

Customized Career Exploration

[School Year 2019-2020]

Instructor Information

Instructors

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General Information

Description

This 38 session (90 minutes per session) course was designed to assist students in career exploration. This includes the development of skills necessary to make meaningful decisions about career choices. The course focuses on career awareness, self-exploration, and educational awareness as they relate to the process of career choice. assists the students with identifying employment that would be a good fit for them and an employer. This course will also offers interactive activities to introduce the importance of employment, explore different types of jobs/careers, as well as introduce students to existing employers in their community. The Customized Career Exploration program is designed to set students on a path to achieve competitive integrated employment. The program also is an excellent precursor to a Work Based Learning Experience (WBLE) as it can provide a career focus for the work experience and a better match with the student's skills and interests. Whether coupled with a WBLE experience or done by itself, the Customized Career Exploration program will set students on the course to career based employment and becoming aspiring young adults.

Expectations and Goals

The goal of the program is to provide students with tangible planning tools and exposure to a variety of different types of employment opportunities that will assist them in their future employment pursuits. The guided group course engages students in the career exploration process, exposes them to a variety of jobs, facilitates the development of a customized electronic job seeker profile and assists students to create a detailed employment plan. Students will be able to use these tools to best match themselves to competitive integrated employment opportunities as they transition into adulthood.

Students are expected to be an active participant in the class. Please follow all attendance and expectations established by the Post-Secondary Program. Students are expected to engage in the interactive activities with respect for others and accountability to their own discovery and career exploration process.

Students will work together, through Guided Career Exploration.

Students will meet community employers. Students will be expected to be respectful of the employer's time, as they engage in an interactive employer visit in the classroom.

Students will be expected to complete two final projects known as a The Personal Positive Profile Digital Portfolio and an employment plan. The process of Customized Career Exploration results in an electronic portfolio of each job seeker, known as the Personal Positive Profile that can be uploaded into the Carroll County School System's Digital Portfolio. This provides insight into the settings and circumstances in which he or she is most likely to be successful. The PPP serves as the individual's blueprint for employment, facilitating a planning process that matches people and businesses, meeting the needs of both. This is a fluid document that the student can take with them, upon completing the course, aiding them in the exploration of future career interests as they continue to grow in their studies.

This digital Personal Positive Profile and the Employment Plan will serve as the final project for the course.

Course Schedule

Week	Topic	Exercises
September 9	Introduction & Getting to know each other	Team Building Exercise Sharing of existing employment skills, past job experience, future employment goals and conditions for success
September 16	Importance of Employment. Introduction to Customized Career Exploration	Interactive lesson on the Importance of Competitive Integrated Employment Job Search Approach: Traditional vs. Customized
September 23 rd	Unit 1 "Who Am I"	Interactive lesson to explore student's employment background and specific skills they have demonstrated:
September 30 No Class on September 30 th , October 1 st	Unit 1 "Who Am I"	"What's important to me" Game - assists students to connect employment to reaching their future goals
October 7 th No Class on October 9 th	Unit 2: What Am I Good At?	Interactive lesson plan to explore interests, skills, tasks, and positive personality traits. Assists students in building their paper or digital resumes and helps them to know how to express who they are when they meet employers.
October 14 th No Class on October 18 th Two hour delay on October 17 th	Unit 2: What Am I Good At	Vocational Themes: Exploring where people with similar themes and skill work. Video on different careers. Interactive activities to explore vocational themes.

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October 21 st	Unit 3: What's Important to me at my Job?	Conditions for Success What are participants seeking from a job? For some people it is very important to have regular hours, or to work outdoors. Some like to work alone. Some like to have a lot of flexibility in work hours and to get to travel around. Exploring Work Environment that are Right For You. Interactive activities to explore work environments
October 28 th	Unit 4: Introduction to the Informational interviews and networking	Explain the difference between traditional job interviews and informational interviews. Assist students on how to come up with good informational interview questions. Discussion on the importance of Networking Interactive activity to help students to begin building their own network map. Ask students to finish it for homework with the assistance of their parents.
November 4 th Two Hour delay 11/8	Unit 5: Putting it all together: Vocational themes	Students will create their specific vocational themes map. Group work: Students will pick one vocational theme and share a career that involves this theme.
November 11 th	Unit 6: Exposure to different types of employment in my community	Interactive lesson to explore careers associated with student's themes. Will use pictures and video examples of different types of careers specific to Carroll County. Students will prepare for the Employer visit by writing questions for the employer on index cards.
November 18 th	Unit 6: Exposure to different types of employment in my community - Employer Visit - e.g., Carroll Hospital Center	The employer visit will focus on the many different types of jobs available at our local hospital and their satellite offices.

