five topics per heading.

Where I Can Build My Career Skills?

School/Training Activities	Personal/Family Activities	Community Activities
Classes	Hobbies	Organizational work
On-the-job training	Personal reading and writing	Church/synagogue/mosque activities
Internships	Educational television	Community service
Sports or fine arts	Observing a friend	Volunteering
Tutoring/mentoring		



**Students take out
Handout 6.1**

3. Have students think about job skills, employability skills, and transferable skills that they want to develop. To remind them of what these skills are, they can review **Handout 6.1**. Also have them consult the answers to the questions from Module 6 that they wrote in their notebooks.
4. Ask students to write down in their notebooks **three ways** that they will consciously try to develop their skills in the types of settings shown above. Stress that these should be realistic activities that will be meaningful for their personal career development. Students can also think of ways to develop these skills through activities they already participate in.

Examples

- I will develop my **office skills** by volunteering in the church office. (job skills)
 - I will work on my **punctuality** by arranging to pick up my nephew every Tuesday after school. (employability skills)
 - I will develop my **organizational skills** by keeping my notes, handouts, and assignments organized in different sections of my notebook. (transferable skills)
5. Ask students to share at least one skill development statement with the class.

Building Career Skills at Work and in School

Background (5 minutes)



Explain **starter jobs, internships, and bridge programs**—three different ways students can build their career skills in a work or educational environment.

Starter job

- A job in the same field or place as your career goal
- You work with or near people who have the job you want
- Advantages
 - * Increase **skills and knowledge**
 - * Connect with people who can help move career forward
 - * Use lots of different opportunities to build **experience**

Examples

If your dream job is to be a nurse, an example of a starter job would be to work in a doctor's office or as a clerical assistant in a hospital.

If you want to be a loan officer, a good way to start building your skills and your resume is by working as a bank teller.

Internships

- Schools, companies, or organizations provide opportunities for internships where students get to work in their career field to acquire specific job skills
- Internships may allow a potential employer to become familiar with your skills
- Some schools offer academic credit for internships; others offer the experience without credit
- Some internships are paid and some are not

Example

A student works on a campaign in the public relations department of a local hospital. The student gains real-world job experience and builds a portfolio to show to future employers flyers and brochures that the student actually created.

Bridge Programs

- Schools combine basic reading and math lessons with job-related knowledge or skills in a particular industry or field
- Students receive training to prepare them for entry-level classes in that industry or field

Example

Students who are interested in health careers but need to earn their GED or improve their English learn reading and math skills while learning health care vocabulary and measurements.

ACTIVITY 2: Starter Jobs (15 minutes)

Tell students that many careers have career pathways, which may include two to three jobs that lead up to a target career. Each job teaches different skills and has a new level of responsibility that can prepare you for your dream career. The first job in a career pathway is a starter job, which is a beginning-level job in the same field as one's career goal. Many people work in starter jobs while they are developing their career plans and education.

Explain that the purpose of this activity is to learn how you use a starter job to prepare for a target career.

PAIR AND SHARE Have students break into groups of two for a “Pair and Share” activity. Give each pair five or more pages of the *Classified Ad Packet* for starter jobs in different fields. Explain what it is. Pass out **Handout 9.1**.



Pass out Classified Ad Packet and Handout 9.1



Students take out Handout 6.1

1. Ask each pair to choose **two jobs** from the *Classified Ad Packet* and write the job titles on **Handout 9.1**.
2. Read the definition of **job skills** on **Handout 6.1**. Give students two minutes to discuss and write down job skills that are needed for the jobs that they chose on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their two starter jobs and share relevant job skills with the class.
3. Read the definition of **employability skills** on **Handout 6.1**. Have students give reasons why people lose their jobs. Ask students if they think that employees fail in job positions more often because of a lack of job skills or a lack of employability skills? Discuss their ideas.
4. Give students two minutes to identify employability skills that are needed to succeed at the jobs that they chose and to write them down on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their starter jobs and share relevant employability skills.
5. Read the definition of **transferable skills** on **Handout 6.1**. Give students two minutes to identify transferable skills that are needed for the jobs that they chose and have them write them down on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their two starter jobs and share related transferable skills.

Wrap-Up and Assignments (5 minutes)

1. Review the main points of the lesson. This lesson introduced students to developing their career skills through everyday activities and work—including starter jobs.
2. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are three new ways that I am going to build my career skills?*
 - *What starter jobs match the top two careers I'm interested in?*
3. Ask students to use this week to start on one of the career development skills that they wrote in their notebook in Activity 1.

Wrap-Up and Assignments (cont.)



4. For students who have access to the *Career Coach* website, encourage them to visit the following pages:

- Building Skills on the Job
- Getting a Starter Job
- Where Can I Find a Starter Job
- Examples of Starter Jobs
- Making the Most of Your Starter Job

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 3: Is a Starter Job Right for Me?

DISCUSS Ask students to raise their hands if they are currently working. Ask if any are working at a starter job in a career area that interests them.

1. To see if a working student's current job is a starter job, ask
 - *Is it in the same field, company, or company department as your dream job?*
 - *Are you getting skills and experience that will help you in the future?*
 - *Are you learning about the field you eventually want to work in?*
 - *Are you meeting people who can help you find the job you really want?*
2. If the answer to at least one of these questions is yes, have the student(s) describe the starter job. If the answer is no, discuss the pros and cons of changing to a starter job.

Handout 9.1: Starter Job Skills

1. Choose two starter jobs from the classified ad packet. Write the job titles here.

a. Job 1: _____

b. Job 2: _____

2. Write a few job-specific skills for each starter job here.

a. Job 1: _____

b. Job 2: _____

3. Write a few employability skills for each starter job here.

a. Job 1: _____

b. Job 2: _____

4. Write a few transferable skills for each starter job here.

a. Job 1: _____

b. Job 2: _____

A starter job can help you prepare for the career you really want. Use what you learn in this activity to start thinking about starter jobs that might work for you. The following questions will help you determine whether a job is a good starter job.

- *Is it in the same field, company, or department as your dream job?*
- *Can you get skills and experience that will help you in the future?*
- *Will you learn about the field you eventually want to work in?*
- *Will you meet people who can help you find the job you really wanted?*



KEY CONCEPTS

- Career network
- Contacts
- Field or industry
- Informational interviewing



CLASSROOM MATERIALS

- Handout 10.1
- Handout 10.2
- Handout 10.3



CAREER COACH WEBSITE LINKS

- Building a Network
- Your Network List
- Informational Interviews
- Questions to Ask

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn how to develop a career network
- Understand how informational interviews can be used to research a career
- Prepare appropriate questions to use on an informational interview
- Practice professional behavior

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Enough copies of **Handout 10.1** for each student in the class

ACTIVITY 2

- Enough copies of **Handout 10.2** for each student in the class

ACTIVITY 3

- Enough copies of **Handout 10.3** for each student in the class

FYI

For more information on informational interviewing:

- <http://www.stetson.edu/careerservices/infointerview.php>
- <http://www.bls.gov/opub/ooq/2002/summer/art03.pdf>
- <http://www.ocs.fas.harvard.edu/students/resources/infointerviewing.htm>

Introduction (5 minutes)

1. Review the last module. Students looked at different ways that they could build their career skills.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it.
 - *What are three new ways that I am going to build my career skills?*
 - *What starter jobs match the top two careers I'm interested in?*
3. Introduce the main point of the lesson. Students can get insider information about their interesting careers by
 - Building relationships with people in their interesting career areas
 - Conducting informational interviews
4. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
 - *Who would I like to get into my career network?*
 - *How can I use informational interviewing to learn about my top two career choices?*

Build Your Career Network

Background (5 minutes)



Tell students that there are some facts they may want to know about their career choices that can't be answered by a book or website. For example, it may be difficult to find out about actual work conditions or what types of personalities do well in that career without talking to someone in that career.

One of the things students can do to research a target career is to establish a career network. Explain:

- A network is made up of all the people they know who can help them learn about the career they are interested in. Later, members of the network can help them to get the job they want.
- A network is important because many jobs are not filled through newspaper advertising; they are filled through "networking." Tell students it is important to make good contacts with people in their career field who can help them.

A career network is made up of contacts. A contact can:

- Provide information and advice about a career
- Refer you to other people who can help
- Supply information about available jobs
- Make recommendations for open jobs
- Provide support or mentorship for advancement

Tell students that a contact may have a career other than their interesting careers, but work in the same industry or field. For example, someone who works as a nurse could be a contact for a student whose target career is radiologic technologist.

Explain to students that they may not know people in that career now, but they may have friends, teachers, counselors, or family members who do know someone in that career or field.

ACTIVITY 1: Build Your Career Network (10 minutes)**BRAINSTORM** Pass out **Handout 10.1: My Career Networking List**.

**Pass out one copy of
Handout 10.1**

1. Tell students to fill in the top of the page with the name of their top choice from the careers that they researched in Module 8.
2. Ask them to brainstorm the names of people who may be able to help them find contacts in their top career area. These can be family members, friends, or someone that they know in work or school.

Example

A mutual friend or acquaintance (another mother at the same child care center, the person who cuts their hair, etc.) may be able to refer them to a professional who works in their top career field.

The career counselor or a professor at the local community college may have worked with professionals who work in their top career field.

3. Direct them to fill in any names of contacts that they know right now. They can fill in the names of companies and phone numbers later.
4. Tell students to keep working on adding to the list of people who can help them. Tell students that they can speak with the friends, acquaintances, or family members in their network on their own to add names to the list of contacts at the bottom of the page.
5. Explain to students that there may be people in the classroom with them now who have contacts in their interesting career fields. Ask two to three volunteers to share one example of a career or industry in which they have a contact. Tell volunteers the example doesn't need to be from their own top career field.

Example

I have a family member who works as a nurse in a hospital.

I have a friend who works as a real estate agent.

6. Ask students who are interested in one of the career fields mentioned to raise their hands. Suggest that students get to know other people in the classroom and share contacts over the next few classes. Tell students put **Handout 10.1** in their portfolios.

**Preparing for the Informational Interview****Background (5 minutes)**

1. Explain that students can use informational interviews to get detailed information about what it is like to work in that career. They can also use informational interviews to establish a network. The goals of informational interviews are to:

- Expand on the career research they have already done
- Gain knowledge and insights about a career field that can only be obtained from a someone working in that field
- Learn “the insider’s point of view” about how to prepare and advance in their target career

2. Explain to students that:
 - The purpose of an informational interview is to get advice and information only; they should not assume it is a way to get a job interview.
 - They should do their homework and already have researched their target career before they schedule an informational interview. (Information on researching their target career is discussed in detail in Module 8.) Students can also learn as much as possible about the company by searching the company website.
3. In Module 8, they researched two interesting careers. For the purpose of this activity, they should focus on the career they are most interested in.
4. Explain to students that professionals in their top career field who might be willing to give them an informational interview can be identified in several ways. They can:
 - Use a contact from **Handout 10.1: My Career Networking List**.
 - Contact a community college career center or a local CareerOneStop Center and ask if there is a listing of career professionals willing to participate in informational interviews.
 - Use the print version of the *Occupational Outlook Handbook* or the online version at <http://www.bls.gov/oco>. Tell students to review Sources for Additional Information to identify and contact professional associations in their top career.
 - Identify a company or organization that employs people in their top career by looking at websites that provide company information such as <http://www.hoovers.com/> and <http://www.vault.com/>, or have students ask their network if they know of a company that employs people in their career field.
5. If students have a the name of a company or organization that employs people in their top career field, but not a specific contact, they can identify a specific career professional that they would like to interview by:
 - Looking at the employee directory on the company website
 - Calling human resources or the specific department of interest to them and asking for the name of a person in their career field who might be willing to give them an informational interview
 - Asking people in their network if they know anyone who works at the company and could tell them more about their top career choice

Arranging for an Informational Interview

Background (5 minutes)



Pass out **Handout 10.2**

Pass out **Handout 10.2: Arranging for an Informational Interview**. Tell students that there are many ways to arrange for an informational interview, including phoning and sending a letter or business e-mail. Tell students that sending a letter or e-mail and following up with a call is an excellent way of arranging an interview.

Ask students to spend a few minutes looking over **Handout 10.2**. Make it clear that they will not have time to ask all the questions on **Handout 10.2**, but can use it to help them guide the conversation and take notes.

ACTIVITY 2: Arranging the Informational Interview (5 minutes)

Tell students that an informational interview is a chance to show their best side to someone in their field. The person they interview may someday have a chance to put in a good word for them at their own company or another, so the student should make sure their interactions are very professional. Getting a friend who is good at grammar to edit their letter is one way. Another way is by role-playing and getting feedback on their performance.

ROLE-PLAY Have students work in pairs. Explain to them that this activity gives them the opportunity to plan and practice a telephone conversation requesting an informational interview.

1. Have one student request the appointment and the other student plays the part of a professional.
2. Write the following on the board so that they can keep this in mind:
 - Identify yourself
 - Confirm you have reached the right person
 - Ask if it is a convenient time to talk
 - *If appropriate, explain how you were referred*
 - Explain your purpose for calling and that you are not looking for a job
 - Request an appointment and confirm the time, place, and location of the meeting
 - Thank the person
3. Ask students to give their partners feedback on:
 - What they did well
 - What they could improve

Planning the Informational Interview**Background**

Explain to students that an informational interview is a formal business appointment. They should be on time, dress professionally, and be prepared!

