

DISCOVER[®]



Curriculum 5

**Class 1: Importance of Career
Exploration**

Class 2: Interests

Class 3: Values

Class 4: Abilities

Class 5: Ready for the Future

ACT[®]



Curriculum 5—Class 1: Importance of Career Exploration

OVERVIEW

Purpose

To get students 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 to 60 minutes

Materials Needed

Student worksheets, DISCOVER tokens printed with logon instructions

Setting

A classroom with computer workstations and Internet access

Activities

I. Career Myths

- a. True/False Quiz: Introduce truisms and myths about jobs, career exploration, and decision making. *(5 minutes) –OR–*
- b. Trivia Game: Get students competing against each other using their knowledge of career exploration facts. *(15 minutes)*

II. Importance of Career Exploration

- a. Introduce students to benefits and research findings related to career exploration. *(5 minutes)*

III. Getting to Know the “Career You” Activities

- a. Talking About Careers
 - i. Messages: Discuss messages about careers with a partner.
 - ii. Work Experience: Discuss past jobs with a partner, what you liked/disliked, etc.
 - iii. Brainstorm: Have students brainstorm potential careers for their partner based on above information.
 - iv. Students introduce partners to class. *(10 minutes) –OR–*

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- b. Career Genogram: Students will construct a career family tree and observe how their family may have shaped their ideas about careers. *(10 minutes) –AND–*
- c. My Career History: Students think back to careers they aspired to at earlier times in their lives. *(5 minutes) –OR–*
- d. What Was I Thinking?: Have students consider reasons that caused them to take a job that was not ideal for them. *(5 minutes)*

IV. Orientation to DISCOVER

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

V. Hot Occupations Activity

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

VI. Take Home DISCOVER Activities

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

VII. Pre-Class Exercise

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



Curriculum 5—Class 1: Importance of Career Exploration

ADMINISTRATOR INSTRUCTIONS

I. Career Myths

- 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–

- b. Career Trivia Game (15 minutes)

Give students handout H39.

Divide the class into teams (depending on how many students you have, you may have two or more teams), or have the students compete individually. Each of the questions has a designated point value of 10, 25, or 50 points and can be found on Administrator *handout H38*. Ask all of the teams/students the question; allow them time to discuss their answers as a group. The first team spokesperson/student to raise his/her hand is able to answer the question. If the team is correct, they are awarded the points. If they are incorrect, the team with the spokesperson's/student's hand up second is able to answer, and so on. Continue the game for 10 minutes. Have the teams/students total their points on the Student *handout H40*. At the end of the game the team with the most points wins. You may want to have a reward for the winners.

II. Importance of Career Exploration

- a. As a class, have the students discuss what they see as some possible benefits of career exploration. What do students think career exploration will look like? What are the steps of career exploration? How might the activities they will be doing make them more prepared or prevent them from making bad decisions? What mistakes can people make if they do not engage in career exploration before choosing a career? Refer to *handout H41*, Facts and Benefits of Career Exploration, to fill in areas that the students may have missed or to reinforce their correct answers. (5 minutes)



III. Getting to Know the “Career You” Activities

(Instructor: Select two activities that fit within your allotted timeframe.)

a. Talking About Careers (10 minutes)

Give students handout H42.

Break the class into pairs. Refer students to Part One of H42. Have them discuss messages that they have heard about careers and making a career decision.

Refer students to Part Two of H42. Have students discuss their previous work experience (part-time, summer jobs, full-time, work study, etc.) Have them describe what their job responsibilities were, and what a typical day on the job was like. Students then discuss what parts about their job they liked and which parts they didn't like and why.

Refer students to Part Three of H42. After each partner has talked about their previous work experience have them brainstorm possible occupations for each other based on what they learned about the other person in Part Two. For example if a student worked at a fast food restaurant, and really loved seeing new people each day, his/her partner might brainstorm occupations that work with people, such as a doctor, counselor, teacher, cashier, etc. –OR–

b. 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? –AND–

c. 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. –OR–

d. What Was I Thinking? (5 minutes)

Give students handout H43.

Have students fill out the handout and consider how their past choices will affect their career choices. Have them consider how obstacles and choices they face in college can affect their future.



IV. 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”). 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 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.

V. 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.”

VI. 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.”

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- b. Search by Characteristics
Give students handout H26.

Instead of searching occupations by using the Hot Occupations option as they did in class, introduce students to an alternative way to search. 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.”

VII. 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 5—Class 2: Interests

OVERVIEW

Purpose

To introduce students to the importance of interests for the purpose of career exploration, and to understand how measured interests can be used to evaluate career options.

