INTRODUCTION TO CAREER PLANNING

This curriculum is designed to help you teach the career component of your ROP course. It is designed in modules using a variety of instructional strategies to engage all students. The modules are designed to allow flexibility and freedom for you to choose the most appropriate materials and sequencing for your students. It is suggested that you use these materials throughout the year in a sequence of activities that culminate in students designing their personal career portfolio.

LEARNING OUTCOMES:

Students will:

- understand the relationship between career self-assessment and career selection.
- understand the skills necessary to be successful in the work world.
- understand how to research career options.
- understand the need for post-secondary education/training and what are those options.
- understand how to participate in work-based learning opportunities.
- understand how to write a resume, have a successful job interview, and how to get a job.
- design their personal career portfolio.

GENERAL INSTRUCTION INFORMATION:

1. Carefully read over the materials and select from each module the activities that best fit your class. Take into account different learning styles of your students by having a variety of learning activities that focus on different modalities. You will find many worksheets and activities you can use with your students.
2. It would be a good idea to have each student set up a career file or have a career notebook where they gather and save all their information in one place.
3. When developing your lesson plans remember to incorporate a variety of instructional activities that will enhance the students skills and support the academic standards.
4. If possible when designing your course, incorporate a work based learning experience to help students see the real work environment.
5. Visitation to a college campus, training school or apprenticeship program would also be very useful for your students.
6. How you evaluate your students is your choice. It is recommended that students have some way to summarize their experience in the course by putting together a career portfolio. As a culminating project you may want to have each student make a short presentation, presenting their career portfolio to the class explaining their career goals and future plans.
CAREER PLANNING IS AN ON-GOING PROCESS
Career Planning encourages individuals to explore and gather information that enables them to synthesize, gain competencies, make decisions, set goals and take action. Each individual varies in their progress through each of these stages for many reasons. Some advance rapidly through each or all of the stages while others progress more slowly. Career planning is an on-going process and individuals may repeat all or parts of the career development process at various points throughout their lives as values, interests, abilities, and life circumstances change.

CAREER PLANNING MODEL
Step 1 Understanding Who I am and How I Work Best (Career Self-Assessment)
Step 2 Understanding Career Choices and Educational/Training Options (Career Exploration)
Step 3 Preparing for the World of Work (Job Search and Work Experience)
Step 4 Designing a Personal Career Action Plan (Setting Career Goals and Implementing a Plan of Action)

STEP 1 - UNDERSTANDING WHO I AM AND HOW I WORK BEST
The first step in the Career Planning Model involves gathering information about you to assist in making a decision about a career. You should develop an understanding of self including values, interests, aptitudes, abilities, personal traits, and desired life style, and become aware of the interrelationship between self and occupational choice.

STEP 2 UNDERSTANDING CAREER CHOICES AND EDUCATIONAL/TRAINING OPTIONS
The second step involves investigating the world of work in greater depth, narrow a general occupational direction into specific ones through an informed decision. You will begin to identify potential careers, gather information about careers and match the career information with the results from your self-assessment. You will also understand the educational/training options necessary to pursue the career path.

STEP 3 PREPARING FOR THE WORLD OF WORK
The third step involves exploring the career options that interest you in more detail by informational interviewing, job shadowing, part time jobs, internships, or volunteer work. Getting practical first hand experience allows you to better evaluate your choices and help you in your career decision making. Developing your resume and practicing your interviewing skills are an important part of step three.

STEP 4 DESIGNING A PERSONAL CAREER ACTION PLAN
The fourth step is taking all the information your have learned about yourself and the career options that best fit who you are and designing an action plan listing the steps you need to take to achieve your career goals. The action plan is on-going and should be re-evaluated often to make sure you are on target and moving towards your goals.
INTRODUCING YOUR STUDENTS TO CAREER PLANNING

Begin by asking the following questions:

- What is a career?
- What is the difference between a “job” and a career? Or is there?
- How many careers do you think you will have in your life?
- How many years do you think the average person works in their life?
- Average age of retirement is 65. If you are now 16 or 17 and plan to go to college, you will probably graduate and start your career between the ages of 21 and 25. If that is the case, how many years do you have to work? (40-44 years) Wouldn’t it be nice to do something in which you have an interest?
- How many of you know someone who really loves what they do? What is their attitude like? Do they have a sense of happiness and satisfaction?
- How many of you know somebody who hates what they are doing? How is their attitude? Do they complain a lot and are basically unhappy?

What is Success? (You may want to have students write down their answers to the following exercise.) Ask the class to think about the following question: What is Success to YOU? When you are ninety-nine and a half years old and you look back on your life, what do you want to be able to say about the success of your life? How will you know?

Ask the class to think of a person(s) that they admire and would consider successful. This person can be someone they know or not. The person could be alive or not, the person could even be a fictitious character. Have them think about the following questions:

- Who is the person?
- What made them successful in your eyes?
- What are their traits and qualities?

Break the group into pairs and discuss who they admire and consider successful and why. Allow each person three minutes. Then have the students review their answers to their definition of What is success to you? Ask if there is a parallel between the students’ definition of success and the traits and qualities of the people who they admired and thought successful. Make the point that often times what one describes as success incorporates what the individual values in life.

The goal is to help students learn (1) how to evaluate what is important to them in their work and (2) how they can best use their talents and strengths in work that makes them a happy and successful person.

WORKSHEETS, RESOURCES AND WEBSITES FOR CAREER PLANNING

To introduce career planning to your students begin with the “Tell Me About Yourself” worksheet to help you better understand their fears and future dreams. The “People Bingo” is a great icebreaker to begin the class. Taylor make it to fit your class. Be sure to have some sort of reward for the winner. Use “Your Future Fantasy” worksheet to help your students begin to think about how they would like their future to be.