Questions for the informational interview are always prepared prior to the appointment. They should also take a notebook so that they can take notes. Explain that it is courteous to ask permission to take notes before starting.

ACTIVITY 3: Planning the Informational Interview (10 minutes)

BRAINSTORMING Tell students that an informational interview allows them to get information about a career that isn't available anywhere else. Ask the class to imagine that they are preparing questions for an informational interview. Direct students to design questions to find out:

- Something about the person that they are talking to
- How long the person has worked in the field
- What the work is like
- What types of education or training are needed to get into the career
- What types of job-specific, employability, or transferable skills are helpful in the career
- What advice would the person give



**Pass out one copy of
*Handout 10.3***

1. Have students generate questions to get them thinking about this situation. Remind students that an informational interview gives them a chance to find out details about that career or field that they couldn't find out otherwise.
2. Once students have generated a list of informational interview questions, distribute ***Handout 10.3: My Informational Interview***, which provides additional sample questions. Students should read over the questions and add others that are important to them on the last page of the handout. Make sure students understand that ***Handout 10.3*** provides many more questions than they will have time to cover in an informational interview. Explain to students that they should select their top questions in advance, based on the time available and what they most wish to know.

After the Informational Interview**Background**

Explain to students that they can use ***Handout 10.3*** to take notes on their informational interviews. Encourage students to set up an informational interview in one of their top career areas. After the informational interview, they should:

- Evaluate their style of interviewing and think about how they can improve
- Review their notes and consider if the career information they received leaves them with positive and/or negative impressions and why
- Reflect on the job setting and general atmosphere
- Keep records of who they interviewed and their contact information—the person may be helpful to them in the future
- **ALWAYS** write a thank-you letter or e-mail right away

Note: If you offer extra credit, you may offer this to students who complete an informational interview before the end of the course.

Wrap-Up and Assignments (5 minutes)

1. End this session by emphasizing that students should continue to build their career networks—even when the class is over. Also review that informational interviews are specifically designed to obtain career information and remind students that if the informational interview is conducted well, it can provide:
 - Valuable knowledge about a career
 - An opportunity to establish a relationship with an important contact who may be able to guide and assist them in the future
2. Ask students to work on **Handout 10.1: My Career Networking List** this week. Suggest that students may want to complete an informational interview over the next few weeks.
3. Tell students that during the next class they will pick one target career and begin developing plans for how to reach that career goal. Remind them that informational interviews can help make that decision much easier.
4. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *Who would I like to get into my career network?*
 - *How can I use informational interviewing to learn about my top two career choices?*
5. For students who have access to the *Career Coach* website, encourage them to visit:
 - Building a Network
 - Your Network List
 - Informational Interviews
 - Questions to Ask



Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Class Discussion

Stress that it is important to dress and act professionally when conducting an effective informational interview. Have students discuss and create some guidelines for professional dress and behavior.

Additional ACTIVITY 5: Reflect and Write

Students who are introverted may be reluctant to approach an individual and ask for career information and advice. However, networking with a professional in their target career area will be helpful in many aspects of their career development, including job search.

1. Have students reflect and write about the following questions:

- *What are your concerns about informational interviews?*
- *What challenges do you anticipate when arranging and conducting informational interviews?*
- *What can you do to address your concerns and overcome your challenges?*



Handout 10.1: My Career Networking List

Write your top career choice. Then write down the names of people who may be able to help you meet people in that career field.

1. Career title: _____

2. People who may be able to help me find contacts:

Family

Name: _____ Phone or e-mail: _____

Name: _____ Phone or e-mail: _____

Friends

Name: _____ Phone or e-mail: _____

Name: _____ Phone or e-mail: _____

Work or School

Name: _____ Phone or e-mail: _____

Name: _____ Phone or e-mail: _____

Community Group or Church

Name: _____ Phone or e-mail: _____

Name: _____ Phone or e-mail: _____

Write the names of people who can tell you more information about the career title you chose.

3. Contact Names and Contact Information

Name and Company	Referred by	Phone Number and E-mail Address

Handout 10.2: Arranging for an Informational Interview

Using a Personal Referral

The best way to find someone to interview is to have a personal referral. Use your network to find a person working in your target career. You can ask the person in your network to call or e-mail their contact to let him or her know of your interest. After you have found someone you want to interview, you can call, send a letter, or e-mail. See below for more information.

Contacting Someone You Want to Interview

You can make contact by letter, e-mail, or telephone. If you don't have a personal referral, you should send a letter or e-mail first, and then call. If you have a personal referral, you can call the person directly.

Letter or E-mail

You can get the company name and the address of the person you want to meet from:

- The yellow pages
- A company website
- Calling the company's human resources office
- Looking at company information at <http://www.hoovers.com/> **or** <http://www.vault.com/>

When you write a letter, you should:

- Address the person by name
- Say who you are
- If you have a personal referral, say who referred you
- Explain the reason for the interview. Tell the person that this is not a job-search call
- Say that you will call to arrange a time

Give the person some time to get your letter or e-mail. Then call. Say who you are, and ask if he or she has received your letter or e-mail. Then:

- If you have a personal referral, say who referred you.
- Say that you are doing career research. Tell the contact that you are looking for information to help you make a career decision. Make clear that this is not a job search.
- Request an appointment. Be flexible. Good times might be:
 - * before, during or after work hours
 - * during lunch (do not expect a free lunch)
- Meeting in person is best. But, if the contact is very busy, you can suggest a phone call.
- Be gracious if the person refuses. Whether the answer is "yes" or "no," be sure to thank the person.

Handout 10.3: My Informational Interview

This form includes many sample questions. Use this form to prepare for your informational interview. You may also use it to take notes.

Contact Name: _____

Company: _____

Job Title: _____

Use the following sample questions to help you prepare for your informational interview. **Important note:** you will not have time to cover all of these questions.

Select one to three questions from each section.

JOB DUTIES AND TASKS

- What are your duties and tasks?
- Please describe a typical day on the job.
- If you were asked to provide a “profile” of the ideal employee, what would you say? What personality types do well in this field?

EMPLOYMENT

- What are some of the different kinds of businesses that employ people in this career?
- How could I expect my career to advance if I entered this field?
- Where do you see this career going in the next three to five years?
 - * Are there more or fewer jobs open in this career?
 - * Is it hard to find a job in this city or county?

WORK CONDITIONS AND LIFESTYLE

- How many hours per week are employees expected to work?
 - * Is evening or weekend time required?
 - * Is there a regular schedule or not?
- Is travel required? How often and how long?
- What salary range can someone just starting in this field expect?
- What salary range can someone in my target career expect?

Handout 10.3: My Informational Interview

SKILLS AND EDUCATION

- What skills are most important for this kind of work? What might be some related careers in which the same types of skills are used?
- What type of education is needed for this job? Does a professional association certify training or degree programs?
- Is there a state or professional licensing examination?
- What kind of experience can I get to help me get into this work?
 - * Can you recommend internships, part-time, and/or volunteer work that would help me prepare for this career?

PERSONAL INFORMATION

- How did you get interested and involved in this type of work? Please describe your background and your career path thus far.
- Did you have a mentor?
- Why did you choose this kind of work?
- What do you like most about the job?
- What do you find frustrating in this career field? And in your daily work?
- How much pressure is there in this job?
- If you were starting out again, what might you do differently?
- What additional advice would you offer someone planning on entering this career?
- Could you recommend people or resources for additional information (special books, trade publications, professional journals)?

ADDITIONAL QUESTIONS

Handout 10.3: My Informational Interview

Interview Notes

**KEY CONCEPTS**

- Educational goals
- Personal mission statement

**CLASSROOM MATERIALS**

- Handout 5.1
- Handout 7.2
- Handout 8.1
- Handout 11.1
- Handout 11.2
- Handout 11.3
- Handout 11.4
- *My Career Plan*

For Additional Activity 5:

- Handout 11.5

**CAREER COACH WEBSITE LINKS**

- Choose Target Career
- Personal Mission Statement
- Setting Educational Goals
- What You Need to Succeed

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Consider their current educational level and compare with the educational requirements of their target careers
- Focus on exploring one target career in greater detail
- Write a personal mission statement

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 5.1** and two completed copies of **Handout 8.1** out of their portfolios
- Enough copies of **Handout 11.1** for each student in your class
- Enough copies of **Handout 11.2** for each student in your class

ACTIVITY 2

- Students to take **Handout 7.2** out of their portfolios
- Enough copies of **Handout 11.3** for each student in your class
- Students to take out copies of **My Career Plan**

ACTIVITY 3

- Enough copies of **Handout 11.4** for each student in your class

ADDITIONAL ACTIVITY 5

- Enough copies of **Handout 11.5** for each student in your class

FYI

For more information on:

- how to write a mission statement, see <http://nonprofit.about.com/od/nonprofitbasics/a/mission.htm>

Introduction (5 minutes)

1. Review the last module. Students learned about establishing a career network and conducting an informational interview.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *Who would I like to get into my career network?*
 - *How can I use informational interviewing to learn about my top two career choices?*
3. If several days have passed since the last lesson, ask students if any of them completed an informational interview. If so, ask one of them to share one or two things they learned from the informational interview that might be hard to find in a book or website. Ask if any of them have (a) made an appointment with someone, (b) made contact with anyone, or (c) are having any problems with doing either of those.
4. Introduce the main points of the lesson. Students will:
 - Evaluate what they have learned about their two top careers and select a target career
 - Analyze their educational background and set educational goals related to their target career
 - Write a personal mission statement
5. Ask students to write two questions down in their notebooks. They will answer these at the end of the session.
 - *What is my target career?*
 - *What are my educational goals?*

Evaluate Educational Requirements

Background

Remind students that as part of exploring careers in Module 5, they identified the required training and education required for two of their top careers. Now they will compare the educational level required for the two careers with their own educational background. This is the last step before they choose one target career.

ACTIVITY 1: What You Need to Succeed (10 minutes)

WORKSHEET Explain that the purpose of this activity is to focus on the educational requirements of the two top careers that students have been researching.



Pass out *Handout 11.1*

1. Pass out ***Handout 11.1: Types of Educational Programs*** and go over it. If students need to get a GED or to improve their English before they enroll in a career program, tell them how to get in touch with adult education programs at the local community college or community organizations.

ACTIVITY 1: What You Need to Succeed (cont.)

**Students take out
Handout 5.1 and both
copies of Handout 8.1**

**Pass out copies of
Handout 11.2**

2. Be sure that students are clear on what educational programs are appropriate for them:
 - There are many different kinds of training and school programs.
 - Their current level of education and their target career goals will determine the kind of program they choose.
 - Each student in class can apply for the program that best meets their needs.
3. Have students take out **Handout 5.1: Interesting Career Information** and **both filled-in copies of Handout 8.1: Researching Interesting Careers**. There should be two copies of **Handout 8.1**, one for each target career.
4. Pass out **Handout 11.2: What You Need to Succeed**. Instruct students to use information from **Handout 5.1** and **Handout 8.1** and their personal experience to fill in the first column for Career 1. Then they need to do the same to fill in the second column for Career 2.
5. Ask students to judge which of their interesting careers will require more education or training. Have them look at both copies of **Handout 8.1**. Ask if the career that makes more money takes more time to prepare for.
6. Reassure students that if they don't feel prepared to complete a degree program right now, that shouldn't keep them from sticking with the target career that most interests them. Tell students there may be an intermediate job they can prepare for with a shorter training program. They may be able to prepare for their target career by working in the field in another job while they study for their long-term educational goal.

Choose a Career and Set Educational Goals**Background**

Explain to students that they have been researching two interesting careers and now the time has come to choose one target career. Once they have made that choice, the next modules will help them find the school or training program that will work for them.

ACTIVITY 2: Choose a Career and Set Educational Goals (15 minutes)

WORKSHEET Explain to students that in order to make a well-thought-out decision, they need to consider the following:

- Their values, interests, and skills
- Their work and lifestyle goals
- Their educational goals
- What they liked and didn't like about the two interesting careers

ACTIVITY 2: Choose a Career and Set Educational Goals (cont.)**Handout 11.2**

**Students take out
Handouts 7.2 and 8.1**

**Pass out copies of
Handout 11.3**

**Students take out *My
Career Plan***

1. Have students take **Handout 7.2: Work and Lifestyle Checklist** out of their portfolios.
2. Ask them to review **Handout 7.2** and both copies of **Handout 8.1**. As they look over these worksheets, ask students to think about which of their two top careers best fits their values, budget and lifestyle, interests, and skills.
3. Pass out Handout **11.3: Choose a Target Career and Set Educational Goals**. Tell students to use the information from **Handouts 7.2, 8.1, and 11.2** to fill out the chart at the top of **Handout 11.3**.
4. Direct students to compare the careers and choose one target career to focus on for future activities. Have them fill it in on the handout and ask them to share their career choice with the class.
5. Have students complete **Handout 11.3** with the highest degree required for the career choice (from **Handout 11.2** – Question 1) and the educational goals that they have for their career choice (from **Handout 11.2** – Question 5). Point out that they now have both a career choice and educational goals.
6. Ask students to take out **My Career Plan**. Ask them to take the time now or before the next class to fill out the Target Career section using **Handout 8.1**.
7. Refer students who need to get their GED and/or need to develop their English language skills to the adult education department of their local community college.

FOR STUDENTS WHO HAVE NOT BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Tell students that upcoming lessons will explore training and education programs for target careers in greater detail including:

- Comparing school or training programs
- How to apply for financial aid
- Tips for success in college or other training programs

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE

If you are teaching community college credit students, tell students that upcoming lessons will help them learn more about the program they will need to complete at the college.

Your Mission Statement

Background (5 minutes)



1. Tell students that the remainder of this class will focus on writing a mission statement in which students will:
 - Clearly state their career goals
 - Communicate their plan to achieve their career goals

Background (cont.)

2. Begin this part of the session by writing the word *mission* on the board. Explain to students that the word *mission* is used in many ways, e.g., spy movies, as in *your mission, if you choose to accept it*.

Ask the students to give their definition of the word mission.

Possible Answers

- Assignment, task, duty, job
- Objective, purpose, goal
- Pursuit, quest
- A body of people to accomplish a task, e.g., space mission
- Responsibility, work, charge

Explain to students that they will be writing a personal mission statement that will define their overall career goal and how they plan to achieve it through training and education.

3. Explain to students that businesses and other organizations use mission statements as a way to describe the current purpose and future goals of the organization. Mission statements:
- Are clear, concise, and easily understood
 - Set a clear direction
 - Are far-reaching – grand in scale

ACTIVITY 3: Your Mission Statement (10 minutes)

**Pass out copies of
Handout 11.4**

Handout 5.1

Handout 7.2

Handout 8.1

Handout 11.2

Handout 11.3



1. Explain to students that their next task is to create a personal mission statement. A mission statement can help students to:
 - Clearly state their career goals
 - Plan how to reach their career goals
 - Stay focused, encouraged, and optimistic about their goals
2. Distribute **Handout 11.4: My Mission Statement**. Have students answer each of the questions and then write their own mission statements.
3. Have students put **Handouts 5.1, 7.2, 8.1, 11.2, 11.3, and 11.4** in their portfolios.

Wrap-Up and Assignments (5 minutes)



1. End this session by congratulating students on choosing a target career and planning their educational goals.
2. Remind students that they wrote two questions in their notebooks:
 - *What is my target career?*
 - *What are my educational goals?*

Explain that they already wrote the answers to those questions in their mission statements, which they should be prepared to share with the class next time.
3. For students who have access to the *Career Coach* website, encourage them to visit:
 - Choose a Target Career (in the Browse Career Profiles section)
 - Personal Mission Statement
 - What You Need to Succeed
 - Setting Educational Goals
4. Remind students that they can save their information on the *Career Coach* website and can access their *Career Coach* Notebooks from any computer with Internet access.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4

DISCUSS Explain to students that writing a mission statement is a process; it changes as you change. Direct students to talk to supportive family, friends, and coworkers about their mission statement.

Have students ask:

- *Is my mission statement easily understood?*
- *Does my mission statement reflect the values that I embrace in my life?*
- *What suggestions do you have to improve my mission statement?*

Additional ACTIVITY 5: Mission Accomplished: Name that Organization!



**Pass out copies of
Handout 11.5**

Distribute **Handout 11.5: Match the Mission Statement**. Divide students into groups of three or four and have them work together to try to identify these organizations by their mission statements. After most groups have completed the worksheet, review the answers with the class.

Answers: 1.b 2.c 3.d 4.a 5. f 6.e

Handout 11.1: Types of Educational Programs

Here is information about different educational programs.

1. Look at the Educational Foundation programs. Will you need to attend some of these classes before you go to a Career Education program?
2. Look at the Career Education programs. Which is best for you?

Educational Foundation

- **ABE (Adult Basic Education):** These classes build reading, math, and writing skills. Many students take these classes before studying for the GED. You can find them at community colleges and community organizations.
- **GED:** These classes help you pass the GED. The GED is the test for a high school equivalency diploma. To find out where to take GED classes, you can call the national GED hotline at 1-800-626-9433. You can also call your local community college.
- **ESL (English as a Second Language):** These classes help improve English speaking, reading, and writing skills. You can find them at community colleges and community organizations.

Career Education

- **Union apprenticeship program:** These are most often for jobs in construction, like carpenter or electrician. There are also apprenticeships in manufacturing and transportation.
- **Certificate Programs:** These are usually shorter programs. They can last from eight weeks to one year. They are for people who want credentials more quickly. You may have to pass an exam to get a license in some fields.
- **Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees:** These are two-year programs (completion will take longer for part-time students). These degrees are equal to the first two years of a four-year college. Credits earned usually transfer to four-year colleges, but not always. Check with your college for details.
- **Associate of Applied Science (A.A.S.) Degrees:** These are two-year technical or vocational programs. They are in fields such as electronics, nursing, and heating and air conditioning. Credits earned usually do not transfer to four-year colleges. You may have to pass an exam to get a license in some fields.
- **Bachelor's (baccalaureate) Degree:** A four-year college degree. Bachelor of Arts or Bachelor of Science degrees are available in a variety of fields.



Handout 11.2: What You Need to Succeed

Fill out each side.

Career 1: _____

1. What training or educational degree is needed for this career?

2. Indicate how well you speak and read English.

- ☐ I don't need to improve my English before attending a training program.
- ☐ I need to improve my English before attending a training program.

3. Have you completed any vocational or apprenticeship training related to Career 1?

- ☐ Yes ☐ No

4. What's the highest level of education you have completed?

- ☐ No high school diploma or GED yet
- ☐ High school diploma or GED
- ☐ Vocational training
- ☐ Some college
- ☐ Associate degree
- ☐ Bachelor's degree

5. Compare your current educational level with the education required for Career 1. Indicate what additional training or schooling you will need. (Check all that apply to you.)

- ☐ English language instruction
- ☐ High school diploma or GED
- ☐ Vocational training
- ☐ One- or two-year certificate
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Graduate degree (Masters, PhD, law or medical degree, etc.)

Career 2: _____

1. What training or educational degree is needed for this career?

2. Indicate how well you speak and read English.

- ☐ I don't need to improve my English before attending a training program.
- ☐ I need to improve my English before attending a training program.

3. Have you completed any vocational or apprenticeship training related to Career 2?

- ☐ Yes ☐ No

4. What's the highest level of education you have completed?

- ☐ No high school diploma or GED yet
- ☐ High school diploma or GED
- ☐ Vocational training
- ☐ Some college
- ☐ Associate degree
- ☐ Bachelor's degree

5. Compare your current educational level with the education required for Career 2. Indicate what additional training or schooling you will need. (Check all that apply to you.)

- ☐ English language instruction
- ☐ High school diploma or GED
- ☐ Vocational training
- ☐ One- or two-year certificate
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Graduate degree (Masters, PhD, law or medical degree, etc.)



Handout 11.3: Choose a Target Career and Set Educational Goals

	Career 1	Career 2
Name of career		
Average yearly salary		
Educational degree needed		
Educational steps that I would need to take		
What I like about this job		
What I don't like about this job		

1. I choose this target career:

2. The career requires this degree or certificate:

My educational goals are:



Handout 11.4: My Mission Statement

Your assignment is to write your own personal mission statement. You can write your mission statement by answering these two questions.

Question 1: Why did you choose your career?

Example

"I want to become a registered nurse because I am good at science, and I love taking care of people."

I want to become a _____ because

Question 2: How do you plan to reach your goal?

Example

"I plan to get my GED and then get an associate degree in nursing."

I plan to _____

Now put both answers together. This is your personal mission statement.

My Mission Statement

Handout 11.5: Match the Mission Statement

Match the mission statement to the organization that created it.

____ 1. To give ordinary folk the chance to buy the same things as rich people.

____ 2. Everything we do is inspired by our enduring mission:

To Refresh the World ... in mind, body and spirit.

To Inspire Moments of Optimism ... through our brands and our actions.

To Create Value and Make a Difference ... everywhere we engage

____ 3. To organize the world's information and make it universally accessible and useful.

____ 4. To bring inspiration and innovation to every athlete in the world.
If you have a body, you are an athlete.

____ 5. We are a global family with a proud heritage, passionately committed to providing personal mobility for people around the world. We anticipate consumer needs and deliver outstanding products and services that improve people's lives.

____ 6. Establish ____ as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow.

a. Nike

b. Wal-Mart

c. Coca-Cola

d. Google

e. Starbucks

f. Ford Motor Company

**KEY CONCEPTS**

- Compare schools
- Compare programs
- Compare majors or concentrations

**CLASSROOM MATERIALS**

- Handout 11.4
- Handout 12.1
- Handout 12.2
- Handout 12.3 or 12.4
- Handout 12.5 (optional)
- Computer with Internet access for each student
- Several local college catalogs *Book of Majors*

**CAREER COACH WEBSITE LINKS**

- Finding Schools and Training Programs
- Comparing Schools
- Learn More Before You Enroll
- Questions to Ask Schools

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Research schools, training programs, and/or concentrations that fit their career choices
- Determine program requirements, start dates, costs, and deadlines

LESSON SET-UP

Note: This module contains computer/non-computer options for Activity 1 and options for students at different levels of education and training for Activity 2.

FOR SETTINGS IN WHICH STUDENTS HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM (INCLUDING ADULT EDUCATION STUDENTS)

If many of your students are considering certification or apprenticeship programs, you may want to contact your local CareerOneStop Center to get more information on local programs and resources. Go to <http://www.careeronestop.org/> for locations.

FOR SETTINGS IN WHICH STUDENTS HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE, BUT ARE COMPARING MAJORS OR CONCENTRATIONS

Teachers can eliminate Activity 1 and use Activity 2, Option B to help students compare certificate or degree programs of interest.

For this lesson you will need:

INTRODUCTION

- Students to take **Handout 11.4** out of their portfolios

ACTIVITY 1 COMPUTER OPTION

- Computer with Internet access for each student in the class
- One copy of **Handout 12.1** for each student in the class to record colleges

ACTIVITY 1 NON-COMPUTER OPTION

- Two copies of **Handout 12.1** for each student in your class to record colleges
- Several copies of the *Book of Majors* (see page xx)

ACTIVITY 2 COLLEGE OR TRAINING PROGRAM ADMISSIONS OPTION

- One copy of **Handout 12.2** for each student in your class
- Three copies of **Handout 12.3** for each student in your class
- Several local college catalogs

ACTIVITY 2 COLLEGE MAJOR EXPLORATION OPTION

- One copy of **Handout 12.2** for each student in your class
- Three copies of **Handout 12.4** for each student in your class

WRAP-UP

- Optional: one copy of **Handout 12.5** for *each student in your class*

FYI

For more information on:

- Finding certificate or apprenticeship programs, see <http://www.careeronestop.org>
- Choosing a school, see <http://www.communitycollegelisting.com/choosing-a-school.aspx>
- College rankings, see <http://www.communitycollegelisting.com/college-rankings.aspx>

Introduction (10 minutes)

1. Review the last module. Students chose a target career, set educational goals, and wrote a mission statement.
2. Ask students to take **Handout 11.4: My Mission Statement** out of their portfolios. Have two to three students take turns reading their mission statements.
3. Introduce the main points of the lesson. Students will learn to:
 - Research schools or training programs (e.g., union apprenticeships) that have concentrations in their career choices, or research programs in the college they are attending
 - Determine program requirements and results (credential received)
 - Determine start dates, costs, and deadlines
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What three schools or concentrations will I research?*
 - *What are five things I need to know about each school or program?*

FOR STUDENTS WHO HAVE NOT ALREADY BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Explain that students are now ready to look for schools and programs for their career choice. They will make a list of two or three schools in their area that offer the classes that they want to take.

5. Explain that they need to consider three critical factors when choosing a school and/or program:
 - Does the school offer the training or degree program that qualifies them for their target career?
 - What do they need to do to enter the school or program?
 - What will they need to do to complete their chosen program of study?

Below are two alternative activities for **Activity 1: Finding Schools and Training Programs**.

Use **Activity 1, Option A** if your students have access to the **Career Coach** website in the classroom.

Use **Activity 1, Option B** if your students do not have Internet or computer access in the classroom.

Note: For settings in which students have already been accepted into a college or training program, skip Activity 1.

ACTIVITY 1: Finding Schools and Training Programs (20 minutes)

Students will research schools using the **Career Coach** website or training programs such as union apprenticeships using the CareerOneStop website.



Option A Computer

1. Tell students to go to <http://www.womenemployed.org/careercoach> and use the Compare Schools link, or go to <http://www.careeronestop.org/> and click on the Education and Training link.
2. Explain that these websites will help them explore different options for training and education. Help students find the sections they need.

ACTIVITY 1: Finding Schools and Training Programs (cont.)



Pass out two copies of
Handout 12.1

3. Pass out **Handout 12.1: Schools or Training Programs to Research**. Ask students to fill out as much information as they can for each of the schools or training programs they are interested in. When they are finished, students should put the handout in their portfolio.

