

DISCOVER[®]



Curriculum 4

**Class 1: Discovering the
Importance of Career
Exploration**

Class 2: Discovering Interests

Class 3: Discovering Values

**Class 4: Discovering Abilities and
Next Steps**

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Curriculum 4—Class 1: Discovering the Importance of Career Exploration and Interests

OVERVIEW

Purpose

To help students become interested and invested in career exploration.

Learning Objectives

- Students will be exposed to the dangers of making a career choice too quickly, or without adequately learning about themselves and/or the facts.
- By discussing career exploration topics, students will become more at ease with the topics and the language. Students will become comfortable using DISCOVER.

Time Required

50 minutes

Materials Needed

Student worksheets, DISCOVER tokens printed with logon instructions

Setting

A classroom with computer workstations and Internet access

Activities

I. My Career History

- a. Students think back to careers they aspired to at earlier times in their lives. *(10 minutes)*

II. Career Myths

- a. True/False Quiz: Introduce truisms and myths about jobs, career exploration, and decision making. *(10 minutes)* –OR–

Getting to Know the “Career You” Activity

- a. Career Genogram: Students will construct a career family tree and observe how their family may have shaped their ideas about careers. *(10 minutes)*

III. Orientation to DISCOVER

- a. How to log on. *(5 minutes)*
- b. Components of DISCOVER. *(10 minutes)*

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IV. Hot Occupations Activity

- a. Have students search for “Hot Occs,” starting salary figures, growing fields, etc. *(15 minutes)*

V. Take Home DISCOVER Activities

- a. Explore “Hot Occs.”
- b. Create a list of occupations that contain qualities for which students are looking. *(Search by Characteristics)*

VI. Pre-Class Exercise

- a. Have students complete the interest inventory online. *(15 minutes)*



Curriculum 4—Class 1: Discovering the Importance of Career Exploration

ADMINISTRATOR INSTRUCTIONS

I. My Career History (10 minutes)

- a. 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. Career Myths (10 minutes)

- a. True/False Quiz (5 minutes)

Give students handout H2.

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, have them share their answers with the class.

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–

Getting to Know the “Career You” Activity

- a. Career Genogram (10 minutes)

Give students handout H25.

Have them construct a career family tree. Encourage students to look at any patterns and career traditions. How does their family play a role in their career decision-making process? How does their family serve as a support network?

III. 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 section under “Help for Site Administrators”). 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 (10 minutes)

Once students have completed the logon process, they should be at DISCOVER’s home page. Have the students click on each of the seven tabs. From each of the tabs, have the students read the instructions on the left of the page and note the options provided under each tab. Point



out to the students that at the bottom of each page there is a bar with the following options: a DISCOVER tour, a tour of the World-of-Work Map as well as a site map. In addition, the “Site Search” box allows students to search for a feature.

IV. Hot Occupations Activity

- a. Hot Occs (*15 minutes*)

Give students handout H22.

Keep students logged on to DISCOVER. Have students click on the “Occupations” tab. Under the “Occupations” tab, choose “Hot Occs.” Encourage students to explore at least one occupation under each of the three categories: Highest Salary, Fastest Growing, and Largest Number of New Openings. Have the students either make a journal entry or share with the class one occupation that interests them. Also, encourage students to mark occupations that interest them under “Add to My Favorites.”

V. Take Home DISCOVER Activities

- a. *Give students handout H22.*

The students continue their career exploration on “Hot Occs” using DISCOVER. You can choose to have them report about the three occupations they explored during class in more detail or you can request that they go back and look into three new occupations, one under each of the headings. Have students mark occupations that interest them under “Add to My Favorites.”

- b. Search by Characteristics

Give students handout H26.

Instead of searching occupations by using the “Hot Occs” option as they did in class, introduce students to an alternative way to search for occupations. Have them click on the “Occupations” tab, then select “Search by Characteristics.” They can narrow down their lists by putting limits on income, travel, contact with people, physical demands, etc. Have them report/record the limits they set on each of the characteristics and the final list of occupations that fit their requirements. Have students mark occupations that interest them under “Add to My Favorites.”

VI. Pre-Class Exercise

- a. 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 the “Take Inventory Now” box.



