

MODULE #1: Career Exploration

Objectives:

- Participants will begin considering their career choice and get ideas from their peers.
- Participants will learn about career choices that they have not heard of before.

Context



Due to changes in demographics and technological advances, the job market and economy is undergoing fast approaching changes. A transformation in career development is resulting in the requirement of new set of skills (Brown, 2007)¹. ASPIRA and high school counseling programs today are concentrating their efforts to address the need to provide information on career options of their students.

Handouts & Resources Needed:

Handout 1.1: The Same Career Game

Handout 1.2A: You're a What?

Handout 1.2B: Scavenger Hunt-Homework Assignment

Handout 1.3: What Do You Want to Be?

Handout 1.5: Your Personal Career Exploration Chart

Pens/pencils

Sheet of paper- one for each participant

Journals

Activity #1: The Same Career Game (30 min)

Procedure:

- Icebreaker
- Note to facilitator: Invite role models to talk about their careers for the other sessions. This will allow participants to learn more about other careers and have the opportunity to ask questions. Tell participants that sometimes learning about others' interests help us in making career choices. However, remind them to keep in mind their own values.
- Ask participants to find one person within the group who shares a commonality for each category, and have them sign their name. Distribute Handout 1.1: The Same Career Game. The first person to obtain 14 different signatures wins. You should have that participant face a direction where they are unable to communicate with others and check name by name if those persons agree.
- Debriefing

¹ Brown, Duane (2007). Career Information, Counseling, and Career Development (Ninth Ed), pp. 113-114. San Francisco: Pearson Education, Inc.

Activity #2: You're a what? (30 min)

Procedure:

- Icebreaker
- Explain to participants that there are thousands of jobs out there, which makes our career choices more difficult. Yet, the more knowledge about different job possibilities the better it is. During this activity they will learn about careers that they haven't heard of.
- Provide Handout 1.2A: You're a What? And ask participants to match the career below the page with its description. Review and discuss the handout. Ask participants if any of them is interested in any of these career choices. Encourage to pursue further research.
- Debriefing
 - For homework: Provide Handout 1.2B: Scavenger Hunt-Homework Assignment and ask participants to complete it and to bring it to the next session. Make sure to review this handout and answer any questions.
 - For more information, tell participants that every two years the U.S. Department of Labor develops a handbook, which contains career information such as training and education needed, earnings, expected job prospects, what workers do on the job and working conditions. This source is known as the *Occupational Outlook Handbook* and it can be accessed at <http://www.bls.gov/OCO/>.

Activity #3: What Do You Want to Be? (30 min)

Procedure:

- Icebreaker
- Review the homework assignment with participants. Ask them what they learned from that exercise.
- Tell participants that during our childhood people asked us, what do you want to be when you grow up? Some of us may have an idea of the type of work we would like to do; however, people change their minds often. Also, as society undergoes rapid technological changes, new demands arise. People have to adapt to the changes and pursue other options.
- Provide Handout 1.3: What Do You Want to Be? And ask participants to write a list of careers that they know about or sound interesting.
- Ask for volunteers to share their list with the group.
- Debriefing
 - For homework: Ask participants to select one of the careers areas listed on Handout 1.1 and conduct research. Tell them to search for educational requirements, and job description. Remind them to take notes so that they can present their findings during the following session.
 - Remind participants to access the *Occupational Outlook Handbook* at <http://www.bls.gov/OCO/>.

Activity #4: Careers and Education Requirements (55 min)

Procedure:

- Icebreaker
- Remind participants about the homework assignment, which consisted of doing research on a career.
- Explain to participants that different careers have different education requirements; therefore, it is important for them to know what the requirements are for the careers that they are interested on.
- Have participants present their findings
- Debriefing

Activity #5: Career Exploration (Time may vary)

Procedure:

- Icebreaker
- Arrange for students to participate in a career/job fair so that they can have an opportunity to learn about other career choices. If this is not a possibility, have participants visit some sites in person or on the website. Provide Handout 1.5: Your Personal Career Exploration Chart and ask participants to complete it while in the fair or visit to site. This will serve for future reference.
 - Note to facilitator: There are other internet-based career exploration systems such as O*Net Online: <http://online.onetcenter.org>. This system was developed by the Department of Labor and offers occupational information and assessment tools which can be searched for using: Interest Profiler, Ability Profiler, and Work Importance Profiler. These tools allow individuals to get an idea of what type of occupations they would be inclined to depending on what they like. However, it is important to point out that the Ability Profiler must be administered by a trained professional. To assess these instruments' software and user's guide visit: www.onetcenter.org/CIP.html.
- Debriefing

Handout 1.1

The Same Career Game

FIND SOMEONE ELSE WHO:	THING IN COMMOM	NAME
Plans to attend the same college		
Plans to study Communications		
Plans to study a career in the Science field		
Plans to become a teacher		
Plans to become a doctor		
Plans to become a nurse		
Plans to become a professor		
Plans to become a lawyer		
Plans to become a Public Policy advocate		
Plans to become a hotel manager		
Plans to become a President		
Plans to become a politician		

Handout 1.2A: You're a What?

The answer is: Over 20,000! That's a lot of jobs. You have probably never heard of thousands of them. How can you learn about all the different career choices? Well, you can become a career explorer, investigating the world of work, searching for careers that spark your interest, and discovering how your interests and school subjects relate to those many possibilities.

- _____ **1.** I protect computer information from theft, tampering, or from being erased.
- _____ **2.** I arrange food for a photo that will be used on a product package or in an advertisement.
- _____ **3.** I blend words and music together to create a catchy tune that will help people remember the product being advertised.
- _____ **4.** I am a beekeeper. I build nesting areas for bees and collect their honey.
- _____ **5.** I combine art with anatomy, physiology, and other sciences to create pictures of the human body or surgical techniques for textbooks.
- _____ **6.** I work in the theater. I am responsible for assembling and maintaining the actor's costumes.
- _____ **7.** I identify people's lies or confirm their truths by using special tests.
- _____ **8.** I play the part of an animated creature who promotes an international athletic event that takes place every four years.
- _____ **9.** I complete contracts between a buyer and a seller for the price and delivery of the stock or goods at a future date.
- _____ **10.** I treat people with physical or mental problems by suing songs and instruments to help them overcome their problems.
- _____ **11.** I promote sporting events. Some of my responsibilities include setting up housing for athletes, sponsors and special guests; arranging for food and beverages; and finding sponsors to fund the event.
- _____ **12.** I get people out of jail (for a fee) by writing a promissory note that says the person promises to reappear in court at a later date. If they don't appear in court, I find them and bring them back to jail.

A. Olympic Mascot

E. Bail Bonding Agent

I. Medical Illustrator

B. Food Stylist

F. Tournament Director

J. Data Security Analyst

C. Futures Executioner

G. Music Therapist

K. Forensic Psychologist

D. Jingle Writer

H. Apiarist

L. Wardrobe Supervisor

Handout 1.2B:

Scavenger Hunt-Homework Assignment

Complete the following using the *Occupational Outlook Handbook* at <http://www.bls.gov/OCO/> or the internet.

1. Find 5 careers related to the health professions.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

2. Find 5 careers in hotel management.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

3. Find 5 careers in education.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

4. Find 5 careers in science.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

5. Find 5 careers in technology.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Handout 1.3

What do you Want to Be?

Students sometimes think about what they want to be in the future. Have you thought about careers that interest you? Whether you have or haven't, it's okay. Even people already in the workforce change their minds, jobs, and careers.

Let's start with listing some careers you know about that sound interesting to you. Write as many as you can think of in the space below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What is it about these jobs that you like:
