



KEY CONCEPTS

- Career planning
- Earning power
- Job vs. career
- Self-assessment



CLASSROOM MATERIALS

- Handout 1.1
- Handout 1.2
- *My Career Plan*
- Pens, pencils, and paper
- A small bag or container
- A variety of career titles written on slips of paper

For Additional Activity 5:

- Color markers and blank paper



CAREER COACH WEBSITE LINKS

- Website content is integrated into lesson plan and handouts.

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Get to know the instructor, other students, and class expectations
- Understand the purpose of the *Strategies for Success* class
- Understand the difference between a job and a career
- Learn how education and career-track jobs improve earning power
- Become aware of the steps in the career-planning process

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Blank pieces of paper and pens or pencils

ACTIVITY 2

- A small bag or container
- A variety of career titles written on individual slips of paper. Be sure to have the same number of job titles as the number of students in the class. Below are some suggestions:

Food Services Manager	Surgical Technologist
Police Detective	Child Support Investigator
Computer Support Specialist	Firefighter
Airline Pilot	Real Estate Salesperson
Sound Engineering Technician	Sales Manager
Graphic Designer	Paralegal
Court Reporter	Nutritionist
TV Camera Operator	Building Inspector
Respiratory Therapist	Registered Nurse
Medical Equipment	Purchasing Agent
Sales Representative	

- To prepare for questions students may have, consider looking up a few of the job titles on the *Career Coach* website (<http://www.womenemployed.org/careercoach>) in the Browse Careers section or in the *Occupational Outlook Handbook*. These will provide you with details on the education required, skills needed, job description, and median annual salary.

ACTIVITY 3

- One copy of *My Career Plan* for each student in your class

WRAP-UP AND ASSIGNMENTS

- One copy of *Handout 1.1* for each student in your class
- One copy of *Handout 1.2* for each student in your class (use the page for 16 classes, 8 classes, or 4 classes—whichever is appropriate)

ADDITIONAL ACTIVITY 5

- Color markers for drawing. Be sure to have enough markers and pieces of paper for all students in class to share

FYI

For more information on:

- the career planning process, see http://careerplanning.about.com/cs/choosingacareer/a/cp_process.htm
- the financial value of an education, see http://en.wikipedia.org/wiki/Household_income_in_the_united_states

Welcome and Course Overview (5 minutes)

1. Introduce yourself and welcome students to the class. Tell students that many people spend a long time finding the best-fit career for them. Explain that the purpose of the class is to help them speed up that process so they can take the right training program or classes for their career. Explain that by the end of the course they will have chosen a target career and developed a personal plan to achieve that career.
2. Explain that during the next class sessions they will:
 - Explore what they are good at
 - Learn how to pick a career that fits their skills, values, interests, and lifestyle needs
 - Research several possible careers and choose a target career
 - Learn different ways to prepare for a career
 - Choose a school or training program and apply to it (if applicable)
 - Find out what financial aid and other resources are available to them
 - Figure out how to balance education with other parts of their lives
 - Develop a comprehensive short- and long-term career plan
3. Start by talking for a few minutes about your career and how you got there. If education was an important part of that, explain that too. If you have any funny personal stories about your career path, you may want to share them. Pretty soon you will be asking the students to open up, and this can help to set the classroom climate.
4. Explain that they should have the following for the class:
 - a notebook
 - a folder for handouts with two pockets
 - * label the left side *Handouts*
 - * label the right side *Portfolio* – handouts that have the portfolio icon on them will go on that side
 - pens or pencils
 - if possible, access to a computer at home or at a library, if one is not available to students at your site or school (for *Career Coach* online activities)
5. Finally, discuss class expectations—to get the full benefit of the class, students should come regularly, participate fully in the activities, do the assignments, and discuss any problems or questions with you in a timely fashion.



ACTIVITY 1: Getting to Know Each Other (10 minutes)

ICEBREAKER Divide students into pairs.



Pass out paper and pens or pencils

1. Pass out paper and pens to those who need them.
2. Tell students to introduce themselves to the other person and to write down their partner's answers to the following questions. Write the questions on the board.
 - *What career are you thinking about?*
 - *Why are you interested in it?*
 - *What concerns do you have about that career?*
 - *What more would you like to learn about that career?*
 - *If you don't have any careers in mind, what other careers have you thought of in the past and why?*
3. Explain that when they are done, their job will be to introduce their partner to the class. You can provide an example like the one below.

Example

My partner's name is (use any name). She thinks that she would like to be a teacher because she loves kids, but she isn't sure that she has the patience to work with them in a class. She would like to learn more about how you become a teacher and how much it pays.

Introduction

1. Introduce the main point of the module. Explain that students will learn:
 - The difference between a job and a career
 - How education and a career will improve what they will be able to earn
 - The steps in the career-planning process
2. Ask students to write two questions in their notebooks. They will answer them when the class is over.
 - *Why do I want to develop a career?*
 - *What do I want to get out of this class?*

Importance of Career Planning

Explain that the class will do an activity that will help them start thinking about what they should look for in a career.

ACTIVITY 2: Career Hats (10 minutes)

GAME Fill a small bag or container with career titles



Use small bag or container and career titles.

1. Ask students to select a piece of paper out of the bag or container. Each piece of paper is the title of a different career.
2. After they have chosen, have several students tell, one-by-one, if they think they would like this career. Some of the careers may be unfamiliar to the students. You can use this to demonstrate the need to research careers; remind student that one of the things they will do in class is learn how to do career research. As students answer, facilitate a discussion of what they want in the careers they choose, e.g., money, excitement, variety, working with people, etc.
3. Ask students to explain their reasons for choosing or rejecting a career. Ask questions such as:
 - *How much do you know about this career?*
 - *Why is this a good choice for you?*
 - *What do you like/dislike about this career?*
 - *What is important to you in a career?*
 - *What do you want to know about a career before you choose it?* Examples include salary, location of companies in this field, hours, and work environment.

Sample Student Comment	Possible Response
Doesn't want this career	This is why you will learn how to choose a career that you like rather than settling for something that you don't.
Not interested in job (working with blood, doesn't like science, working inside etc.)	This is why you will learn to choose a career that is based on your personal interests.
Doesn't pay enough, doesn't help others	That is why you will learn to choose a career that is based on the values that are important to you.
Bad at math or operating equipment, etc.	That is why you will learn to choose a career that is based on skills that you already have or that you can go to school to learn.
Doesn't know what job is	This is why you will learn to do career research, including talking to someone in the field to learn more about what this career is like.
Wants to know salary, job duties, etc.	This is why you will learn to do career research.

Steps in Career Planning



Now that students have seen that there are many issues to think about, preview the five steps in the career-planning process. As you go over each one, write it on the board.

Background (10 minutes)



Step 1: Self-Assessment

Explain that *self-assessment* is a way of evaluating yourself—what you like, what you do well, etc. It is the first step in career planning.

Emphasize that learning about themselves and choosing a career that is especially suited to them is the best way to make a good career choice. Explain that in this class they will look at three different things about themselves:

Interests – things they like to do

Values – things that are important to them

Skills – things that they do well

Step 2: Explore Careers

Tell students that once they have identified what is important to them and what they like to do, they will learn how to research different careers. They will find information such as what the work involves, pay, and opportunities for advancement. The class will help them assess how much they need to earn and what working conditions fit their lifestyle needs. They will also find out what type of education is needed for each career.

Step 3: Choose a Target Career

Explain that after doing career research, they will choose a target career. This class will help them to consider the advantages and disadvantages of several interesting careers and determine which is the best career choice for them right now.

(Optional) Step 4: Choose a School or Training Program

Explain that students will then research what type of education is required for their target career.

- *If students have not chosen a college or training program*, they will look into and evaluate education and training programs to determine the best “fit” for them. They will learn about the application process and work on related issues, such as financial aid.
- *Students already in a college* will evaluate which major or program would be the best “fit” for them. Students will learn more about financial aid and student services.

Step 5: Begin a Career

Be clear that the purpose of this class is to choose a target career and, if necessary, get started on the best educational or training program. Explain that getting to their ideal career may take time. Explain that they may need to go through a series of jobs before they reach their target career.

Background (cont.)**Pass out *My Career Plan***

Pass out copies of ***My Career Plan***. Tell students that this handout is the most important part of their portfolio and will help them keep track of what they've learned in the course after they leave. Ask students to put this handout in the portfolio section of their folders.

Job or Career?

Explain that because the purpose of this class is to develop a career plan, it is important to discuss the differences between having a job and developing a career.

ACTIVITY 3: What's the Difference? (5 minutes)**BRAINSTORM**

Ask students to think about the differences between a job and a career. Write the headings *Job* and *Career* on the board and list their responses.