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November 25 Two hour dismissal 11/27 No Class 11/28-29	Unit 7 Neighborhood Mapping	Demonstrate what a neighborhood map looks like in terms of employment opportunities. Discuss the importance of reducing barriers to employment by being able to get to and from employment easily, “concept of starting from your home and identifying employers nearest you and then branching out.” Assign students to work with their families to create their neighborhood employer map.
December 2	Unit 8 Exposure to different types of employment: Creative Arts and Small Business ownership	Interactive activity to explore the field of Creative Arts (e.g., such as creating pottery). Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career. Discussion on what it means to own your own business and how that relates to a field like creative arts.
December 9	Unit 8 Employer Visit: Creative Arts	Interactive presentation from a Creative Arts and Small Business Owner. Students will have an opportunity to ask questions of the small business owner about how they got started, who supports them in their business and how do they make money.
December 16	Unit 8 Exposure to different types of employment & Exploration Food Industry	Share different types of jobs available in the food industry from baking to food preparation at restaurants, to food service, etc... Students will engage in an interactive activity to try an aspect of food preparation. Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career.
December 23 No Class 12/23-1/1		NO CLASS. HAPPY HOLIDAYS! We’ll see you in the new year!
January 6	Unit 8 Employer Visit - Food Industry	Interactive presentation from a Food Industry Employer. Students will have the opportunity to ask questions of the employer.

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January 13	Unit 8 Exposure to different types of employment & Exploration Hospitality Industry	Presentation on different types of jobs in the hospitality industry. Interactive activity to explore a specific aspect of the Hospitality Industry. Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career.
January 20 No Class on 1/20	Unit 8 Employer Visit from the Hospitality Industry	Interactive presentation from a Hospitality Industry Employer. Students will have the opportunity to ask questions of the employer.
January 27 No Class on 1/29	Unit 8 Exposure to different types of employment & Exploration: Animal/Environmental Industry	Presentation on different types of jobs related to working with animals and working in environmental type jobs such as agriculture. Interactive activity to explore a specific of jobs related to working with Animals. Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career.
February 3	Unit 8 Employer Visit from someone who works on a farm.	Interactive presentation from someone who works on a farm about the different types of jobs people can do on farms. Students will have the opportunity to ask questions of the employer.
February 10	Unit 8 Exposure to different types of employment & Exploration: Technology field	Presentation on different types of jobs are available in technology. Interactive activity to explore a specific aspect of the technology field. Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career
February 17 No class on February 17	Unit 8 Employer Visit from someone in the Technology field	Interactive presentation from a Technology Employer. Students will have the opportunity to ask questions of the employer.
February 24	Unit 8 Exposure to different types of employment & Exploration: Human Services/Health Care Fields	Presentation on the different types of jobs available in the human services field and in health care. Interactive activity to explore a specific aspect of the health care field. Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career

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March 2 Early dismissal 3/6	Unit 8 Employer Visit from someone in the Health Care Field	Interactive presentation from a Human Services/Healthcare employer. Students will have the opportunity to ask questions of the employer.
March 9	Unit 8 Exposure to different types of employment & Exploration: Self-Employment	Presentation on the different ways people are self-employed, what kinds of fields are people able to be self-employed in, etc.. Discussion on the Pros and Cons of self-employment
March 16	Unit 8 Employer Visit from someone who is self-employed	Interactive presentation from a Self-Employment Professional. Students will have the opportunity to ask questions of the employer.
March 23	Unit 8 Exposure to different types of employment & Exploration: Athletics Field	Presentation on the different types of jobs in the field of Athletics. Interactive activity to explore a specific aspect of Athletic Students will identify what they liked and did not like about the career focused experience and they will self-identify their skills related to that career.
March 30	Unit 8 Employer Visit: Athletics	Interactive presentation from an Athletic Professional. Students will have the opportunity to ask questions of the employer.
April 6 Early Dismissal April 6 No School April 10	Unit 9: Personal Positive Profile- Electronic Resume	Students will begin putting together their Personal Positive Profiles , which we will be encouraging students to do through a electronic format that they can use as an alternative to a traditional resume. The profile will focus not only on past job experience but also skills they have demonstrated through the interactive exploration activities for each type of career field that was covered during the course. Students will begin by taking information during the initial exploration about their goals, dreams and interests and inserting it into a power point template that can be used for their e-resume.
April 13 No School April 13 th	Unit 9: Personal Positive Profile - Electronic Resume	Students will continue to work on putting together their e-resume by including the information they gathered about their network and their parent's network related to their vocational themes. Units 2-3
April 20	Unit 9: Personal Positive Profile - Electronic Resume	Students will focus on adding the demonstrated skills and interest areas into their e-resume from each of the Unit 8 career exploration classes.

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April 27 No Class 4/28	Unit 9: Personal Positive Profile-Electronic Resume	Students will finish e-resume
May 4	Unit 10: Employment Plan	Quick review of what students learned in Units 4-6 Students will begin their employment plan using their two to three career interest areas/vocational themes to create a list of 20 businesses/employers for each vocational theme. This is the foundation of the employment plan.
May 11	Unit 10: Employment Plan	Students will review their Network Map to see if there are people they can connect to on their list of 20 employers for each vocational theme. Businesses/employers where the student has a connection will be placed at the top of their list of 20 and the contact information for those network connections will be included.
May 18	Unit 10: Employment Plan	Students will complete their employment plan by coming up with action steps to utilize their prioritized list of 20 businesses per vocational theme to seek a Work-Based Learning Experience or competitive integrated employment.
May 25 No Class May 25	Unit 11: Employment Skills	Students will work on employment skills such as time management, taking responsibility for our actions, building good work relationships and being able to effectively advocate for one self so they are prepared for a future WBLE experience or competitive integrated employment.
June 1	Unit 11: Employment Skills	Students will continue to work on important employment preparedness skills.
June 8	Unit 12: Putting it all together	Students will present their Personal Positive Portfolio and Employment Plan. 10 minute presentations. Family members invited for presentations.