Option B Non-Computer

1. Tell students that they will practice researching schools. Explain that the class will practice researching the schools for the career *paralegal* in the state of *Illinois*.
2. You will need several copies of the *Book of Majors*. Pass out copies to groups of students.
3. Explain the main parts of the book to students. Make sure to point out how types of certificates or degrees are designated.
4. Pass out two copies of **Handout 12.1: Schools or Training Programs to Research**. Students will use one for this activity and one for their own research. Ask students to use the *Book of Majors* to fill out the most important information for at least two schools.
5. Write the following titles on the board. These are library references that they can use to fill out **Handout 12.1**.
 - *The College Board Book of Majors*
 - *Peterson's Two-Year Colleges*
 - *Peterson's Four-Year Colleges*
6. Tell students that there are many resources in the library that will help them compare colleges and finish filling out **Handout 12.1** on their own. If their career requires an associate degree, they can use *Peterson's Two-Year Colleges*. Explain that if their career needs a bachelor's degree, students can use *Peterson's Four-Year Colleges*.
7. Tell students that if they are interested in searching for certificate or apprenticeship programs, such as those for construction trades or computer support, they can get more information on the Internet or through their local CareerOneStop Center. Explain that they can use the Education and Training section at <http://www.careeronestop.org/> to find out which certificates are needed for different careers and learn how to find training programs in their area. They can also use the website to locate their local CareerOneStop Center for more information.
8. Students should put the two copies of **Handout 12.1** in their portfolios when they are finished researching at least two schools or training programs.



What Do I Need to Know (5 minutes)

Background

Review with students the information they need to find out when researching possible schools and training programs.

They need to know information in the following areas:

- Degree requirements
- Credential awarded
- Length of program
- Admissions
- Tuition costs and financial aid
- Transfer options (if applicable)
- Transportation

Below are two options for *Activity 2: What Do I Need to Know*.

Use *Activity 2, Option A* if your students have not been accepted into a college or training program.

Use *Activity 2, Option B* if your students have been accepted into a college, but are researching majors or concentrations.

ACTIVITY 2, Option A: What Do I Need to Know? (10 minutes)

Explain that students will need to find out more about each of the three schools or training programs that they are looking at. Pass out **Handout 12.2: Questions to Ask a School or Training Program**. Go over each of the areas and questions to ask.

Tell students that they do not need to fill in the “Who can answer my questions?” section. Explain that in the next class they’ll have a chance to ask an expert more details about a school they are interested in. Tell them that a guest speaker in the next class can help them figure out where to find answers to each of the questions on **Handout 12.2**.

ROLE-PLAY Explain that you are going to role-play a visit to a college admissions office.



Pass out **Handout 12.2**

Option A College or Training Program Admissions

1. Ask a student to volunteer to be someone who is applying to college. You will play the role of an admissions counselor at the local community college.
2. The focus of this role-play is that the college applicant is seeking information about the seven areas on **Handout 12.2**. The admissions counselor should be sitting at a desk, and the applicant should come in and introduce herself.
My name is _____, and I am interested in your program in _____.

ACTIVITY 2, Option A: What Do I Need to Know? (cont.)

Pass out several college catalogs

Pass out three copies of Handout 12.3



3. The school applicant should ask at least one question from each of the categories on **Handout 12.2**. The “counselor” will make up an answer. The “applicant” should be encouraged to ask follow-up questions to get more clarity on specifics.
4. Pass out copies of several local college catalogs. Explain to students that much of what they need to know about a college can be found in the catalog. Also explain that if they have trouble finding or understanding items in the catalog, they should feel free to call or visit the admissions office.
5. Pass out **three copies** of **Handout 12.3: Researching Schools or Training Programs** for each student. Tell students to use it to keep track of information from each school or each program. They can get this information from the school catalog and by calling or visiting the admissions office at each school.
6. Have students put **Handouts 12.2** and **12.3** in their portfolios.

ACTIVITY 2, Option B: What Do I Need to Know? (15 minutes)

Explain that students will need to find out more about each of the majors or departments they are considering. Pass out **Handout 12.2: Questions to Ask a School or Training Program**.

Tell students that they will be concentrating on the first two sections. Go over each of the areas and questions to ask.

Tell students that they do not need to fill in the “Who can answer my questions?” section. Explain that in the next class they’ll have a chance to ask an expert more details about a program they may be interested in.

ROLE-PLAY Explain that you are going to role-play a visit to a department/faculty advisor or professor.



Pass out Handout 12.2

Pass out three copies of Handout 12.4

**Option B College Major Exploration**

1. Ask a student to volunteer to be someone who is considering a concentration or major. You will play the role of an advisor in that department.
2. The focus of this role-play is that the applicant is seeking information about the first two areas on **Handout 12.2**. The advisor should be sitting at a desk, and the applicant should come in and introduce themselves.

My name is _____, and I am interested in majoring in _____.
3. The school applicant should ask at least one question from each of the categories on **Handout 12.2**. The “advisor” will make up an answer. The “applicant” should be encouraged to ask follow-up questions to get more clarity on specifics.
4. Pass out **three copies** of **Handout 12.4: Researching a Concentration or Major** for each student. Tell students to use it to keep track of information from each concentration or major they are interested in. They can get this information from the school catalog and by calling or visiting the advisor for that department or a professor in the department.
5. Have students put **Handout 12.4** in their portfolios.

Wrap-Up and Assignments (5 minutes)



**Optional: Pass out
Handout 12.5**

1. End this session by emphasizing that it is important that students choose three schools or investigate programs and get basic information so that they can make a well-informed decision about the school that they choose.
2. Ask students to contact at least two schools or the programs they are interested in and to fill in corresponding copies of **Handout 12.3** or **12.4** before the next class.

FOR STUDENTS WHO HAVE NOT ALREADY BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Pass out a copy of **Handout 12.5: Resources for College Research** to each student. Explain that they may use the resources listed to do more college or training program research on their own.

Tell students that they will also be able to get information from the admissions officer on admissions requirements and financial aid (Module 13) and practice applying (Module 14).

Let students know that soon they will be filling out a practice admissions form and a financial aid form. For this activity, they will need to collect:

- High school transcript or GED transcript
- Information on any training program or college that they have attended
- Income tax form for the previous year (if this applies)

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED TO A COLLEGE, BUT ARE EXPLORING MAJORS OR CONCENTRATIONS

Explain that they will learn more about different programs in the next two classes.

3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.

- *What three schools or concentrations will I research?*
- *What are five things I need to know about each school or program?*

4. Students who have access to the *Career Coach* website should visit:

- Finding Schools and Training Programs
- Comparing Schools
- Questions to Ask Schools





Handout 12.1: Schools or Training Programs to Research

Use this handout to take notes on different schools or training programs.

Target career: _____

	School or Program 1	School or Program 2	School or Program 3
School Name			
City			
Street Address/City/ State/Zip Code			
Admissions Office Phone Number			
Financial Aid Office Phone Number			
Website			
Major or Concentration			
Program Length (examples: 9 months, 4 years)			

Handout 12.2: Questions to Ask a School or Training Program



Keep this form to use when you are researching schools or training programs. Use the form to write down the name and phone number of someone who can answer your questions. You may want to write a star next to each question you need to ask.

Who can answer my questions about degree requirements?

Degree or Program Requirements

Contact Name:

Phone Number or E-mail:

1. What classes or requirement do I need to complete to be accepted to the program?
2. How many classes do I need to complete the program?
3. What times are classes offered? Are there evening programs?
4. When does the next semester start?
5. Can I start the program any semester?
6. Is there a waiting list for the program?
7. Does the school provide credit for what you have learned in other schools or on the job?
8. Who can help me figure out my required classes, schedule, and choosing a major?

Who can answer my questions about program outcomes?

Program Results

Contact Name:

Phone Number or E-mail:

1. What credential will I have when I complete this program?
2. What jobs can I get after finishing? Will I need more education?
3. Can I use the credits from this program to advance to the next educational level? What is the next level? (e.g., certificate to degree)
4. Does this program have an employer or industry certification, and what is it?
5. Does the state require that I pass a test/get a license in order to use my degree?
6. What wage can I expect after I complete this program?
7. What percentage of program graduates get jobs after they finish this program?

Who can answer my questions about admissions?

Admissions

Contact Name:

Phone Number or E-mail:

1. How do I apply?
2. What additional documents do I need?
3. Is there a testing requirement?
4. How do I get my high school transcript?
5. What is the application deadline?
6. When will I hear if I was accepted?
7. How can I contact the admissions office to get my application package? Is there someone there to help me?

Handout 12.2: Questions to Ask a School or Training Program (cont.)

Who can answer my questions about costs?	
Costs Contact Name: Phone Number or E-mail:	<ol style="list-style-type: none"> 1. What are the total costs – including tuition, fees, books, and supplies? What is the average student cost after financial aid? 2. Is there reduced tuition if I live in the school district? State?
Who can answer my questions about financial aid?	
Financial Aid Contact Name: Phone Number or E-mail:	<ol style="list-style-type: none"> 1. What is the financial aid process? 2. How do I apply? 3. Who is eligible for financial aid? 4. What is the difference between a loan and a grant? 5. When will I hear if get financial aid? 6. How many students get financial aid? 7. How can I find the financial aid office? Are there special grants or scholarships for the concentration or major I'm interested in?
Who can answer my questions about transportation and parking?	
Transportation and Parking Contact Name: Phone Number or E-mail:	<ol style="list-style-type: none"> 1. What trains or bus routes come near the school? 2. Where is parking available? 3. What are the costs?
Who can answer my questions about support services?	
Support Services Contact Name: Phone Number or E-mail:	<ol style="list-style-type: none"> 1. Are there tutors to help me to study for my classes? When are they available? 2. Is childcare available? What times and days is it available? How much does it cost? What ages of children are accepted? Is there a waiting list? 3. Are job-placement services available? 4. Are counselors or advisors available to help me? How can they help me?



Handout 12.3: Researching Schools or Training Programs

College or Training Programs Admissions Option

Use this form to record information about a school or training program.

Name of school and city: _____

Name of program, concentration, or major: _____

Presenter's name: _____ **Phone:** _____

E-mail address: _____

Degree or Program Requirements	
Program Results (What will I have when I finish?)	
Admissions	
Costs	
Financial Aid	
Support Services	



Handout 12.4: Researching a Concentration or Major College Major Exploration Option

Use this form to record information about a college major or program.

Name of school and city: _____

Name of program, concentration, or major: _____

Presenter's name: _____ **Phone:** _____

E-mail address: _____

Degree Options and Benefits What certificates or degrees can I get and what jobs can I get with them?	
Degree or Program Requirements What do I need to do to enter this program?	
Degree or Program Requirements What do I need to do to complete this program?	
State Exams or Licensing What state exams or licensing do I need to complete?	

Handout 12.5: Resources for College Research

Books

Peterson's, *Peterson's Two- Year Colleges*

Peterson's, *Peterson's Four Year Colleges*

The College Board, *Book of Majors*

Princeton Review, *The Best 357 Colleges*

Websites

Career Coach – <http://www.womenemployed.org/>

College Bound – <http://www.collegebound.net/>

College Source – <http://www.collegesource.org/>

Community Colleges – <http://www.communitycollegelistings.com/>

Course Advisor – <http://www.courseadvisor.com/>

Peterson's – <http://www.petersons.com/>

For more information on certificate or apprenticeship programs in your area:

- Contact your local Department of Labor CareerOneStop Center
- Go to <http://www.careeronestop.org> and look in the Education + Training section

**KEY CONCEPTS**

- College admissions or program requirements
- Financial aid

**CLASSROOM MATERIALS**

- Handout 12.2
- Handout 12.3 or 12.4

**CAREER COACH WEBSITE LINKS**

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Practice questions to ask about schools and programs
- Interact with a college representative

LESSON SET-UP

Note: There are alternative options in this lesson for classrooms in which students have already been accepted into college

FOR SETTINGS IN WHICH STUDENTS HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM (INCLUDING ADULT EDUCATION STUDENTS)

Arrange for your local community college or a vocational training program to send an admissions representative to visit your classroom for an informational session about applying to school and for financial aid.

Ask the admissions officer to provide:

- A brief general discussion of the basics of the admissions and financial aid process at his/her school and support services available to students – about 15 minutes
- A question-and-answer period – about 15 minutes

Ask the admissions officer to bring:

- Enough school brochures for each student in the class
- Enough admissions forms for each student in the class
- Other information sheets – training and degree programs, the financial aid process, etc.
- Contact information – including phone number and e-mail address
- Information about any special programs, such as bridge programs, that students might qualify for information about college support services, e.g., tutoring or child care

FOR SETTINGS IN WHICH STUDENTS HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE

Modify this lesson by inviting a representative of a department that many students are interested in (additional department representatives may be invited for the next class). You may also consider inviting a student services professional to tell students about support services available at your college.

LESSON SET-UP (cont.)

Ask the department representative to provide:

- A brief description of their program, including eligibility requirements, length of program, whether there is a waiting list, and what percentage of students get jobs in their field, etc.
- Information on the supportive services provided by the department (e.g., study groups or tutors)
- Information how to apply for baccalaureate transfers and typical transfer credit
- Information on what types of jobs are available with this type of credential and whether additional education is needed for those jobs
- A question-and-answer period

Tell the admissions officer or department representative:

- That students have chosen target careers and are now researching schools and/or programs of study
- The composition of your classroom (average age, highest education achieved, etc.) and purpose of your class

Note: You may want to share *Handout 12.3* or *12.4* with the representative in advance.

