

DISCOVER[®]



Curriculum 2

Class 1: Getting Started

**Class 2: Following Up and
Making a Plan**

ACT[®]



Curriculum 2—Class 1: Getting Started

OVERVIEW

Purpose

To introduce students to the importance of career exploration.

Learning Objectives

- Students will learn more about themselves and how to make career decisions.
- They will understand how occupations in the world of work can be arranged.
- They will learn how DISCOVER can be used for self-exploration.

Time Required

45 to 50 minutes

Materials Needed

Student worksheets, DISCOVER tokens printed with logon instructions

Setting

A classroom with computer workstations and Internet access

Activities

I. Self-Knowledge

- a. As a class, have the students brainstorm about what they feel are important pieces of self-knowledge when it comes to career exploration. *(5 minutes)*
- b. Interests, Abilities, Values: DISCOVER can help us with this! *(5 minutes)*

II. Orientation to DISCOVER

- a. How to log on. *(5 minutes)*
- b. Components of DISCOVER. *(5 minutes)*

Choose ONE of the following:

III. Interest Inventory

- a. Have students identify things that interest them. *(5 minutes)*
- b. Students will complete the interest inventory in class. *(15 minutes)*
- c. Students will explore suggested occupations that match their interests. *(10 minutes) –OR–*

IV. Abilities Inventory

- a. Students will identify as many skills/abilities as they can in 30 seconds and have a class discussion. *(5 minutes)*
- b. Have students complete the abilities inventory in class. *(10 minutes)*
- c. Students will rate how often they wish to use specific abilities. *(10 minutes) –OR–*

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V. Values Inventory

- a. Have students brainstorm jobs they liked/disliked and connect them to values students hold. *(5 minutes)*
- b. Students will complete the values inventory in class. *(10 minutes)*
- c. Exploring My Values: Students will identify their top five values and what they need to think about when looking for a career. *(10 minutes)*

VI. Take Home DISCOVER Activities

- a. Outside of class have students complete the inventories that were not done in class. –AND–
one or more of the following exercises:
 - Majors & Values
 - Majors & Abilities
 - Majors & Interests



Curriculum 2—Class 1: Getting Started

ADMINISTRATOR INSTRUCTIONS

I. Self-Knowledge

a. 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?

b. 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. (5 minutes)

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.

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 regard 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!

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II. Orientation to DISCOVER

- a. Logon Instructions (*5 minutes*)
Give each student a token for DISCOVER (see “Steps for Getting Started” instructions in the Support Materials under “Help for Site Administrators” section). Have students open their Internet browser and go to **www.act.org/discover/login**. Have students follow instructions to log on to DISCOVER. Offer to help students if they have trouble with the logon process.
- b. Components of DISCOVER (*5 minutes*)
Once students have logged on, they should be at the DISCOVER 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.

Choose ONE of the following:

III. Interest Inventory

- a. Brainstorm (*5 minutes*)
Have students write down 10 things or activities that interest them.
- b. Inventory (*15 minutes*)
Have students complete the interest inventory in class. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Interest Inventory” and click on the “Take Inventory Now” box.
- c. Occupations & My Interests (*10 minutes*)
Give students handout H7.
Encourage the students to explore occupations by clicking on one of the Suggested Career Areas on the right-hand side of the screen. Also, have them answer for themselves how the 10 things they listed in the Brainstorm exercise above relate to their career interests. –OR–

IV. Values Inventory

- a. Brainstorm (*5 minutes*)
Explain to the class that becoming familiar with one’s values is an important process in career exploration. Have students discuss as a class some of the best/worst jobs or volunteer positions that they have had. Have them identify what they liked/disliked about these jobs. From this what might we say about our values?
- b. Inventory (*10 minutes*)
Have students complete the values inventory in class. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Values Inventory” and click on “Take Inventory Now” box.



- c. Exploring My Values (*10 minutes*)

Give students handout H8.

Instruct students to log on to DISCOVER. Click on the “Inventories” tab and select “Values Inventory.” Next, click on the “Take Inventory Now” box and then select “Review Previous Results.” Scroll down to the bottom of the page and click on the box that reads “Next.” Have students examine their individual answers to the items. Check your top 5 value items and go to the bottom of the page and click “Show Information.” Explore your values more, and keep in mind the suggested questions and occupational examples. Using *handout H8*, jot down the questions that are provided –OR–

V. Abilities Inventory

- a. Brainstorm (*5 minutes*)

Give students handout H9.

Instruct the students to write down as many of their skills and abilities that they can think of in 30 seconds. Ask students how many skills/abilities they listed. Note all the different abilities/skills on the board. Talk to the students about abilities. Use the previous activity to demonstrate how it is difficult to think about all of our abilities. Mention that we often take so many things that we are able to do for granted; we don’t count them as skills/abilities. Give examples like reading, writing, etc. Another reason that we may tend to underestimate our abilities is that we are taught to be modest, so we don’t spend a lot of time talking/thinking about all of our strengths! Sometimes we don’t have the language to describe our skills/abilities.