Curriculum 4—Class 2: Discovering Interests

OVERVIEW

Purpose

To introduce students to their interests and the importance of interests in career exploration.

Learning Objectives

- Students will learn about themselves and will be able to apply their likes and dislikes to the world of work.
- They will become familiar with the World-of-Work Map, as well as how to use the information from their completed UNIACT Interest Inventory to explore more careers and majors.

Time Required

45 to 50 minutes

Materials Needed

Student worksheets, DISCOVER World-of-Work Map (optional), 6 poster-size pieces of paper, markers

Setting

A classroom with computer workstations and Internet access

Activities

I. An Interesting Night Out!

- a. This is an interactive game to get students thinking about their interests and acclimated to the ACT World-of-Work Map. *(15 minutes)*

II. World-of-Work Map

- a. Students will be introduced to the visual guide for organizing career clusters. *(10 minutes)*

III. Interests

- a. Brainstorm: How can we learn about our interests, and where might our interests come from? Also, get students thinking about how they can interpret and use their results from the UNIACT Interest Inventory. *(optional–5 minutes)*

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- b. Results: Instruct the students to pull up their UNIACT results on DISCOVER. *(5 minutes)*
- c. Activity:
 - i. Occupations & My Interests: Students explore suggested occupations that match their interests. *(15 minutes)* –OR–
 - ii. Majors & Interests: Students explore majors that fit with their interests. *(15 minutes)*

IV. Take Home DISCOVER Activities

- a. Occupations & My Interests
- b. Majors & Occupations
- c. Explore “My Portfolio”

V. Pre-Class Exercise

- a. Have students complete the values inventory online.

Curriculum 4—Class 2: Discovering Interests

ADMINISTRATOR INSTRUCTIONS

I. An Interesting Night Out! (15 minutes)

- a. Give students *handout H27*.

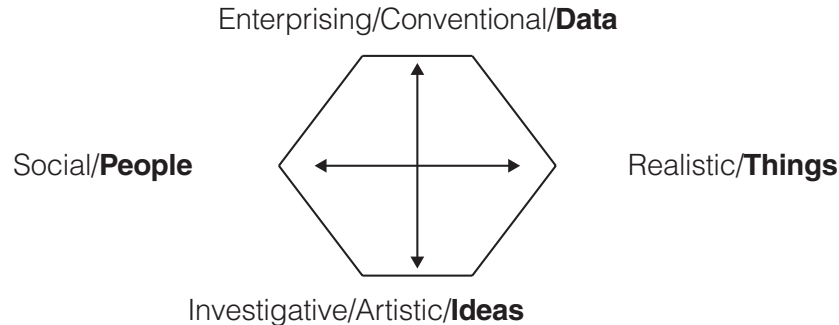
This is an interactive game that the students will play to learn about six different areas into which our interests fall. Use *handout H28*

“Administrator Version” to complete the exercise.

II. World-of-Work Map (10 minutes)

- a. The World-of-Work Map (WWM) is a well-researched, user-friendly occupational classification system. The WWM can be used to suggest occupations to users who enter the map with a set of attribute scores such as from the DISCOVER interest, abilities, or values inventories. The position of occupations on the WWM is based on the degree to which they involve working with data, ideas, people, and things.

If you are familiar with Holland's occupational theory, the WWM is the result of research suggesting that two bipolar and bisecting work task dimensions (Data/Ideas and Things/People) underlie Holland's hexagon.



As the diagram above shows, when overlaid on Holland's hexagon, the Data/Ideas dimension bisects the Enterprising/Conventional and Artistic/Investigative vectors. The Things/People dimension is synonymous with Holland's Realistic and Social themes, respectively.

The World-of-Work Map occupations are organized along six Career Clusters. (These should be posted around the room.)