For this lesson you will need:

- Students to take *Handout 12.2* out of their portfolios

COLLEGE OR TRAINING PROGRAM ADMISSIONS OPTION

- Students to take three copies of *Handout 12.3* out of their portfolios
- Extra copies of *Handout 12.3*

COLLEGE MAJOR EXPLORATION OPTION

- Students to take three copies of *Handout 12.4* out of their portfolios
- Extra copies of *Handout 12.4*

FYI

For more information on:

- College admissions, see <http://www.communitycollegelistings.com/college-admissions.aspx>

Introduction (5 minutes)

1. Review the last module. Students researched schools or programs to find training that matched their career goals and determined basic program requirements. They also viewed a role-play with a student and the teacher “playing” a college admissions counselor.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it:
 - *What three schools or concentrations will I research?*
 - *What are five things I need to know about each school or program?*
3. Introduce the main points of the lesson. Students will:
 - Prepare to speak with a college representative or program representative
 - Have a discussion with a college representative or program representative
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What are the most important things that I need to know about a school or program?*
 - *What do I need to do to be accepted into this school or program?*

Preparing to Meet with a College or Training Program Representative

Background (10 minutes)



Explain that in a few minutes there will be a guest speaker who will help students either better understand the college admissions process or provide more information about programs that many students in class are interested in.



Students take out three copies of *Handout 12.3* or *12.4*



Students take out *Handout 12.2*



1. Have students take the three copies of ***Handout 12.3*** or ***12.4*** of their portfolios. Ask:
 - *How is your research going?*
 - *How many of you have completed this for three schools or for the programs you are interested in?*
 - *What problems are you having in getting these filled out?*
2. Tell students that they will be meeting shortly with a representative of the admissions office at _____ school or with a representative(s) from the _____ department(s) at their school.
 - The representative will make a presentation, and then the students should ask questions.
 - Since students may or may not be applying to the admission officer's school, they may ask specific questions about that school or general questions about the admissions or financial aid processes.

Background (cont.)

3. Have students take **Handout 12.2: Questions to Ask a School or Training Program** out of their folders. Review the major categories: *Degree or Program Requirements, Program Results, Admissions, Costs, Financial Aid, Transportation, and Support Services*. Point out the categories that are most appropriate for questions depending on who is visiting the class.
4. Tell students extra copies of **Handout 12.3** or **12.4** are available. Explain that students should use these forms to take notes.

Meeting with a College or Training Program Representative (30 minutes)

1. Introduce the college representative by name and the name of the school, department, or program represented. Ask the college or training program representative to provide contact information.
2. Explain that the representative will speak about college admissions and financial aid procedures OR about their program of study. Then students should ask questions, even if they do not plan to attend this particular school or take this particular program.

The main point of the presentation is for students to learn about the college admissions and financial aid processes OR to learn about the kinds of information needed to know to decide on the appropriate educational program.
3. When the representative is done, thank the person for their time and effort. Be sure that the representative has passed out all of the information that you requested.

Wrap-Up and Assignments (5 minutes)

1. End the session by encouraging students to continue their research on schools and programs.
2. Instruct students to place **Handouts 12.3** and **12.4** back in their portfolios.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are the most important things that I need to know about a school or program?*
 - *What do I need to do to be accepted into this school or program?*

FOR STUDENTS WHO HAVE NOT ALREADY BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Explain that in the next session they will be practicing filling out admissions and financial aid forms. They should save the forms that the speaker handed out and/or bring in admission forms from the schools that they have been contacting. Explain that admission forms can be printed out from college websites.

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE, BUT ARE EXPLORING A MAJOR OR CONCENTRATION

Tell them that in the next class session additional program representatives will come to answer questions that will help them complete **Handout 12.4**.



KEY CONCEPTS

- Evaluate schools and training programs
- Admissions applications
- Financial aid applications



CLASSROOM MATERIALS

- Handout 12.2
- Handout 12.3 or 12.4
- Handout 14.1 or 14.2
- Handout 14.3
- FAFSA form (optional)

For Additional Activity 4:

- Handout 14.4



CAREER COACH WEBSITE LINKS

- Paying for School
- Comparing Schools
- Choose a School
- Learn More Before You Enroll

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Evaluate information and choose schools or training programs
- Practice completing admissions applications
- Preview financial aid applications

LESSON SET-UP

Note: There are alternative options in this lesson for the Introduction, Activity 1, and the Wrap-Up for classrooms in which students have already been accepted into college.

FOR SETTINGS IN WHICH STUDENTS HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM (INCLUDING ADULT EDUCATION STUDENTS)

This module will be spent completing admissions and financial aid forms.

Note: The Free Application for Federal Student Aid (FAFSA) form is complicated, so it may be worthwhile to contact your local community college and ask a financial aid representative to come preview the FAFSA form with students and tell them about the typical financial aid package.

FOR SETTINGS IN WHICH STUDENTS HAVE ALREADY BEEN ACCEPTED INTO COLLEGE, BUT ARE EXPLORING MAJORS OR CONCENTRATIONS

Modify this lesson to augment Module 13, by spending the class period on Activity 1, a question-and-answer session with one or two additional department representatives. Follow the directions in Module 13 to prepare guest speakers to answer questions that will help students choose a program.

For this lesson you will need:

ACTIVITY 1 COLLEGE OR TRAINING PROGRAM ADMISSIONS OPTION

- Students to take **Handout 12.2** and three copies of **Handout 12.3** out of their portfolios
- One copy of **Handout 14.1** for each student in your class

LESSON SET-UP (cont.)**ACTIVITY 1 COLLEGE MAJOR EXPLORATION OPTION**

- Students to take **Handout 12.2** and three copies of **Handout 12.4** out of their portfolios
- Extra copies of **Handout 12.4**
- One copy of **Handout 14.2** for each student in your class

ACTIVITY 2

- An admissions application from a local community college for each student in your class
 - * The admissions representative who visited your class may have brought enough.
 - * You can download the admissions application from the community college website.

ACTIVITY 3

- One copy of **Handout 14.3** for each student in your class
- A FAFSA form for each student in your class
 - * Contact the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243)
 - * Download the FAFSA worksheet at <http://www.fafsa.ed.gov/>

Note: Students who enter apprenticeship or certificate programs may not be eligible for federal or state financial aid. However all students should be encouraged to fill out a FAFSA form in case their plans change.

ADDITIONAL ACTIVITY 4

- One copy of **Handout 14.4** for each student in your class

FYI

For more information on:

- Key elements in applying, see <http://www.petersons.com/common/article.asp?id=2862&path=ug.fas.advice&sponsor=1>
- Making your application stand out, see <http://www.petersons.com/common/article.asp?id=515&path=ug.gs.advice&sponsor=1>
- Applying for federal student aid, see <http://www.fafsa.ed.gov/>

Introduction (5 minutes)

1. Review the last module. Students learned about the admissions and financial aid processes or learned information about a program of study and the related occupations.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to answer the questions. If more students want to read their answers, allow it.
 - *What are the most important things that I need to know about a school or program?*
 - *What do I need to do to be accepted into this school or program?*

Use *Introduction, Option A* if your students have not yet been accepted into a college or training program.

Use *Introduction, Option B* if your students have already been accepted into a college but are exploring majors or concentrations.

Introduction Option A

3. Introduce the main point of the lesson: Students will:
 - Evaluate and pick schools or training programs
 - Practice filling out admissions applications
 - Preview financial aid applications
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What school or schools will I apply to and what are the deadlines?*
 - *What information do I need to obtain for my school applications?*

Introduction Option B

3. Introduce the main point of the lesson. Students will:
 - Hear from one to three program representatives
 - Evaluate and pick a program of study or concentration
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What program do I want to enter?*
 - *What requirements do I need to meet?*

Use *Activity 1, Option A* if your students have not yet been accepted into a college or training program.

Use *Activity 1, Option B* if your students have already been accepted into a college but are exploring majors or concentrations.

ACTIVITY 1, Option A: Comparing Education and Training Options (15 minutes)

WORKSHEET Explain to students that in this activity they will:

- Compare the schools or training programs they are considering
- Learn how to choose the school or training program best suited to their educational and personal needs



Students take *Handout 12.2* and three copies of *Handout 12.3*



Pass out *Handout 14.1*

1. Have students take ***Handout 12.2*** and three copies of ***Handout 12.3*** out of their portfolios.
2. Pass out ***Handout 14.1: Compare Schools or Training Programs***. Have students write the names of the three schools that they are researching at the top of each column. Have them consider the information on ***Handout 12.3*** as they fill in the worksheet.
3. Once everyone in class has completed ***Handout 14.1***, ask:
 - *Which of these schools or training programs seem to meet your needs?*
 - *Is there more you want to know about this school or program?*
 - *Besides the schooling and training, does this school have other programs or activities that will help you get started in your career?*
4. If more than one school or training program is appropriate for them, encourage students to apply to more than one.
5. Remind students to put ***Handouts 12.2, 12.3, and 14.1*** in their portfolios.

ACTIVITY 1, Option B: Comparing Majors or Concentrations (40 minutes)

WORKSHEET Explain to students that in this activity they will learn more about programs of study they may be interested in.



Students take *Handout 12.2* and three copies of *Handout 12.3*



Pass out extra copies of *Handout 12.4*

1. Have students take ***Handout 12.2*** and three copies of ***Handout 12.4*** out of their folders. Point out the categories that are most appropriate for questions depending on who is visiting the class.
2. Tell students extra copies of ***Handout 12.4*** are available. Explain that students should use this form to take notes.
3. After the department or program representative arrives:
 - Introduce the representative by their name and the name of the department or program that they represent. Ask them to provide contact information.
 - Explain that the representative will speak for 10 minutes about their program of study. Then students should ask questions, even if they do not plan to take this particular program.

ACTIVITY 1, Option B: Comparing Majors or Concentrations (cont.)**Pass out Handout 14.2**

The main point of the presentation is for students to learn about the kinds of information they need to know to decide on the appropriate educational program.

4. When the representative is done, thank the person for their time and effort. Be sure that the representative has passed out all of the information that you asked them to bring.
5. Ask students if the speaker(s) today were helpful. Ask if any of them learned something from the speaker(s) that will help them decide which major or concentration they would like to pursue. Ask for one to two volunteers to share that information with the class
6. Pass out **Handout 14.2: Compare Programs of Study**. Tell students that they should fill out as much as they can of the handout. Instruct students who have already decided on a concentration or major, but haven't decided which credential to study for, to use each column for a different credential instead of different majors.
7. For homework, ask students to find the answers to any questions on **Handout 14.2** they can't answer.
8. Skip **Activities 2** and **3** and proceed to the Wrap-Up.

Completing the Admissions Application**Background**

Note: The following activity has been designed for use with students who have not yet been accepted to a college or training program.

FOR STUDENTS WHO HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Explain to students that they are going to practice completing an admissions application. This practice is worthwhile for all students, even though students may not be going to the college whose application is being filled in.

ACTIVITY 2: Filling Out an Admissions Application (15 minutes)

APPLICATION FORM Explain to students that they will complete a practice admissions application in class with the understanding that they modify this material to fit whatever applications they choose to complete on their own outside of class.

1. Tell students that many application forms are now filled out online, but that they should be able to print out the application or request a paper version to practice filling out.

ACTIVITY 2: Filling Out an Admissions Application (cont.)**Pass out Application Form**

2. Pass out the application form. Read it out loud and coach the students in answering questions such as:

Name: Students should use formal names, i.e., James rather than Jimmy; Jennifer rather than Jenny; Amanda rather than Mandy

Social Security Number: If students do not have this number memorized, they should look it up and be prepared to fill it out on their real application.

Note: In some college districts, students may not need to have a Social Security number.

Address: In many states, students must attend the community college in their district. If they attend out of district, there may be higher out-of-district tuition fee. However, in some cases, if students enroll in a program not offered in their district, they can get permission to attend a community college out of their district for the in-district rate. Encourage students to contact the local admissions office or look in the college catalog, if this is an issue.

High School: Students need the name and address of high school(s) they attended. Students will fill in if they graduated with a high school diploma or if they have a GED.

Colleges/Vocational Schools: Students should know the names and addresses of any schools they attended and the time (years) that they were there.

Applicant Signature: Students should sign their name and date.

3. Remind students to:
 - Print the application in pen in neat handwriting that is easily read
 - If necessary, use the printed application to fill out the online application
 - Find out if an application fee applies and how they can pay the fee, e.g., by mail, at the cashier's office, check, cash, or credit card
 - Mail the application with correct postage or deliver it in person
 - Find out when the application needs to be submitted in order to begin school at the next entrance time
4. Have students work with a partner to exchange forms and to give feedback on the application form. They should discuss such issues as:
 - *Is the application clear and readable?*
 - *Is it complete? If not, where could the information be found?*
5. Students should bring a completed admissions application to the next class.

Previewing a Financial Aid Application

Background

Note: The following activity has been designed for use with students who have not yet been accepted to a college or training program.

ACTIVITY 3: Previewing the Free Application for Federal Student Aid (FAFSA) (10 minutes)

APPLICATION FORM Students will learn about how to pay for college.



Pass out *Handout 14.3*

Pass out FAFSA form or worksheet

1. Explain to students that many people are eligible for financial aid. Explain to students that there are many different types of financial aid, including grants, loans, and work-study programs. Tell students that some financial aid helps students with low incomes pay for college and other financial aid is available to help those with good grades pay for college.
2. Tell students that if they are interested in a certificate program, they may not be eligible for financial aid, but they may be eligible for a training voucher under the Workforce Investment Act. They can use this voucher to help pay for job-training programs. More information is available at the local CareerOneStop Center.
3. Explain that financial aid may come from the college, individual donors, the state, or the federal government, but that the first step is to fill out the FAFSA.
4. Pass out ***Handout 14.3: Financial Aid Information*** and go over it with the students.
5. Pass out the FAFSA form. Tell students that they will not be filling it out now, but they should in the future. Explain that the purpose of this activity is for them to know what types of information are needed to apply for financial aid.
6. Give students five minutes to go over the form. They should:
 - Circle items that they will need to gather information on
 - Put a question mark next to things that are unclear to them
7. Tell students that they should apply for financial aid in January or February if they think they might want to attend school in the following school year, since any state financial aid may run out later in the year.
8. You or the financial aid representative should answer students' questions about the meaning of specific topics on the form.

