

Career Exploration Counseling Proposal

Duration- 2-week program

Days- Monday/Wednesday/Fridays for 2 hours each session (Days can be flexible based on student's schedule)

Total length of training - 10 hours

Rate: \$700

Location: Virtual (OPR Google Classroom) and in person option available

Group Ratio – 4 students to 1 instructor. 4:1 Average setting.

Minimum 2:1 and Maximum 5:1

OPR agrees to the following: Agreement with the Pre-ETS fee. Agreement to provide intensive support for students who require it to participate in Pre-ETS. Agreement to adhere to DORS' Pre-ETS reporting requirements.

Student Learning Objectives

- **1.1 The students understand what career exploration is and why it is important.**
- **1.2 The students understand their strengths and abilities.**
- **1.3 The students discovered what type of work they are interested in and what employment options are in those fields.**
- **1.4 The students understand what kind of education and training is needed to reach job goals.**
- **The students have resources and tips to guide them in next steps.**

Materials:

- Student notebooks for journaling
- Handouts:
- Desktop/laptop if virtual
- Pens, pencils

Week 1

Objective 1.1 The students understand what career exploration is and why it is important.

Ask students if they know what career exploration is. It is the process of exploring options that fit your interests and skills.

Ask students why it's important. It connects the dots between the skills learned in school and the employment world.

View career interests film [Intro to Career Exploration - For Teens! \(youtube.com\)](https://www.youtube.com/watch?v=K3v8v8v8v8v). Discuss.

Ask students what their interests are. Do you have any hobbies? Discuss student responses about hobbies and interests and ask how these may help them in choosing a career.

Tell students we are going to take a questionnaire to discuss their specific interests and how it may lead to their careers. Students take career interest profiler online. Discuss questionnaire results.

Journal: When I grow up, I want to be . I think I would make a good , because .

Assessment: What is career exploration? Why is it important? Students read entries aloud and discuss.

1.2 The students explored their strengths and abilities.

Tell students we have discussed their interests and how they may influence their career choices. Now we will talk about their skills.

Ask students to define skills. A skill is the ability to do something well. That would be a strength.

Ask students to name some things that they do well. Ask students how these skills may be useful in a career. Do you think that having such skills may make an employer more likely to hire you? Tell students they will explore their strengths and abilities during this class. They will also explore their weaknesses.

[How Our Weaknesses Can Become Our Strengths | David Rendall | TEDxZurich \(youtube.com\)](https://www.youtube.com/watch?v=UW3333333333)

Watch the video 24 character strengths explained. [24 Character Strengths Explained \(youtube.com\)](https://www.youtube.com/watch?v=...) Ask students to have a piece of paper and a pen handy. Ask them to write down their character strength or strengths because they probably have more than one. Ask them to give an example of how they demonstrate that strength (ex. gratitude-"I appreciate when my sister helps me with my homework. I always say thank you".)

Journal: What are my strengths? What are my weaknesses?

H.W. assignment- Think about how you may turn one of your weaknesses into a strength. Write it in your journal. Journal entries are read aloud in class followed by discussion.

1.3 The students discovered what type of work they are interested in and what employment options are in those fields.

Tell students their career aspirations may change in the future, just as it may have changed from when they were little kids. Direct students to resources to explore their individual career choices. Students complete the interest profiler form. [O*NET Interest Profiler at My Next Move](#)

Go over individual profiles with students Begin to discuss career paths and clusters with students.

- A career path is a specific set of jobs that prepare you for upward growth in your industry. It is a long-term plan that includes specific steps to help you advance to a desired occupation or new role. There are 4 types of career paths: 1. Knowledge-based based 2. Skill-based 3. Entrepreneur based 4. Freelance

An example may be someone starting as a line cook and learning skills to become a chef.

- A career cluster is a group of occupations with similar features. They give you an easy way to explore different kinds of jobs within a small category. For example, careers in government and public administration concentrate on planning and performing government at the local, state, and federal levels. There are 16 career clusters: (instructor names them).

Students view career clusters video. [16 Career Clusters - YouTube](#)

Complete career clusters matchup . - [Match up \(wordwall.net\) Career Clusters](#)

[Journal; "Whatcluster am I in?" Entries are read aloud in class. Instructor checks for understanding.](#)

Week 2

Objective 1.4 The students understand what kind of education and training is needed to reach job goals.

Let students know that we will begin to discuss the education and training needed for their desired career. Ask students what their desired career is at this time. Ask students if they know the level of education or training required for their career.

Let students know we will use the U.S. Bureau of Labor and Statistics as a resource to ascertain the level of education needed for their desired career.

Show students example: Ashley said she aspires to be a teacher. Bring up the chart: Refer to the chart to show students the level that they teach will determine the amount of education required for those positions. For instance, a preschool teacher is required to possess an associate degree while grade school, middle, and high school teachers require a bachelor's degree at minimum. An associate degree is earned at a two-year college. A bachelor's degree is earned at a 4-year college or university.

Allow all of the students to find out the educational requirements for their chosen occupation. Ask students if the information in the chart further influenced their goal to pursue a particular career.

Let's give an example of Jordan who loves animals. She initially thought that she'd like to be a veterinarian. She didn't realize that she'd have to attend both college and medical school. Now she's not so sure.

Objective 1.5 The students have resources and tips to guide them in next steps

Tell students we are going to conclude the course by sharing some tips to help them move along in their journey in career exploration. We will also share some resources for them to follow up with.

- Expand your skillset. Learn more about the computer, take a class to learn more. Many of you are computer and social media savvy. Turn that into a positive, there are positive ways you can make money on social media.
- One of the positive skills listed was being bilingual. Take a class to learn a new language. If you are taking a foreign language, practice, practice, to become fluent.
- Ask students to recall their skills and strengths list and think about ways they can improve them.
- Explore various careers through research. Perhaps you could find the steps to become a registered nurse (or your desired career) and the roles of that profession.
- Network and job shadow. It's great to get to know individuals who are working in the career that you wish to go into.
- Job shadowing is one of the most hands-on career exploration activities where you would observe professionals in their workplace. Counselors and career center coaches can facilitate a visit.

Tell students that their school counselors and teachers can be excellent sources for information related to education and the job market. Your school likely has a career guidance program.

There are state programs with transition programs that prepare students and their families for life after high school.

Students are provided with several resources and websites to guide them.

Assessment: Ask students to name some steps they can take to prepare for the next steps in career exploration.

Journal: Where do I go from here? Think about your next steps as they relate to career exploration. Will you get a part-time job or begin to take steps to learn more about college/trade school/the military? The choice is yours. Journal entries are read aloud in class followed by discussion.

Sources

[Intro to Career Exploration - For Teens! \(youtube.com\)](#)

[O*NET Interest Profiler at My Next Move](#)

[What Is a Career Cluster? 16 Types To Know | Coursera](#)

[What Is a Career Path? How to Create Your Own | Coursera](#)

[24 Character Strengths Explained - YouTube](#)

[How Our Weaknesses Can Become Our Strengths | David Rendall | TEDxZurich \(youtube.com\)](#)

[U.S. Bureau of Labor Statistics : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

[K-12 : Student Resources : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

[Career Exploration and Skill Development | Youth.gov](#)