Administration & Sales: The Administration & Sales cluster is made up of occupations which work mainly with DATA and also with PEOPLE to persuade, lead, or direct them. (Holland Type: Enterprising)



Business Operations: The Business Operations cluster is made up of occupations which work mainly with DATA, and also with THINGS, to maintain accurate files, records, or accounts and to make sure that orderly steps are followed in business. (Holland Type: Conventional)

Technical: The Technical cluster is made up of occupations which work mainly with THINGS—to use, repair, or design tools, equipment, hardware, and other things. This group also includes raising crops and working with animals. (Holland Type: Realistic)

Science & Technology: The Science & Technology cluster is made up of occupations which work mainly with IDEAS, and also with THINGS, to do scientific investigation and research. (Holland Type: Investigative)

Arts: The Arts cluster is made up of occupations in which you work mainly with IDEAS, and also with PEOPLE, to express thoughts or feelings through painting, writing, designing, music, and drama. (Holland Type: Artistic)

Social Service: The Social Service cluster is made up of occupations which work mainly with PEOPLE—to lead them, teach them, counsel them, provide a service, or help them get well. (Holland Type: Social)
Within the clusters are 26 career areas that can be used to explore careers in a more organized way in the class.

Give students handouts H29 and H30.

Have the students locate the two areas that they chose to visit during the “An *Interesting Night Out*” activity. Encourage the students to refer to *handout H30*, examining each of the six career clusters—deciding on the three career areas that fit them best. Remind students that as they learned in Class 1, they can learn more about the World-of-Work Map by clicking on the “WWM tour” button at the bottom of any page in DISCOVER.

III. Interests

a. Brainstorm (*optional—5 minutes*)

Inform students that there are several ways they can learn about their interests. Have them brainstorm as a class how they might learn about their interests.

After they have brainstormed with each other, fill them in on anything they may have missed: We can observe what others choose to do, what they like and activities that they engage in. We can have discussions, like the “An *Interesting Night Out*” activity. Or we can measure interests, using a tool like the UNIACT Interest Inventory. All three are important, remember from the Career Myths activity, career assessments alone can’t tell us what to be! Provide personal examples of how you learned about your interests via these three methods. There



are other ways that we can learn about our interests: work experience, vicarious learning, and high school/college course work.

b. Results (5 minutes)

Have the students pull up their completed inventory results by clicking on the “Inventories” tab and selecting “Inventories Summary.” Since they have only completed the interest inventory, that page will feature those results alone.

c. Activity (15 minutes)

Prompt students to think about how they might use the inventory to confirm/not confirm career ideas and/or broaden/narrow a list of existing occupations/majors from which to choose.

i. Occupations & My Interests

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. –OR–

ii. Majors & My 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.”

IV. Take Home DISCOVER Activities

a. Occupations & My Interests

Give students handout H7.

Have students continue the in-class interest activity they began in part III c-i using DISCOVER. Students should choose two occupations to explore from two different suggested career areas than those they investigated in class.

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- b. Majors & Occupations

Give students handout H18.

Students can further explore the activity they began in part III c-ii. You can decide to have them either choose three interesting related majors from their list on *handout H13* and research three separate occupations, or you can have them choose one interesting related major and research three occupations connected to it.

- c. Explore “My Portfolio”

Give students handout H15.

Instruct students to click on the “Inventories” tab and select “Inventories Summary.” Then click on the box in the right-hand corner labeled “Think About Next Steps.” Have them journal in DISCOVER by answering the questions listed, keeping in mind their results from their interest inventory.

V. Pre-Class Exercise

- a. Have students complete the values inventory online. Instruct them to log on to DISCOVER and click on the “Inventories” tab. Select “Values Inventory” and click on the “Take Inventory Now” box.



Curriculum 4—Class 3: Discovering Values

OVERVIEW

Purpose

To help students understand the importance of work-related values in career exploration.

Learning Objectives

- Students will learn the difference between personal values and work values and will explore what place their values have in making a career decision.
- They will be able to investigate careers that match their values as a result of taking the DISCOVER values inventory.