Learning Objectives

- Students will learn about their interests 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

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 ACT's 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? From where might our interests come? Get students thinking about how they can interpret and use the information of their results from the UNIACT Interest Inventory. (*5 minutes*)
- b. Results: Instruct the student to pull up their UNIACT results on DISCOVER. (*5 minutes*)

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- 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)*

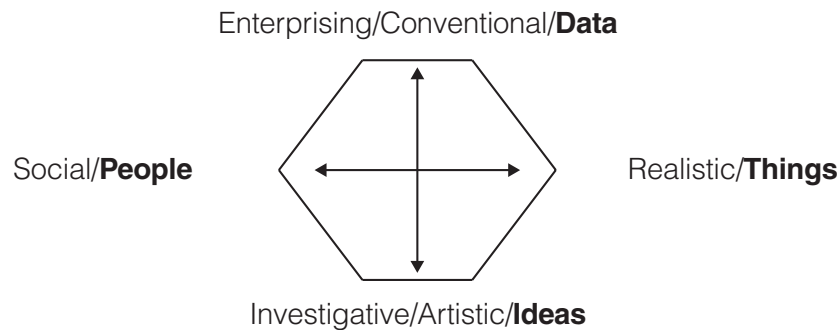
IV. Take Home DISCOVER Activities

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

Curriculum 5—Class 2: Interests

ADMINISTRATOR INSTRUCTIONS

- I. **An Interesting Night Out!** (15 minutes)
 - a. Give students *handout H27 Student Version*. This is an interactive game that the students will play to learn about six different areas in to 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*, examine each of the six career clusters, and decide 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 (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

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 H30.

Encourage the students to explore occupations by clicking on one of the “Suggested Career Areas” on the right-hand side of the screen. (15 minutes) –OR–

ii. 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.”

(15 minutes)

DISCOVER®**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.

- 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 H36.

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.



Curriculum 5—Class 3: 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 to 55 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-III-b, have students recollect what they discussed) and connect them to values students hold. (*optional—5 minutes*)

II. Values Inventory

- a. Students will complete the values inventory in class. (*10 minutes*)
- b. My Values: Students can explore career areas and occupations that match their values. (*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*)
- d. Information Interview: Students will learn what an information interview is and how to conduct one. (*10 minutes*)

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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)*

IV. Take Home DISCOVER Activities

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



Curriculum 5—Class 3: Values

ADMINISTRATOR INSTRUCTIONS

I. What are Values?

- a. Brainstorm (*optional—5 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 (*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 the "Take Inventory Now" box. Then instruct the students to explore careers that fit their values by choosing career areas and researching occupations that fall under them.

- b. My Values (*10 minutes*)

Give students handout H31.

Have them choose two occupations that they find interesting and identify the values that are connected to those occupations.

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

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- d. 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 32*. 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?

- b. Identify/label their life values, and discuss what role they play in making a career decision. (*5 minutes*)

IV. Take Home DISCOVER Activities

- a. Information Interviews

Give students handout H32.

See activity II-d above for more information.

- b. Values and 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 values and interests. 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

Give students handout H36.

Values/Interests: One or the Other? Click on the “Inventories” tab and select “Inventories Summary.” Have the students think about career areas that meet only their interests or values.



Curriculum 5—Class 4: Abilities

OVERVIEW

Purpose

To get students interested and invested in career exploration.

Learning Objectives

- Students will learn the importance of abilities for the purpose of career exploration.
- They will also learn how to use abilities, interests, and values inventory results to evaluate possible career options.

Time Required

55 minutes

Materials Needed

Student worksheets

Setting

A classroom with computer workstations and Internet access

Activities**I. Abilities Brainstorm**

- a. Students will 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 complete the abilities inventory online in class and print out the "Review Your Abilities Ratings" chart. *(10 minutes)*
- b. Explore career areas and occupations that suit their abilities. *(10 minutes)*
- c. Students will rate how often they wish to use specific abilities. *(10 minutes)*

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IV. Putting the Pieces Together

(This could also be assigned as a Take Home DISCOVER Activity.)

- a. “My Portfolio:” Have students connect the information they’ve learned about themselves with regard 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)

V. Take Home DISCOVER Activities

- a. Resume Builder
- b. Majors & Abilities
- c. Scavenger Hunt



Curriculum 5—Class 4: Abilities

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 abilities/skills 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)

DISCOVER®**III. Abilities Inventory**

- a. 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 the “Review Your Abilities Ratings” chart. They will use this in section c below.

(10 minutes)

- b. My Abilities *(10 minutes)*

Give students handout H12.

Instruct students to explore career areas and occupations that fit with their abilities and skills.

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

Give students handout H10.

This feature shows their 15 ability areas. The handout 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

(This could also be assigned as a Take Home DISCOVER Activity.)

- a. Explore “My Portfolio” *(15 minutes)*

Give students handout H35.