- b. Inventory (*10 minutes*)

Have students log on to DISCOVER. Click on the “Inventories” tab and select “Abilities Inventory.” Click “Take Inventory Now.” As soon as they have finished taking the inventory, have them print out “Review Your Abilities Ratings.” They will use this in Activity c below.

- c. Activity (*10 minutes*)

Give students handout H10.

Direct students to refer to the printout: “Review Your Abilities Ratings.” This feature shows their 15 ability areas. *Handout H10* enables them to rate how often they would like to use each ability (rarely, sometimes, regularly).

DISCOVER®**VI. Take Home DISCOVER Activities**

- a. Have students complete the inventories that were not done in class. **AND** one or more of the following Take Home exercises:

Majors & Values

Give students handout H11.

Log on to DISCOVER, click on “Majors” tab, and select “By World-of-Work Map.” Have students select career areas that are related to their values. Encourage them to research several majors that fit with their values.

Majors & Abilities

Give students handout H12.

Log on to DISCOVER, click on “Majors” tab, and select “By World-of-Work Map.” Have students select career areas that are related to their abilities. Encourage them to research several majors that fit with their abilities.

Majors & Interests

Give students handout H13.

Have students click on the “Majors” tab, and select “By World-of-Work Map.” Instruct the students to choose a career area that they explored while reviewing their UNIACT Interest Inventory results. Direct them to explore general information, courses, related majors, and related occupations. Have students mark majors that interest them under “Add to My Favorites.”



Curriculum 2—Class 2: Following Up and Making a Plan

OVERVIEW

Purpose

To help students plan for their future careers by putting together the information they learned about themselves over the course of the two classes.

Learning Objectives

- Students will learn how to develop plans for the future and learn about on-campus resources.

Time Required

50 minutes

Materials Needed

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

Setting

A classroom with computer workstations and Internet access

Activities

I. Growing Up

- a. “My Career History:” Students think back to careers they aspired to at earlier times in their lives. *(5 minutes)*

II. Putting It All Together

- a. “My Portfolio:” Have students connect the information they’ve learned about themselves with regard to interests, abilities, and values. *(15 minutes)*
- b. “By World-of-Work Map:” Have students examine career areas that fit their abilities. How can interests and values be incorporated? *(15 minutes)*

III. Now What

- a. Talk about possibilities of their plans not working out. *(5 minutes)*
- b. Introduce students to career planning/ exploration resources on your campus. *(10 minutes)*

IV. Take Home DISCOVER Activities

- a. Career Planning Summary Exercise
- b. Action Plan Exercise –AND/OR–
- c. Have the students meet with a career counselor to discuss their plans.
- d. Have the students talk to an academic advisor about planning a major.



Curriculum 2—Class 2: Following Up and Making a Plan

ADMINISTRATOR INSTRUCTIONS

I. Growing Up

- a. My Career History (5 minutes)

Give students handout H14.

First, have them fill in the top four “What I Wanted to Be” occupations representing certain points in their lives. Then, have them fill in their ideal job and a job they would never want to have.

II. Putting It All Together

- a. My Portfolio (15 minutes)

Give students handout H15.

Have students log on to DISCOVER, click the “Inventories” tab, select “Inventories Summary,” and click on the box on the right labeled “Think About Next Steps.” Instruct students to answer the questions listed in DISCOVER. Also encourage them to think about what they have learned about themselves by taking these three inventories. Did their results fit with what they expected? How does this play a part in making a career decision?

- b. By World-of-Work Map (15 minutes)

Give students handout H16.

Log on to DISCOVER, click on the “Occupations” tab, and select “By World-of-Work Map.” Identify career areas that match your abilities. Are there any new careers that you haven’t explored yet? How can interests and values be incorporated into these career areas and occupations?

III. Now What

- a. Present to students the possibility of their current plans not working out. For example: What if the more I get to know about a certain occupation, I discover I don’t like it? Or what if I encounter unexpected barriers along the way? What are some things they think might get in the way of their plans? (5 minutes)

- b. Introduce students to resources where they can go for help on your campus* (10 minutes):

Academic Advising
Career Services

Pre-Major Advisement Facility
Career Counseling

* 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.



IV. Take Home DISCOVER Activities

- a. Career Planning Summary
Give students handout H4.
Have students explore four occupations using this exercise.
- b. Action Plan Exercise
Give students handout H17.
Have students begin creating an action plan by completing this worksheet. –AND/OR–
- c. Have the students meet with a career counselor/advisor to discuss their plans and clarify any concerns they may have.
- d. Have the students talk to an academic advisor about planning a major and clarify any concerns they may have.