Time Required

50 minutes

Materials Needed

Student worksheets

Setting

A classroom with computer workstations and Internet access

Activities

I. What are Values?

- a. Brainstorm: Ask students to recollect jobs they liked/disliked (if you did class 1-1, part II-b, have students recollect what they discussed) and connect them to values students hold. *(10 minutes)*

II. Values Inventory

- a. Have students look up their values inventory results using DISCOVER. Then have students explore career areas and occupations that match their values. *(10 minutes)*
- b. Exploring My Values: Students will identify their top five values and what they need to think about when looking for a career. *(10 minutes)*
- c. Information Interview: Students will learn what an information interview is and how to conduct one. *(10 minutes)*

III. Life Dreams

- a. “Story of My Life:” Students will create a timeline of an ideal life. The timeline should capture their life dreams—not just career aspirations. *(5 minutes)*
- b. Identify/label their life values, and discuss what role they play in making a career decision. *(5 minutes)*

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IV. Take Home DISCOVER Activities

- a. Conduct an Informational Interview
- b. Interests & Values
- c. Explore “My Portfolio”
- d. Interests/Values: One or the Other?

V. Pre-Class Exercise

- a. Have students complete the abilities inventory online outside of class. Have them print out the “Review Your Abilities Ratings” chart. They will use this in the next class.



Curriculum 4—Class 3: Discovering Values

ADMINISTRATOR INSTRUCTIONS

I. What are Values?

- a. Brainstorm (10 minutes)

Give students handout H21.

Explain to the class that becoming familiar with one's values is an important process in career exploration. Have students brainstorm as a class some of the best/worst jobs or volunteer positions they've had. Have them identify what they liked/disliked about these jobs. From this what might we say about our values?

Hints for Instructors: We all hold values with regard to what we're looking for in work settings, tasks, 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 may influence our work values, or the two sets of values may be completely different.

II. Values Inventory

- a. Values Inventory Results (10 minutes)

Give students handout H31.

Have the students select "Values Inventory," and click on the "Take Inventory Now" box and then select "Review Previous Results." Then instruct the students to explore careers that fit their values by choosing career areas and researching occupations that fall under them. Have students choose two occupations that interest them. Then identify the values that are connected to those occupations.

- b. 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. Instruct them to check their top five and go to the bottom of the page and click "Show Information."

- c. Information Interview (10 minutes)

Give students handout H32.

Based on the values exercise above, introduce the students to the concept of what an information interview is, and how to conduct one using *handout H32*. Assign students the handout as a take home DISCOVER activity and suggest on-campus resources students may use.



III. Life Dreams

- a. Story of My Life (5 minutes)

Give students handout H33.

Have the students create a timeline of an ideal life. Start with where they see themselves in five years, ten years, etc. The timeline should capture their life dreams (family, house, pets, children, etc.)—not just career aspirations.

Ask them to consider what personal and career values are satisfied by their dreams and what personal and career values will not be met or will have to be compromised.

Point out how they have explored work values, and now this is a picture of life values. How do their life values influence/shape their career values and career planning process?

Identify/label their life values, and discuss what role they play in making a career decision.

IV. Take Home DISCOVER Activities

- a. Information Interview

Give students handout H32.

See activity II-c for more information.

- b. Values & Interests

Give students handout H34.

Log on to DISCOVER. Click on the “Inventories” tab and select “Inventories Summary.” Select only career areas that fit with both your interests and values. Explore occupations that fall under those areas.

- c. Explore “My Portfolio”

Give students handout H35.

Instruct students to click on the “Inventories” tab and select “Inventories Summary.” Then click on the box in the right-hand corner labeled “Think About Next Steps.” Have them journal in DISCOVER by answering the questions listed, keeping in mind their results from their values inventory.

- d. Values/Interests: One or the Other?

Give students handout H36.

Click on “Inventories” tab, select “Inventories Summary.” Have the students think about career areas that meet only interests or values.

V. Pre-Class Exercise

- a. Have students complete the abilities inventory online outside of class. Have them print out the “Review Your Abilities Ratings” chart. They will use this in the next class.



Curriculum 4—Class 4: Discovering Abilities and Next Steps

OVERVIEW

Purpose

To introduce students to the importance of abilities and to plan for goals.

Learning Objectives

- Students will learn about themselves and will be able to apply their abilities to the world of work.
- They will use the information from their completed abilities inventory to explore more careers, majors, and goals.