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? –OR–

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

Give students handout H29.

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. Take Home DISCOVER Activities

a. 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.

b. 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.

c. 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.



Curriculum 5—Class 5: Ready for the Future

OVERVIEW

Purpose

To review the information that students have gained from career exploration with DISCOVER and to engage in career planning activities.

Learning Objectives

- Students will learn to revise goals and think about future steps they want to take in career exploration.
- They will consider barriers that could get in the way of their career plans.
- They will be introduced to resources on campus and other tools they can use in conjunction with DISCOVER.

Time Required

50 to 60 minutes

Materials Needed

Student worksheets, Resource Handout (*optional*)

Setting

A classroom with computer workstations and Internet access

Activities

I. Decision Making

- a. Students brainstorm in small groups about how they make decisions and what it means to make a thoughtful decision. (*5 minutes*)
- b. After discussion, students use “My Path” to view steps for making good decisions. (*5 minutes*)

II. Barriers

- a. In small groups, students will discuss: What are some potential career barriers? How can our strengths help us deal with career barriers we may encounter? (*5 minutes*)

III. Review “My Portfolio”

- a. Students will have a chance to look back on all of their work. Allow individuals to explore areas that they are still curious about, or have experienced changes in over the career exploration component of the course. (*15 minutes*)
(*Proceed to section VI: Now What*) –OR–

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IV. Goals

- a. Have students identify goals based on the information that they have explored over the course of the five classes. *(10 minutes)*
(Proceed to section V: My Plan)

V. My Plan

- a. “Career Plan Outline:” Have students create a plan of action using what they’ve gained from DISCOVER. *(10 minutes)* –OR–
- b. “Education Plan Outline:” Students will create a college plan using what they’ve learned from DISCOVER. *(10 minutes)*

VI. Now What

- a. Talk about possibilities of their plans not working out.
(optional–5 minutes)
- b. Introduce students to career planning/exploration resources on your campus. *(10 minutes)* –OR–
- c. Introduce students to other resources to use along with DISCOVER.
(10 minutes)

VII. Take Home DISCOVER Activities

- a. Career Planning Summary Exercise
- b. Action Plan Exercise



Curriculum 5—Class 5: Ready for the Future

ADMINISTRATOR INSTRUCTIONS

I. Decision Making

- a. In small groups of four or five, have the students brainstorm ways that they make decisions (where to go to college, what to do on a Friday night, etc.). What are the benefits from making a thoughtful decision? What are the steps for making a good decision? *(5 minutes)*
- b. As a transition into the next activity, have the students log on to DISCOVER. Instruct them to select “Plan My Path” under the “Home” tab. Click on “Why Do This.” Here students can peruse the steps in making a good decision. *(5 minutes)*

II. Barriers

- a. In small groups, students will discuss: What are some potential career barriers? Be sure they consider school, work, and personal barriers, as well as family and important others. *(5 minutes)*

III. Review “My Portfolio”

- a. Have students log on to DISCOVER. Click on the “My Portfolio” tab. Have students select all of the options except “My Schools” & “My Job Search.” Encourage the students to review their work over the past classes, and have them click on the “Think About Next Steps” box at the right-hand corner of each of the selection screens. Here they are able to jot down thoughts and ideas, as well as answer DISCOVER’s questions, and think about future goals. *(15 minutes)*
(Proceed to section VI: Now What) –OR–

IV. Goals

- a. Have students identify goals they have based on the information they have gathered over the course of the four previous classes (selecting a major, exploring careers, learning about interests, abilities, and values, 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,” and click on “Think About Next Steps”). *(10 minutes)*
(Proceed to section V: My Plan)

DISCOVER®**V. My Plan**

- a. My Career Plan Outline (10 minutes)

Give students handout H23.

Have the students reflect back on their career exploration experience, and the time they just spent reviewing “My Portfolio.” Have them summarize information they have learned about themselves and their favorite occupations. Have them brainstorm a list of goals they want to accomplish in the future. –OR–

- b. My Education Plan Outline (10 minutes)

Give students handout H24.

Have the students reflect back on their career exploration experience and the time they just spent reviewing “My Portfolio.” Have them summarize information they have learned about themselves and their favorite majors. Have them brainstorm a list of goals they want to accomplish in the future.

VI. 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’m discovering 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? (optional—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.*

–OR–

- c. Introduce students to even more alternatives (10 minutes):

Student groups

Organization websites

Professional websites

Occupational Outlook Handbook

Company websites

Places to research intern/externships

VII. Take Home DISCOVER Activities

- a. Career Planning Summary Exercise

Give students handout H4.

Have students explore four occupations using this exercise.

- b. Action Plan Exercise

Give students handout H6.

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