Note: If you cannot arrange for a financial aid representative to visit your class, tell students they can also get help completing the FAFSA in the financial aid office of their local community college or other school they are applying to, or from the state's financial aid agency.

ACTIVITY 3: Previewing the Free Application for Federal Student Aid (FAFSA) (cont.)

9. Explain to students that there are also hundreds of private scholarships that they may be eligible for. Tell students that they can find more information about private scholarships in their local library or by entering the word *scholarships* in a search engine such as <http://www.google.com>. Emphasize that they should never have to pay to search for *scholarships*, and that there are a number of books and free websites that will help them search for scholarships.

Use Activity 1, Option A if your students have not yet been accepted into a college or training program.

Use Activity 1, Option B if your students have already been accepted into a college but are exploring majors or concentrations.

Wrap-Up and Assignments (5 minutes)**Wrap-Up Option A**

1. Tell students the hardest part of applying for school admission and financial aid is getting started. The most important things to remember when completing school and financial aid forms are:
 - Follow directions completely and exactly
 - Ask for help from the admissions and financial aid offices or the state financial aid department
 - Be persistent and follow through
2. For the next session, they need to bring in at least one completed application form for a school that they are applying to. Remind students that many applications can be downloaded from the Internet.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What school or schools will I apply to and what are the deadlines?*
 - *What information do I need to obtain for my school applications?*
4. Students who have access to the Internet should visit these sections of the *Career Coach* website:
 - Paying for School
 - Comparing Schools
 - Choose a School
 - Learn More Before You Enroll



Wrap-Up and Assignments (cont.)

Wrap-Up Option B

1. Remind students that they will need to bring a completed **Handout 14.2** to the next class.
2. Tell students that it is very important to get answers to their questions from the right people. Explain that friends or family can help them find out more about their major or target career, but they may not have the right information about degree requirements. Tell them that even if they know someone who graduated from a program in the past year, some things may have changed, so they should make sure to get the official answer from a department representative.
3. Suggest that if they have more questions about their concentration, students may want to make an appointment with someone in the relevant department, or ask to visit a class.
4. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What program do I want to enter?*
 - *What requirements do I need to meet?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Following Directions

GAME Remind students that in this session one of our activities is to complete an application for admissions. Ask students:

- *What is the most important thing about completing an application of any kind, e.g., admissions, job, insurance etc.?*

Possible answers

Possible answers may be spelling, grammar, filling it out completely, making a copy for their records, etc. Explain that the most important thing is following directions completely and correctly.

1. Tell students that following directions is the most important thing about completing an application. Ask students:
 - *Who thinks that they are good at following directions?*
2. Tell students that they are going to take a short quiz on following directions. Be sure to reassure them that this is not graded, it is just for fun.
3. Pass out **Handout 14.4: Following Directions**. When every student in class has completed the activity, ask students:
 - *Were you good at following directions?*
 - *What will you do in the future to improve your skills in following directions?*



Pass out Handout 14.4

Additional ACTIVITY 5: Solving Problems

CLASS DISCUSSION Direct students to talk about difficulties in applying for schools and training programs and have them think of ways to overcome these barriers. Brainstorm problems and solutions on the classroom board.

Examples

Barrier	How to Overcome
No Social Security number	Some states or individual schools allow students to apply without a Social Security number
No W-2 information	Contact current (or former) employer
Have not filed income tax	Can provide income and tax information
No computer to apply for admission online	Use computer at library, school, or community center
No computer to apply for financial aid	Complete paper FAFSA and mail
Don't know how to apply	Ask for help by telephoning school, e-mailing, or visiting school in person
No car	Use public transportation or ask a friend for a ride
Not sure I can do it, seems too complicated, afraid, etc.	Take it one step at a time and ask for help. Be persistent.



Handout 14.1: Compare Schools or Training Programs

College/Training Program Admissions Option

1. Print the names of the three schools you are researching on the chart. Fill out the information for each school or program.

2. Then, based on the information, write the names of the one, two, or three schools that you will apply to.

	School or Program 1	School or Program 2	School or Program 3
Name of School			
Program: Does this school or program offer the training I need?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reputation: Is this school or program accredited by a higher education association?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Costs: Can I get financial aid?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Costs: Can I afford this school or program, after financial aid?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Location: Can I get to this school or program quickly and easily from my home? If not, is it realistic for me to move or to live on campus?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Schedule: Do the classes I need to take fit into my schedule?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Schedule: Do this school or program's requirements match my time frame?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Support: Does this school or program offer the support services that I need?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schools or training programs I will apply to:



Handout 14.2: Compare Programs of Study

College Major Exploration Option

1. **Print the names of two to three concentrations or majors you are researching on the chart.** If you have decided on a concentration or major, but haven't decided which certificate or degree to study for, use the columns to compare certificates and degrees.
2. **Then, based on the information, write the name of your top choice and the certificates or degrees you plan on completing.**

	Major or Concentration 1	Major or Concentration 2	Major or Concentration 3
Department Name			
Credential: Certificate or degree	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reputation: Is this school or program accredited by a higher education association?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Entry Requirements: Can I reasonably complete the entry requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Waiting List: Is there a waiting list for this program? If so, how long?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Schedule: Do the classes I need to take fit into my schedule?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Financial Aid: Are there special grants or scholarships for this major?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation: Will this degree prepare me for my target career?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are good-paying jobs available upon graduation in this field?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
What other education or licensing will I need to work in this field?			

My top choice: _____

I plan to get these degrees or certificates:

Handout 14.3: Financial Aid Information

College Admission Option

Applying for financial aid

- There are two ways to apply:
 - * File online at <http://www.fafsa.ed.gov>; fill out FAFSA on the Web Worksheet before filing online
 - * Mail the FAFSA (pages 7-10) in the attached envelope, or send it to Federal Student Aid Programs, P.O. Box 7001, Mt. Vernon, IL 62864-0071
- It takes about three weeks to get a response. The result of a FAFSA application is called a Student Aid Report (SAR).
- If you write the schools you are interested in on the FAFSA, the government will send the SAR to each school. If you apply to a school that you did not list on the FAFSA, you should submit the SAR to the financial aid office to that school too. In addition, you may be asked to complete an institutional student aid application for each school that you apply to.

To apply you need the following items:

- Social Security number (if you are a U.S. citizen)
- Alien registration number (if you are not a U.S. citizen)
- Drivers license number, if you have one
- Federal tax information or tax returns (including IRS W-2 information) for yourself and your spouse if you are married. If you do not have a W-2, you can get this information from your current employer (or former employer if you no longer work for that employer)
- If you have not yet filed your income tax forms, you must still provide income and tax information
- Records on untaxed or unreported income, e.g., Social Security benefits, self-employment income, welfare benefits (TANF), and veterans benefits

If you live at home and are supported by your parents, you also need:

- Your parent's or guardian's Social Security number(s)
- Federal tax information or tax returns (W-2) for your parent(s)
- Untaxed income such as Social Security benefits, welfare benefits (TANF), and veterans benefits for your parent(s)
- Information on savings, investments, business, and farm assets for your parent(s)

Handout 14.4: Following Directions

- 1. Read all of the following directions before doing anything.**
- 2. Write your name in the upper right-hand corner of this page.**
- 3. Circle the phrase “following directions” in sentence one.**
- 4. Draw five small stars on the upper left-hand corner of this page.**
- 5. Draw five small stars on the lower right-hand corner of this page.**
- 6. Put a circle around each “L” in the title of this activity.**
- 7. Sign your name at the bottom of this page.**
- 8. After your name, write, “yes, yes, yes.”**
- 9. Put a circle around number 7.**
- 10. Put an “X” in the lower left-hand corner of this page.**
- 11. On the reverse side of this paper, write “253” and “352.”**
- 12. Circle your name that is in the upper right-hand corner of this page.**
- 13. On the lower left-hand side of this page, print your last name using all capital letters.**
- 14. Now that you have finished reading carefully, do only those things called for in the sentences numbered 1 and 2.**
- 15. Remain quiet while the other students “follow directions.”**

**KEY
CONCEPTS**

- Calendars
- Setting priorities
- To-do lists
- Time management tools
- Short- and long-term goals

**CLASSROOM
MATERIALS**

- Handout 8.1
- Handout 11.3
- Handout 11.4
- Handout 15.1
- Monthly calendar
- College application forms **or** Baccalaureate transfer forms

For Additional Activity 4:

- Handout 15.2

**CAREER COACH
WEBSITE LINKS**

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Understand the challenges of time management
- Learn strategies for time management such as setting priorities
- Use planning tools such as to-do lists, calendars, and schedules
- Understand short- and long-term goals

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Enough six- or twelve-month calendars for each student in your class. Calendars should have a page for each month and can be printed from Outlook™ or Publisher™ computer programs.

ACTIVITY 2

- A college admissions form from Module 14, Activity 2
- The filled-in calendar from Activity 1

Note: For college settings in which students are already accepted to the college credit program, a university baccalaureate transfer form or other type of form may be substituted.

ACTIVITY 3

- Students to take **Handouts 8.1, 11.3, and 11.4** out of their portfolios
- Enough copies of **Handout 15.1** for each student in your class

ADDITIONAL ACTIVITY 4

- Enough copies of **Handout 15.2** for each student in your class

FYI

For more information on:

- College survival skills, see <http://www.clemson.edu/collegeskills/sec2pg1.htm>
- Time management problem resolution guides, see <http://www.members.aol.com/rs/ts/tmmap.html>
- Control your time, see <http://www.businesstown.com/time/time-control.asp>
- Five strategies for kicking the procrastination habit, see <http://www.businesstown.com/time/time-5reasons.asp>
- Values-based time management, see <http://www.businesstown.com/time/time-living.asp>

Introduction (10 minutes)

1. Review the last module. Students chose colleges or training programs to apply to, learned to fill out application forms, and previewed financial aid applications. Students already accepted into a college learned about their potential majors or concentrations.

FOR STUDENTS WHO HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

The students answered two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.

- *What school or schools will I apply to and what are the deadlines?*
- *What information do I need to obtain for my school applications?*

Remind students that one of their assignments was to bring in at least one completed school application. Ask if students had problems filling out the forms.

- *What types of information gave you problems?*
- *Do you have any ideas about how you will get the information you need?*
- *Does anyone else have suggestions?*

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE, BUT ARE EXPLORING MAJORS OR CONCENTRATIONS

The students answered two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.

- *What program do I want to enter?*
- *What requirements do I need to meet?*

2. Introduce the main point of the lesson. Students will:

- Learn about strategies and tools that they can use to help them manage their time
- Begin brainstorming their short- and long-term career goals

3. Ask students to write two questions in their notebooks. They will answer them after the class.

- *What three strategies can I use to manage my time?*
- *What is one goal I want to accomplish this year?*

4. Write the number 168 on the board. Ask: *What does the number 168 represent in your life?* Answer: *The number of hours in a week.*

5. Discuss that people say “There are not enough hours in the day” or “I wish I had more time.” The fact is that everyone has the same number of hours in the week—168. No one has more than 168 hours, but people who manage their time well get more done.

6. Explain that the people who get the most done are not the ones who work the hardest or get the least sleep. They are the people who know how to set priorities. When you set priorities, you do the more important things before you do the less important.

Introduction (cont.)

7. Tell students that a simple tool for managing their time is to sort their priorities with an “ABC system.”

A – activities that are the most important

B – less important

C – least important – ones that you could do without or could be rescheduled

8. Explain to students that the most important activities are those that:

■ Lead to an important goal

■ Must be finished before other important activities can be finished

■ Have a time deadline

Using a Monthly Calendar

ACTIVITY 1: Using a Monthly Calendar (10 Minutes)

SELF-MANAGEMENT TOOLS In this activity, students will use a monthly calendar as a tool to plan and manage their schedules. Tell students that a monthly calendar provides:

■ An overview of upcoming activities – school, work, personal activities, and appointments, etc.

■ A way to make sure that you don’t plan two things at the same time

■ A method to stay focused on what needs to be done



Pass out Calendars

1. Pass out the calendars. Have students fill out the calendars for the current month and the next month.

2. Encourage students to write small but neatly enough to read. As a class, have students record, with times, their:

■ Class and lab schedule – for this class and other classes

■ Homework and study schedule – for this class and other classes

■ Work schedule – hours that they are at work

■ Personal or family obligations

■ Appointments – personal, family, and friends

■ Deadlines for important tasks – such as due dates for school applications – they should star these

3. Explain to students that it is important to consider all of their obligations when they plan their schedule. If their schedules are unrealistic, they may try to schedule more than they can possibly complete, leading to frustration and disappointment. Tell students that travel time and homework time are two areas that many people often underestimate. Explain that in college-level courses they should expect one and a half hours of homework or reading for each hour of class time.

ACTIVITY 1: Using a Monthly Calendar (cont.)

