

DISCOVER[®]



Curriculum 1

Class 1: Career Planning and
DISCOVER

ACT[®]



Curriculum 1—Class 1: Career Planning and DISCOVER

OVERVIEW

Purpose

To introduce students to the importance of career exploration and the steps involved in career planning.

Learning Objectives

- Students will learn about their interests, abilities, and/or values and will be able to apply their results to the world of work.
- They will become comfortable using DISCOVER.
- They will be able to develop goals and think about future steps that they want to take in career exploration.

Time Required

50 minutes (*plus 15 to 20 minutes for pre-class exercises*)

Materials Needed

Student worksheets, DISCOVER tokens printed with logon instructions, Resource Handout (optional)

Setting

A classroom with computer workstations and Internet access

Activities

I. Pre-Class Exercises

- a. Logon Instructions (*5 minutes*)
- b. Depending on the decision made for Section III-b below:
Outside of class, have students complete:
the online interest inventory (*15 minutes*) –OR–
the online abilities inventory (*10 minutes*) –OR–
the online values inventory (*10 minutes*)

II. Self-Knowledge

- a. True/False Quiz: Introduce truisms and myths about jobs, career exploration, and decision making. (*5 minutes*) –OR–
- b. Brainstorm components of self-knowledge, and how this helps individuals make better career choices. (*5 minutes*)
- c. Interests, Abilities, Values: DISCOVER can help us with this! (*5 minutes*)

III. Orientation to DISCOVER

- a. Components of DISCOVER. (*10 minutes*)

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- b. Process inventory results for either interests, abilities, or values.
(10 minutes)

IV. Now What

- a. Career Planning Summary Exercise (15 minutes)
- b. Introduce students to career planning/exploration resources on your campus. (5 minutes)

V. Take Home DISCOVER Activities

- a. Scavenger Hunt
- b. Action Plan Exercise (optional)



Curriculum 1: Career Planning and DISCOVER

ADMINISTRATOR INSTRUCTIONS

- I. Pre-Class Exercises** (*15 to 20 minutes of out-of-class time*)
- a. Logon Instructions (*5 minutes*)
Give students handout H1, DISCOVER Logon Instructions.
Give each student a token for DISCOVER (see “Steps for Getting Started” instructions in “Help for Site Administrators” located in the Support Materials) along with the handout. Select one of the inventories from below and instruct them to complete it outside of class. Have students follow instructions to log on to DISCOVER. Offer to help students if they have trouble with the logon process.
- b. Interest Inventory (*15 minutes*)
Have students complete the interest inventory. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Interest Inventory” and click on “Take Inventory Now” box. Have students log out once they have completed the inventory. –OR–
Abilities Inventory (*10 minutes*)
Have students complete the abilities inventory. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Abilities Inventory” and click on “Take Inventory Now” box. Have students log out once they have completed the inventory. –OR–
Values Inventory (*10 minutes*)
Have students complete the values inventory. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Values Inventory” and click on “Take Inventory Now” box. Have students log out once they have completed the inventory.
- II. Self-Knowledge**
- a. True/False Quiz (*5 minutes*)
Give students handout H2, Career Myths—True or False.
Ask students to individually read through each of the items and decide if they are true or false. Have them circle their answer. When the students have finished, as a class have them share their answers. Ask them why they believe an item is true or false, and then supply them with the correct answer. Start a discussion about how information is passed along, and how we may not know everything about careers. –OR–

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b. Brainstorm (5 minutes)

As a class, have the students brainstorm about what they feel are important pieces of self-knowledge when it comes to career exploration. What should they know about themselves before making a career decision?

c. Interests, Abilities, Values: DISCOVER can help us with this!

If the students haven't already listed interests, abilities and/or values in the brainstorming session described above, discuss their importance.

Interests

Things we like. How can we learn about interests? We can observe what others choose to do, what they like, and activities in which they engage. We can have discussions, or we can measure interests using a tool like the UNIACT Interest Inventory. All three are important. Remember from the True/False Quiz that career assessments alone can't tell us what to be!

Abilities

Ask the class why it's important to be able to identify our skills/abilities. Talk about how important it is that we know about our own capabilities so we can set realistic goals, and pursue careers/activities at which we are able to succeed. The more we know about ourselves and our abilities, the more informed our career decision will be. Also, if we are able to express our abilities easily, we can showcase ourselves better to potential employers, and increase our chances of getting that job. We will be much better prepared for job interviews, as well.

Values

We all hold values in regards to what we're looking for in work settings, tasks, training preparation, and opportunities. For example, someone may highly value working a stable forty-hour week, whereas someone else may value a flexible schedule. Our life values (family, owning a house, etc.) may influence our work values, or the two sets of values may be completely different.

DISCOVER provides inventories that allow you to gain a clearer picture of your interests, abilities, and values. Also, talking about your inventories with career counselors can be a really big help! Today we are going to look at **one** of these inventories.



III. Orientation to DISCOVER

- a. Components of DISCOVER (10 minutes)

Have students log on to DISCOVER. They should be at DISCOVER's home page. At the bottom of the home page have the students take a tour of the World-of-Work Map. This will give them an understanding about how occupations are organized in DISCOVER.

- b. Looking at Inventory Results

Select one of the following inventories to review.

Interests (10 minutes)

Have the students select the "Inventory" tab and choose either the interests, abilities, or values inventory. Have them select "Take Inventory Now" and then select "Review Previous Results." On the inventory results page, point out that their results are shown as career areas. If time permits, have students select a career area to explore. For the purpose of example, have them select an occupation to explore and allow time for them to explore the training section to see what type of major is required. Then have them save one occupation and one major as a "Favorite."

IV. Now What

- a. Career Planning Summary Exercise (15 minutes)

Give students handout H4.

Have the students go to "My Portfolio" to print out their inventory summary, favorite occupations, and favorite majors. Then have them complete the handout.

Have students use the information from their portfolio to begin filling in the chart. Present to students the possibility of their current plans not working out. For example: What if the more I know about a certain occupation, the less I like it? What if I encounter unexpected barriers along the way? What are some strategies I could use to overcome these barriers?

- b. Introduce Students to Career Planning Resources* (5 minutes)

Introduce students to resources they can go to for help on your campus:

| | |
|-------------------|-------------------------------|
| Academic Advising | Pre-Major Advisement Facility |
| Career Services | Career Counseling |

Introduce students to even more alternatives:

| | |
|-----------------------|---------------------------------------|
| Student groups | Organization websites |
| Professional websites | Occupational Outlook Handbook |
| Company websites | Places to research intern/externships |

**You may want to develop a one-page Resource Handout, including names, campus addresses, and/or phone numbers for important resources at your college/university.*

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VI. Take Home DISCOVER Activities

- a. Scavenger Hunt

Give students handout H5.

Log on to DISCOVER, click on “Occupations” tab, select “By World-of-Work Map.” Have students explore majors and occupations by searching for information in the form of a scavenger hunt.

- b. Action Plan Exercise (*optional*)

Give students handout H6.

Have students begin creating an action plan by completing this worksheet. Then have the student plan to meet with a career counselor/advisor to discuss their plans.