Examples**Job**

someone chooses you
something you apply for
has a beginning and an end
one work experience

Career

something that you choose
something you plan for and develop
keeps going as long as you develop it
many work experiences

Wrap-Up and Assignment (10 minutes)

Pass out ***Handout 1.1: Learning for Earning***. Go over the graph with the students so that they understand what it shows. Make sure that they understand that most careers will require at least a two-year associate degree or participation in a certified training program. Point out the difference in yearly income based on different education levels.

**Pass out *Handout 1.1*****Pass out *Handout 1.2***

1. Ask students how much time they spend thinking about decisions such as:
 - where they are going to live
 - items they will buy

Emphasize that most people spend less than 40 hours in a lifetime on career planning. Reinforce the idea that choosing a career is one of the most important decisions that students will make in their lives. Career planning deserves their time and attention; encourage students to return next time to work on their career-planning process.

2. Pass out *the appropriate version* of ***Handout 1.2: Career Coach Class Plan***. Use the page that conforms to the structure of your class—16 sessions, 8 sessions, or 4 sessions.

Wrap-Up and Assignment (cont.)



3. Point out that some classes have recommended *Career Coach* Internet activities. Mention the availability of computers in your class or at your site. If there is none, strongly encourage students to find a computer with Internet access that they can use at home, at a friend or relative's house, or at a local library. Stress that these activities are strongly recommended but not mandatory.
4. Answer any questions that students have about the class.
5. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class. They can write a few sentences to answer each question.
 - *Why do I want to develop a career?*
 - *What do I want to get out of this class?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: What's Your "Hat"?

SMALL GROUP DISCUSSION Divide students into groups of four or five members. Direct groups to define the many "hats" they wear in their life. Explain by "hats," you mean roles—such as worker, parent, etc.

Have students discuss:

- *What hats do you wear in your life?*
- *Do you wear a job hat or a career hat?*
- *If you want to change from a job hat to a career hat, why do you want to make the change?*
- *How will this "hat" affect your other "hats"?*

Additional ACTIVITY 5: Color My World

GRAPHIC REPRESENTATION Hand out the color markers and some plain paper.



Pass out color markers and blank paper

Have students draw something that flies as a way to communicate where they currently are in the career-development process.

Examples

- *A plane on the runway to communicate that their career is just taking off*
- *A bird that has fallen to communicate discouragement*
- *A bird that is soaring in the sky to communicate they are excited to be in class*

My Career Plan

My Values

Use **Handout 2.2: My Values and Career Choices** to fill in your work and lifestyle values and write what type of workplace would fit your values.

My work values are:

1. _____ 2. _____ 3. _____

My lifestyle values are:

1. _____ 2. _____ 3. _____

Work and a workplace that supports my values would offer:

1. _____

2. _____

3. _____

Dream It!

Use **Handout 7.2: Work and Lifestyle Checklist** to fill in the blanks.

How much would you like to make yearly? \$ _____

Where would you like to work? _____

How would you like to travel to work? _____

How long are you willing to travel to work each day? _____

When would you like to work (days and time of day)? _____

My Target Career

Use **Handout 8.1: Researching Interesting Careers** to fill out the following:

Career Title: _____

Average Annual Salary: _____

Job Description: List three or four duties or responsibilities of this career.

1. _____

2. _____

3. _____

4. _____

Working Conditions: List two to three facts about working conditions in this career.

1. _____
2. _____
3. _____

Building Skills

List three examples of skills you need for this career and how you plan to develop them. Use **Handout 8.1** to refresh your memory.

Skill 1: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Skill 2: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Skill 3: _____

I will develop this skill by doing the following:

I will accomplish that by this date: _____

Education

Use Handouts **11.2: What You Need to Succeed** and **11.3: Choose a Target Career and Set Educational Goals** to fill out this section.

What training or degrees do you need for this career?

Do you need a license to work in this career? If yes, what license do you need?

What educational steps do you need to take to prepare for this career?