- Point out that the calendar provides a visual of when they need to put aside time to get important tasks done. Give them an example of how their ABC system will help them to manage their time.

Example

The deadlines for submitting their college applications should be an “A” priority. This should take priority over a “B” priority, such as going to see a friend.

Explain that one way to meet deadlines is to schedule the deadline on their calendars and then “work backwards,” allowing enough time for each task. This concept can help them complete important tasks for school, work, and life in general.

- Ask students to put their calendars into their portfolios.

Working Backwards**ACTIVITY 2: Working Backwards (5 minutes)**

SELF-MANAGEMENT TOOLS Have students imagine that their college applications or university baccalaureate transfer applications are due six weeks from now.



Have students take out a college admissions form and their filled-in calendar

Optional: pass out university baccalaureate transfer forms

- Have students take out a college application form or university baccalaureate transfer form, **and their calendar from Activity 1.**
- Have students look over the instructions for the application and brainstorm the steps that they need to do.

Sample Tasks

Get application – How? Print out? Pick up at school?

Get all relevant information

Get transcripts – How? Visit or call high school or other schools? Give enough time for it to be mailed?

Get scores, if needed (ACT, SAT) – How? Visit or call high school or other schools? Give enough time for it to be mailed.

Get recommendations if needed – Who needs to be contacted? What information do they need?

Submit application – How? Online? Mail? In person?

Pay – How? Cash, check, or credit card?

- Have students make a plan by working backwards to assign deadline dates to each action step.
 - Have students look at their calendars and take into account days that may not be useful. For example, they may not be able to make long phone calls on days that they work all day.
 - Point out to students that they need enough time in case things don’t go smoothly. For example, if their high school says allow five business days to get their transcript, they should allow a couple of extra days.

To-Do Lists



Finally, another valuable time-management tool is a “to-do” list. This is a daily list of what needs to be done that day. It can include:

- Small tasks – return phone calls, pick up dry cleaning, etc.
- Regular tasks – paying bills, etc.
- Scheduled tasks – going to class, appointments, etc.
- Deadlines

Students can use the ABC system to prioritize their “to-do” lists. They can cross off tasks as they finish them.

Explain to students that these time-management tools can help them create their short- and long-term career plan. Tell students that their career plan will include specific goals they must complete to reach their target career.

Tell students that for this class, short-term goals are those that will take less than a year to complete. Explain to students that short-term goals are often stepping-stones to completing long-term goals.

Tell students that for this class, long-term goals are those that will take more than a year to complete.

Example

Raquel has taken a GED class, but hasn't taken her test yet. She would like to become a computer support specialist. In order to become a computer support specialist, she needs to get one or two certifications, get a bachelor's degree, and get some experience working with computers.

Raquel's short-term educational goals are to take and pass her GED test, apply to a college certificate program, and begin working on her first certification. One of her short-term goals is to get a starter job in the computer field. Two of her long-term educational goals are to complete three certifications at the local community college and then complete her bachelor's degree in information technology.

ACTIVITY 3: Setting Short- and Long-Term Goals (10 minutes)

WORKSHEET Students will prepare for short- and long-term planning by organizing their goals.



Students take out a Handouts 8.1, 11.3, and 11.4



Pass out Handout 15.1

1. Explain to students that they will begin the first steps of short- and long-term planning using their career educational goals.
2. Ask students to take **Handouts 8.1, 11.3, and 11.4** out of their portfolios.
3. Tell students that they will be using the educational goals at the bottom of **Handout 11.3** to fill the buckets in **Handout 15.1: Short- and Long-Term Goals**. Ask students to write each of their short-term educational goals in the first bucket.
4. Remind students that preparing for their careers will take other steps as well. Ask students to write short-term goals that develop their career in ways other than education.

Example

Develop employability skills

Develop experience in their target field by working in a starter job

ACTIVITY 3: Setting Short- and Long-Term Goals (cont.)

5. Tell students that long-term goals may be found on **Handout 11.3**, or they may be part of their mission statement on **Handout 11.4**. Explain that long-term goals may also include the job-specific skills needed for their target career found at the bottom of **Handout 8.1**. Ask students to write their long-term educational goals in the second bucket in **Handout 15.1**.

6. Ask students to think of other types of long-term goals and write them in the second bucket.

Example

Get a job as a _____

Get licensed as a _____

7. Ask students to put **Handouts 8.1, 11.3, 11.4, and 15.1** in their portfolios. Tell students that in the next class they will develop detailed action plans for their short- and long-term goals.

Wrap-Up and Assignments (5 minutes)

1. Review that time management is an important factor in succeeding and staying in school. Encourage students to use the strategies that they learned in the class in college or at work, including using the calendar that they were given. Encourage students to make a to-do list for this week.

2. Tell students that in the next class they will learn how to develop detailed action plans to help them accomplish their career goals. Ask students to use **Handout 8.1** to fill in the Building Skills section of **My Career Plan** and bring them to the next class.

3. Remind students that they wrote two questions in their notebooks. Have them write the answers to the questions and bring them to the next class:

■ *What three strategies can I use to manage my time?*

■ *What is one goal I want to accomplish this year?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Where Does the Time Go?

WORKSHEET Discuss that people say “there are not enough hours in the day” or “I wish I had more time.” The fact is that everyone has the same number of hours in the week—168. No one has more than 168 hours, but people who manage their time well get more done.



Pass out **Handout 15.2**

1. Pass out copies of **Handout 15.2: Where Does the Time Go?**
2. Have students fill out the worksheet.
3. Ask if any students ended up with zero or negative free time.
4. Ask: *Are you surprised about how you spend your time? What would you like to spend more time on? Less time on?*
5. Tell students that if they found they had less available time than they thought, they should look over their list and prioritize those that are most important, and consciously spend less time doing less important activities. They may also want to look for ways to economize their time, such as doing homework while they do laundry or ride the bus to work.
6. Tell students that on their own time they may want to spend a week keeping track of how much time they spend on each activity to get a really accurate picture of how they spend their time.

Additional ACTIVITY 5: Handling Interruptions

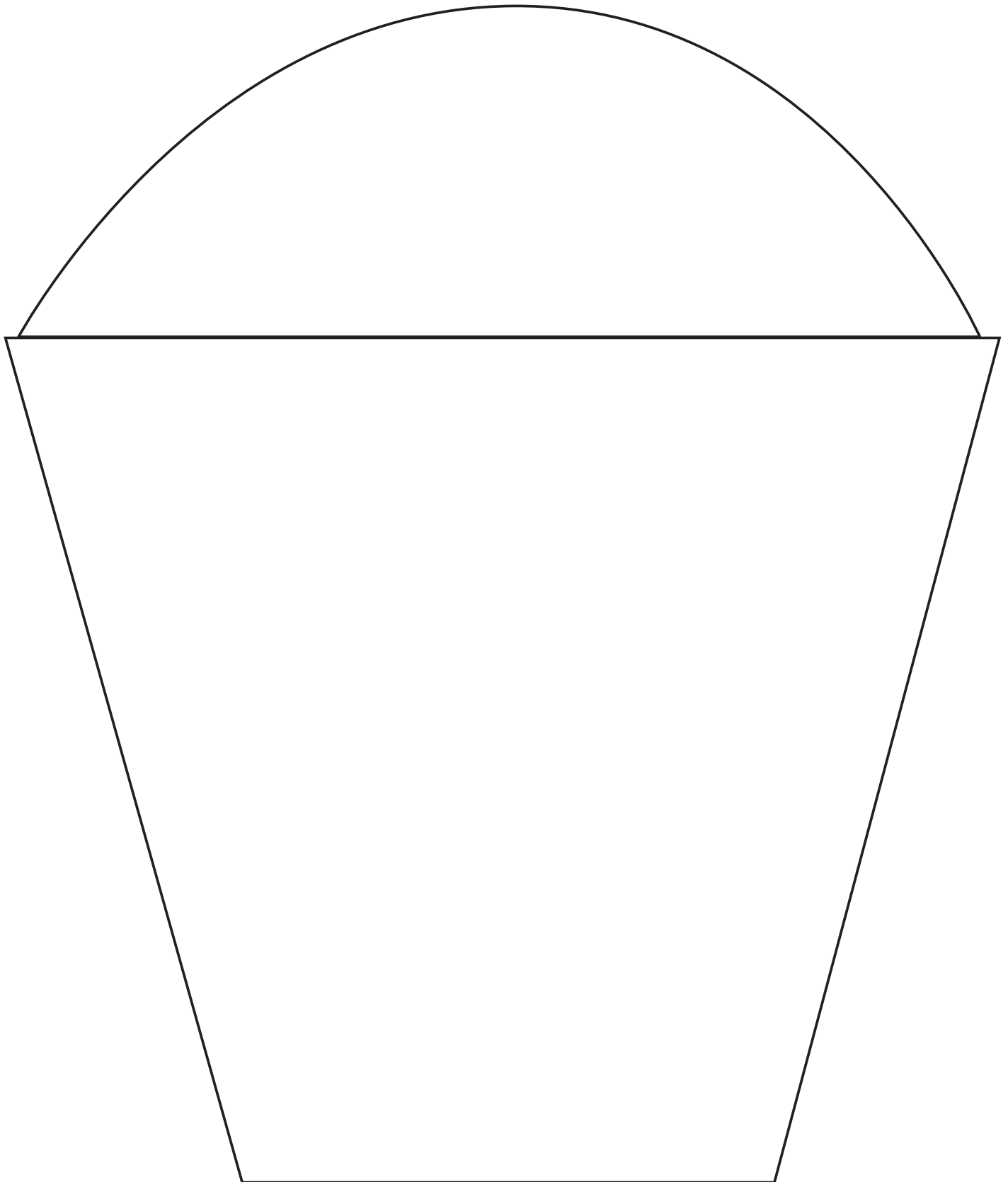
PAIR AND SHARE Have students divide into pairs. Read the following scenario and have students brainstorm suggestions and then share them with the class.

Anitra has just returned to school and is studying for her A.A. degree in business administration. She works full-time and attends class two nights a week at the local community college.

She plans to study on Tuesday and Thursday nights when she is not in class and three hours on Saturday morning. But her husband who wants a snack, her kids who need her attention, and her cell phone constantly interrupt her.

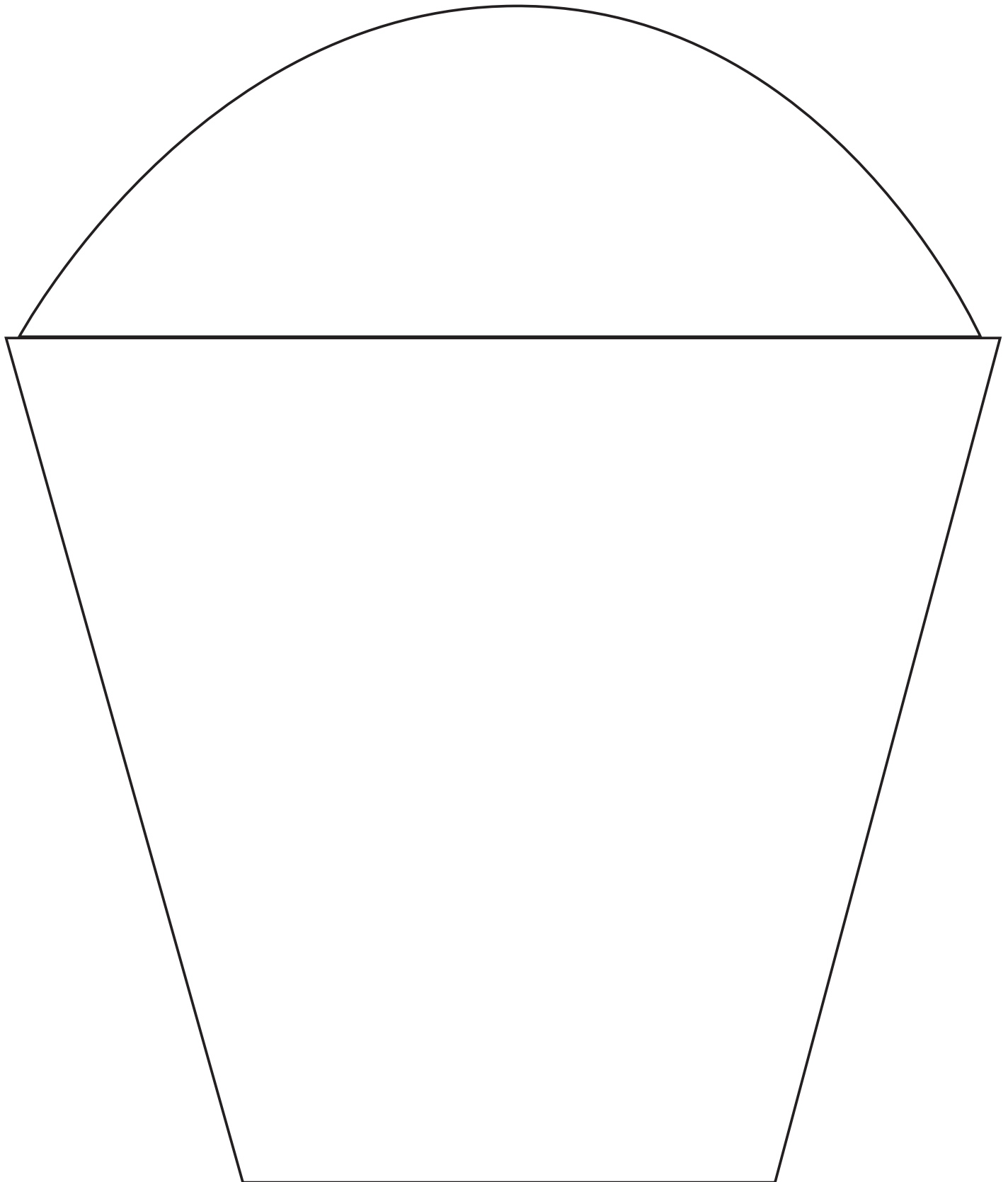
What three suggestions would you make to Anitra to handle the interruptions so that she can get her studying done?