Time Required

50 minutes

Materials Needed

Student worksheets, Resource Handout (*optional*)

Setting

A classroom with computer workstations and Internet access

Activities

I. Abilities Brainstorm

- a. Students identify as many skills/abilities as they can in 30 seconds and have a class discussion. (*5 minutes*)

II. Understanding Abilities

- a. A mini-lecture on why it is difficult to identify our abilities, but also why it's important that we are able to do so. (*5 minutes*) –OR–
- b. How do we know if we're good at something? (*5 minutes*)

III. Abilities Inventory

- a. Have students refer to their completed abilities inventory.
- b. Students will rate how often they wish to use specific abilities. (*10 minutes*)

IV. Putting the Pieces Together

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

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V. Goals

- a. Have students identify goals based on the information that they have explored over the course of the four classes. *(10 minutes)*

VI. 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. *(optional—handout)*
- c. Introduce students to resources where they can go for help on your campus* *(10 minutes)*:

Academic Advising

Pre-Major Advisement Facility

Career Services

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.*

VII. Take Home DISCOVER Activities

- a. My Abilities
- b. Resume Builder
- c. Majors & Abilities
- d. Scavenger Hunt
- e. Career Planning Summary Exercise
- f. Action Plan Exercise



Curriculum 4—Class 4

Discovering Abilities and Next Steps

ADMINISTRATOR INSTRUCTIONS

I. Abilities Brainstorm

- a. 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 skills/abilities on the board. (5 minutes)

II. Understanding Abilities

- a. 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.

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. (5 minutes)

–OR–

- b. Pose the question: So, how do we know that we're good/bad at something? Through success/failures, what others tell us, how we measure up to others, what we feel confident and competent doing, etc. Give personal examples of skills you possess and how you knew that you were good at something (also, how you knew you were not good at something). (5 minutes)

III. Abilities Inventory

- a. Students will have completed their inventory **outside of class**. As soon as they have finished taking the inventory, direct them to print out "Review Your Abilities Ratings." They will use this later. **In class** have students log on to DISCOVER. Click on the "Inventories" tab and select "Abilities Inventory." Click "Take Inventory Now," then "Review Your Results."

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- b. Review Your Abilities Ratings (*10 minutes*)

Give students handout H10.

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). Have them go to “Inventories,” select “Abilities Inventory,” choose “Take Inventory Now,” and click “Review Previous Results.” This will show them their abilities results and career areas they may use to explore occupations or majors based on their abilities.

IV. Putting the Pieces 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 someday? –OR–

- 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?

V. Goals

- a. Have students identify goals they have based on the information they have gathered over the course of the four classes (selecting a major, exploring careers, learning about interests, values, and abilities, etc.). Students can type their goals and thoughts where they feel most appropriate (“Think About Next Steps” under “My Favorites” in the “Occupations” and “Majors” tabs. They can also go to the “Inventories” tab, select “Inventories Summary,” click on “Think About Next Steps”). (*10 minutes*)



III. Now What

- a. Present to students the possibility of their current plans not working out. For example: What if as I get to know more 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 | Pre-Major Advisement Facility |
| Career Services | 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.*

- c. Introduce students to other resources to use along with DISCOVER (10 minutes):

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

VII. Take Home DISCOVER Activities

- a. My Abilities

Give students handout H37.

Log on to DISCOVER. Click on the "Inventories" tab and select "Abilities Inventory." Click "Take Inventory Now." Click on "Review Previous Results." This allows students to explore career areas and occupations that fit with their abilities and skills.

- b. Resume Builder

Give students handout H20.

Have students log on to DISCOVER, click on "My Portfolio" tab, and select "Resume Builder." Have students check out the list of sample skills and descriptions, and then have them generate their own list of skills that they could put on a resume. You may also instruct them to fill out the "Extra-Curricular Activities" and the "Awards or Honors" portions of Resume Builder, and have them connect those to skills/abilities.

- c. 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 they explored in part IV-b that were related to their abilities. Encourage them to research several majors that fit with their abilities.

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d. Scavenger Hunt

Give students handout H5.

Log on to DISCOVER, click on the “Inventories” tab, select “Inventories Summary.” Have students explore majors and occupations by searching for information in the form of a scavenger hunt.

e. Career Planning Summary Exercise

Give students handout H4.

Have students explore four occupations using this exercise.

f. Action Plan Exercise

Give students handout H6.

Have students begin creating an action plan by completing this worksheet.