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

My Mission Statement

Long Term Goal: _____

Short-Term Goals:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

My Action Plan

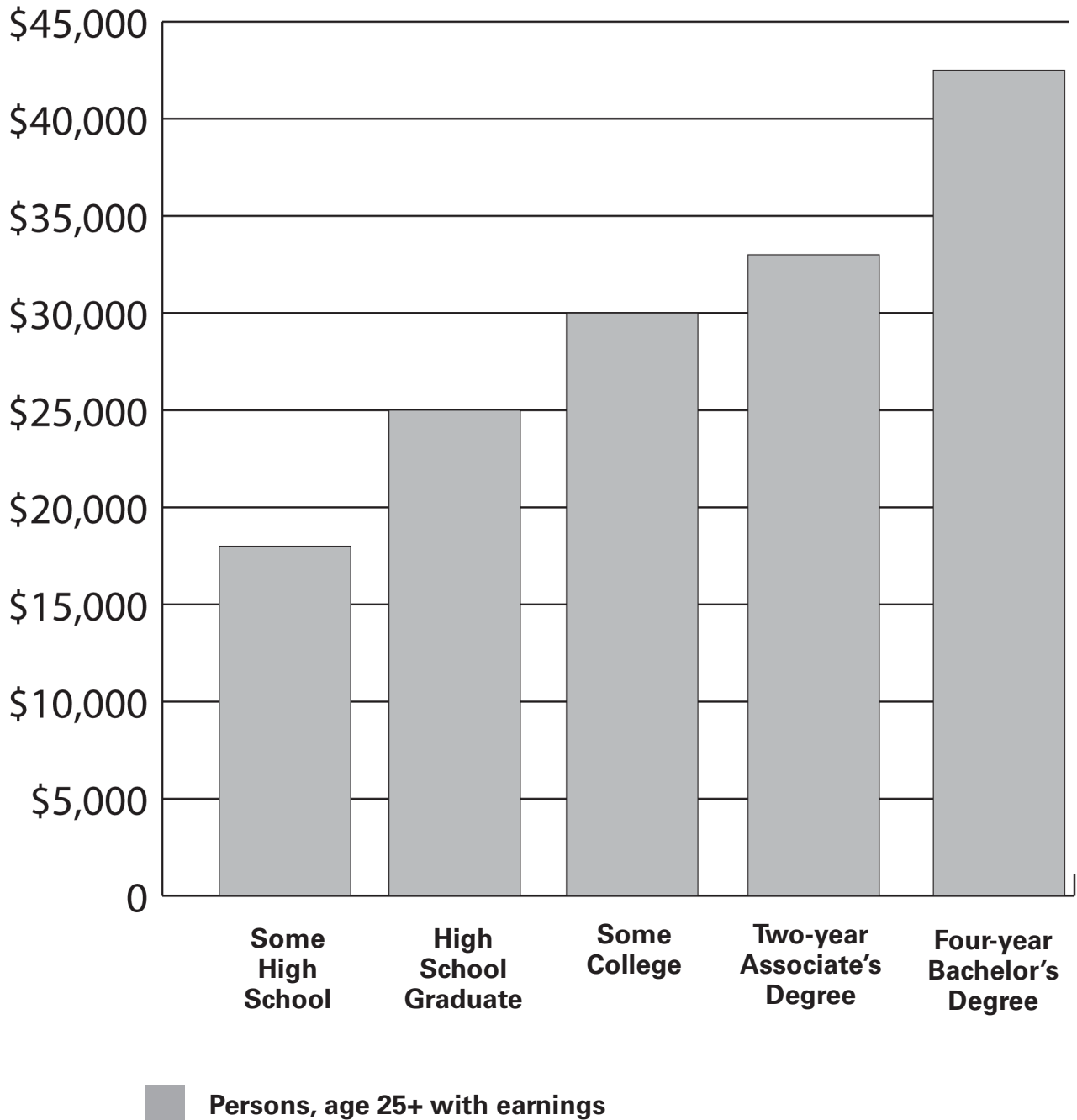
Long Term Goal: _____

Short Term Goal: _____

Action Steps:	I will complete that by this date:
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Handout 1.1: Learning for Earning

Average Yearly Earning Power: By Education Completed



Handout 1.2: Career Coach Class Plan

Sixteen-Class Course

Class 1

Find a Career, Not a Job

Class 2

Understand Values and Career Choices

Class 3

Use Personal Interests to Make Career Choices

Class 4

Explore Interests with Career Coach

Career Coach website links:

Career Coach home page
Interest Inventory quiz

Class 5

Learn about Careers

Career Coach website links:

Browse Career Profiles/Stories

Class 6

Identify Personal Skills

Class 7

Evaluate Lifestyle Needs

Career Coach website links:

Lifestyle Checklist
Budget Questions

Class 8

Research Interesting Careers

Career Coach website links:

Getting a Starter Job
Where Can I Find a Starter Job?
Examples of Starter Jobs
Making the Most of Your Starter Job
Building Skills on the Job

Class 9

Build Career Skills

Career Coach website links:

Browse Career Profiles
Learn More about Your Target Career
My Interesting Careers

Handout 1.2: Career Coach Class Plan

Sixteen-Class Course

Class 10

Network and Conduct Informational Interviews

Career Coach website links:

Making Contacts and Building a Network
Your Network List
Informational Interviews
Questions to Ask

Class 11

Select a Target Career and Set Educational Goals

Career Coach website links:

Choose Target Career
Personal Mission Statement
Training/Education Inventory
Setting Educational Goals

Class 12

Get the Right Education and Training

Career Coach website links:

Finding Schools and Training Programs
Comparing Schools
Learn More Before You Enroll
Questions to Ask Schools

Class 13

Ask an Expert about Education and Training Programs

Class 14

Evaluate Training Programs and Apply

Career Coach website links:

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll

Class 15

Manage Time and Make a Plan

Class 16

Develop a Long-Term Career and Education Plan

Handout 1.2: Career Coach Class Plan

Eight-Class Course

Class 1: Introduction to Career Development

Find a Career, Not a Job

Understand Values and Career Choices

Class 2: Link Your Interests with Careers

Use Personal Interests to Make Career Choices

Explore Interests with Career Coach

Career Coach website links:

Career Coach home page

Interest Inventory quiz

Class 3: Browse Careers and Identify Your Skills

Learn about Careers

Identify Personal Skills

Career Coach website links:

Browse Career Profiles/Stories

Class 4: Evaluate Your Needs and Build Your Skills

Evaluate Lifestyle Needs

Research Interesting Careers

Career Coach website links:

Lifestyle Checklist

Budget Questions

Browse Career Profiles

Learn More about Your Target Career

My Interesting Careers

Class 5: Research Your Target Career

Build Career Skills

Network and Conduct Informational Interviews

Career Coach website links:

Getting a Starter Job

Where Can I Find a Starter Job?

Examples of Starter Jobs

Making the Most of Your Starter Job

Building Skills on the Job

Making Contacts and Building a Network

Your Network List

Informational Interviews

Questions to Ask

Class 6: Set Your Educational Goals

Select a Target Career and Set Educational Goals

Get the Right Education and Training

Career Coach website links:

Choose Target Career

Personal Mission Statement

Training/Education Inventory

Setting Educational Goals

Finding Schools and Training Programs

Comparing Schools

Learn More Before You Enroll

Questions to Ask Schools

Handout 1.2: Career Coach Class Plan

Eight-Class Course

Class 7: Choose an Educational Program

Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply

Career Coach website links:

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll

Class 8: Make a Career Educational Plan

Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

Handout 1.2: Career Coach Class Plan

Four-Class Course

Class 1: Introduction to Career Development

Find a Career, Not a Job
Understand Values and Career Choices
Use Personal Interests to Make Career Choices
Explore Interests with Career Coach

Career Coach website links:

Career Coach home page
Interest Inventory quiz

Class 2: Browse Careers and Build Your Skills

Learn about Careers
Identify Personal Skills
Evaluate Lifestyle Needs
Research Interesting Careers

Career Coach website links:

Browse Career Profiles/Stories
Lifestyle Checklist
Budget Questions
Browse Career Profiles
Learn More about Your Target Career
My Interesting Careers

Class 3: Research Your Target Career and Choose an Education Program

Build Career Skills
Network and Conduct Informational Interviews
Select a Target Career and Set Educational Goals
Get the Right Education and Training

Career Coach website links:

Getting a Starter Job
Where Can I Find a Starter Job?
Examples of Starter Jobs
Making the Most of Your Starter Job
Building Skills on the Job
Making Contacts and Building a Network
Your Network List
Informational Interviews
Questions to Ask
Choose Target Career
Personal Mission Statement
Training/Education Inventory
Setting Educational Goals
Finding Schools and Training Programs
Comparing Schools
Learn More Before You Enroll
Questions to Ask Schools

Class 4: Make a Career Educational Plan

Ask an Expert about Education and Training Programs
Evaluate Training Programs and Apply
Manage Time and Make a Plan
Develop a Long-Term Career and Education Plan

Career Coach website links:

Paying for School
Comparing Schools
Choose a School
Learning More Before You Enroll