Handout 15.1: Short- and Long-Term Goals



Short-Term Goals

Handout 15.1: Short- and Long-Term Goals (cont.)



Long-Term Goals

Handout 15.2: Where Does the Time Go?

Use this handout to figure out how you spend your time.

WORK

List the number of hours you work each week.

SCHOOL AND HOMEWORK

List the number of hours you spend in class.

List the number of hours you spend doing homework.

FAMILY/FRIENDS

List the number of hours you spend with family/friends each week.

OTHER COMMITMENTS (e.g., volunteer, church, etc.)

TOTAL OTHER COMMITMENTS

RECREATION

COMMUTING TO AND FROM WORK/SCHOOL

SLEEP, CLEAN, COOK, EAT, GROOM 7 x _____ hours per day

ADD THESE UP TO GET A TOTAL

**SUBTRACT THE TOTAL FROM 168 HOURS/WEEK
TO CALCULATE THE REMAINING FREE HOURS YOU HAVE
AVAILABLE EACH WEEK.**

**KEY CONCEPTS**

- Career plan
- Short- and long-term planning

**CLASSROOM MATERIALS**

- Handout 15.1
- Handout 16.1
- Handout 16.2
- Handout 16.3
- Monthly calendar (Module 15)
- *My Career Plan* (Action Plan section)

For Additional Activity 3:

- Handout 16.4

**CAREER COACH WEBSITE LINKS**

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn how to use time-management tools to develop short- and long-term plans to reach their career goals
- Consider their interests, skills, and lifestyle decisions to develop a detailed career plan

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 15.1** out of their portfolios
- Enough copies of **Handout 16.1** for each student in your class

ACTIVITY 2

- Enough copies of **Handout 16.2** for each student in your class
- Several copies of **Handout 16.3** for each student in your class
- Several copies of the Action Plan section of **My Career Plan**

ADDITIONAL ACTIVITY 3

- Enough copies of **Handout 16.4** for each student in your class

FYI

For more information on:

- Writing a career action plan, see
http://www.careerplanning.about.com/od/careeractionplan/a/action_plan_lng.htm
http://careerplanning.about.com/od/careeractionplan/a/action_plan_lng_2.htm
http://careerplanning.about.com/od/careeractionplan/a/action_plan_lng_3.htm
- Developing a strategic vision for your career plan, see
http://www.quintcareers.com/printable/career_plan.html
- Career decision making, career and personal objectives, see
http://www.cdm.uwaterloo.ca/step3_1.asp
http://www.cdm.uwaterloo.ca/step3_2.asp
http://www.cdm.uwaterloo.ca/step3_3.asp
- Life-long planning, see *I Could Do Anything if Only I Knew What It Was*, by Barbara Sher

Introduction (5 minutes)

1. Review the last module. Students discussed time-management challenges and worked with a variety of time-management tools and strategies.
2. The students answered two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it.
 - *What three strategies can I use to manage my time?*
 - *What is one goal I want to accomplish this year?*
3. Introduce the main point of the lesson. Explain that this is the last lesson, which will provide an opportunity for students to:
 - Finalize their career education plans
 - Make an action plan to reach their educational goals
 - Develop an action plan to reach their target career goal
4. Remind students that successfully reaching their target career goals has many steps. Explain that:
 - They need to develop short-term plans to help them organize their time and move closer to their career goals
 - They need to begin to work on long-term plans to get them to the career goal
5. Remind students that in the last class they learned about three time-management tools. Explain that these tools can help them develop detailed plans to make working towards their career goals easier.

Background (5 minutes)



Remind students that short-term goals are often steps to long-term goals. Explain that they can break those goals down into even smaller steps so that they know exactly what to do and when to do it to reach their target career, and can see their progress. Explain that one way is to create a short-term action plan, similar to a task list that they can follow on a weekly or monthly basis.

1. Write *Apply for college* and *Call admissions office* and *Get list of required documents* on the board. Ask students which seems easier to complete.
2. Tell students that the first step in creating an action plan is to decide what action steps or tasks must be completed to reach their goals.
3. Explain to students that each task should be small enough that it can be completed in a few steps. Explain that checking off small tasks that lead to their short- and long-term goals will help them see progress on their goals and will help keep them from getting discouraged.
4. Tell students that they will now begin developing action plans to help them reach their target career.
5. Explain to students that they may not know all the steps they will need to complete to accomplish their short- and long-term goals. Tell students that they should find out as much as they can about what they need to do to complete these goals now. However, they can always make needed changes to their action plan later.

ACTIVITY 1: Brainstorming and Prioritizing Action Steps (15 minutes)

WORKSHEET Students will begin developing their short-term plans by brainstorming and prioritizing action steps.



**Students take out
Handout 15.1**



Pass out Handout 16.1

1. Ask students to take **Handout 15.1** out of their portfolios. Tell students that they will now brainstorm different steps they need to complete to reach one of their short-term goals. Ask students to pick one educational goal from their short-term bucket in **Handout 15.1**.
2. Pass out **Handout 16.1: Make it Happen!** Ask students to list all the action steps they need to complete to accomplish the short-term educational goal they selected.
3. Point out the list of sample action steps at the top of **Handout 16.1**. Tell students that this list does not include all the action steps they may need to complete, but they can use this list to help them think of action steps.
4. Once students have identified each step needed to accomplish the goal they selected, ask students to look over their list and decide which action steps need to be done first. Ask one to two volunteers to share which two tasks must be completed before the others and why.
5. Remind students that this is one of the qualities of a top priority. Remind students that using the ABC system of prioritizing tasks, “A” priorities are the most important and:
 - Lead to an important goal
 - Must be finished before other important activities can be finished
 - Have a time deadline
6. Ask students to use the ABC system to prioritize each of the action steps on their list. After students have finished, instruct them to keep **Handouts 15.1** and **16.1** out for the next activity.



Pass out Handout 16.2

Pass out **Handout 16.2: Short- and Long-Term Planning**. Tell students that **Handout 16.2** includes two examples of short- and long-term plans. Explain that this will help them think about how to create their own. Also explain that, although it is not shown, the long-term goal in **Handout 16.2** actually requires several more short-term goals. Tell students that some of their long-term goals may also require several short-term goals.

ACTIVITY 2: Creating Short- and Long-Term Action Plans (20 minutes)

WORKSHEET Students will learn how to create action plans for their short- and long-term plans.



**Pass out Handout 16.3
and several copies of
the Action Plan from My
Career Plan**

1. Pass out **Handout 16.3: My Action Plan**. Tell students that they will now create part of their action plan using the same short-term goal from **Handout 16.1**. Explain that this is the final step in creating their career plan.

ACTIVITY 2: Creating Short- and Long-Term Action Plans (cont.)

**Students take out
calendar from Module 15**



Pass out *Handout 16.3*

2. Remind students that each of their short-term goals is a step towards a long-term goal. Tell students to look at **Handout 15.1** if they need to, to fill in the long-term goal that is related to the short-term goal they used in the last activity, in the first table.

Example

John wants to be an elementary school teacher. His long-term goal is to complete his bachelor's degree in education, but he can't afford to attend a four-year university for all four years. One of the short-term goals that will help him complete his bachelor's degree is to apply for a community college baccalaureate (bachelor's) transfer program in education.

3. Ask students to fill in the short-term goal from the last activity.
4. Tell students to fill in the action steps beginning with the "A" priority steps that must be completed before the other steps. Explain to students that they don't have to write their action steps in perfect order. Tell students they can rewrite the action steps after they've decided a good timeline for each goal.
5. Encourage students to use the calendar that they received in Module 15 and the Working Backwards strategy to write in due dates for each action step. Tell students to make sure they consider their family and work schedules and their other goals to help them set realistic deadlines for themselves.
6. After students have finished the first short-term goal, ask for two volunteers to share their results with the rest of the class. Make sure that the volunteers have selected action steps that are manageable and deadlines that are reasonable.
7. Congratulate students on completing the first part of their action plan.
8. Pass out several additional copies of **Handout 16.3** and several copies of the final page of **My Career Plan** for each student. Tell students that they can add other short- and long-term goals and action steps, and add due dates or deadlines to complete each action step on their own using their calendars from Module 15. Explain that once they have a draft of their action plan they are happy with, they can transfer it to the action plan section of **My Career Plan**. Remind students that they can change their action plan over time as their circumstances change.

Wrap-Up (5 minutes)**1. At the end of the class:**

- Congratulate students on completing class.
- Tell students that completing this class proves that they can complete other classes if they make up their minds to do so.
- Remind students to take it one step at a time.
- If you choose, offer to support students by being available to give advice or to write letters of recommendation, etc.
- Thank students for all of their hard work.
- Wish students much success in the future.
- Encourage students to revisit their short- and long-term plans.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 3: 10-Year Class Reunion

ROLE-PLAY Explain to students that class reunions usually make people pause to think about what they have accomplished since they left school. In this role-play each student will play themselves—only 10 years from now.

**Pass out Handout 16.4****1. Before beginning the class reunion, pass out *Handout 16.4: 10-Year Reunion*. Give students five minutes to make notes in response to the questions.**

- *Where in your life do you want to be 10 years from now?*
- *What do you want your story to be?*
- *What would you like to be able to tell people about your professional and personal life?*

2. After students have had time to create their story, begin the Class Reunion role-play. During this activity, students should:

- Imagine they are at their 10-year class reunion
- Mingle with one another as if it is a party or networking event and ask, “So what have you been doing for the last 10 years?”
- Talk about all the wonderful things they have done the last 10 years
- Have fun

3. After 10 minutes, ask students:

- Where in their lives do they want to be 10 years from now
- What they want their story to be
- What would they like to be able to tell people about their professional and personal life



Handout 16.1: Make it Happen!

Action Step Examples

- Register for GED class
- Make a list of all the documents I need to apply to college
- Call college to get help finding and paying for childcare
- Get financial aid application
- Order high school transcripts
- Register for classes
- Call university to find out which classes will transfer to a bachelor's degree
- Call tutoring office to get help

Fill in one of your short-term goals. Write in action steps you need to complete to finish this goal.

Short Term Goal 1:

What do you need to do to finish this goal?

Action Steps	My priorities (A, B, or C)

Handout 16.2: Sample Short- and Long-Term Planning

Target Career: Computer support specialist

Long-Term Goal: Complete my bachelor's degree in information technology

Short-Term Goal: Apply to an A+ Certificate Program

Action Steps:	I will complete that by this date:
<input type="checkbox"/> Get financial aid packet and application packet from local community college	12/20/2015
<input type="checkbox"/> Compile income tax info	01/31/2016
<input type="checkbox"/> Complete and send financial aid application	02/28/2016
<input type="checkbox"/> Call to set up meeting with admissions officer (ask about child care assistance!)	03/01/2016
<input type="checkbox"/> Prepare list of all the documents I need to apply	03/10/2016
<input type="checkbox"/> Call to order transcript from high school	03/12/2016
<input type="checkbox"/> Complete application	04/31/2016
<input type="checkbox"/> Have a friend look over application for errors	05/20/2016
<input type="checkbox"/> Complete new application if there are mistakes in first one	06/18/2016
<input type="checkbox"/> Mail application or fill out on-line	06/20/2016

Long-Term Goal: Get a job as a computer support specialist earning at least \$37,000 per year at entry

Short-Term Goal: Get experience working with computers

Action Steps:	I will complete that by this date:
<input type="checkbox"/> Update resume	05/15/2017
<input type="checkbox"/> Ask in school computer lab to find out if there are jobs or volunteer opportunities	06/15/2017
<input type="checkbox"/> Look in newspaper and online for starter jobs	08/02/2017
<input type="checkbox"/> Meet with information technology professor to get tips on starter jobs.	08/10/2017
<input type="checkbox"/> Apply to at least six starter computer jobs	09/20/2017



Handout 16.3: My Action Plan

Fill in a long-term goal. Then write one related short-term goal. Fill out action steps related to each short-term goal and a due date.

Long-Term Goal:

Short-Term Goal:

Action Steps:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Long-Term Goal:

Short-Term Goal:

Action Steps:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Handout 16.4: 10-Year Reunion

Are you working in your target career?

Do you enjoy your work?

What significant things have you accomplished on the job?

Have you advanced in your career in 10 years?

Where are you now in your career? Satisfied? Burnt out? Trying to move up? Getting ready to return to school for more education?

What company or organization do you work for?

Have you been with that company for 10 years or did you work for another organization before then?

What would you like to be able to tell people about your work?

Are you married or single? Do you have a family?

What is your lifestyle like?

What leisure activities do you enjoy?

Teacher Notes: Lesson –

1. What worked well in this lesson and why?

2. What did not work well, and how can I change or improve it next time?