

Exploring Career Clusters and Paths DVD Instructor's Guide

What's It All About?

Exploring Career Clusters and Paths gives an overview of the career exploration process. In a documentary-style approach, this engaging DVD focuses on the significance of personal aspirations, interests, abilities, and self-knowledge; the value of an education and other types of training; the tools available for exploring careers, clusters, and paths; the importance of networking and volunteering; and the wide range of possibilities the future offers to those who plan for it and keep an open mind.

What's in This *Exploring Career Clusters and Paths Instructor's Guide*?

This guide explains what you need to do before showing the DVD. You may wish to show the entire DVD in one sitting to introduce career planning to your students. Or, you may wish to use the DVD with activities over several classes.

If you wish to do the latter, this guide presents a section of discussion questions without answers. Students will grasp the content of *Exploring Career Clusters and Paths* more easily if they read the unanswered questions. You can write the questions on a chalkboard, poster, or flip board, or create a handout, transparency, or PowerPoint slide. You also can administer the discussion questions as a pretest to determine the concepts your students already know and those you'll need to emphasize, as a posttest to assess learning, as a small group activity, or as homework.

Following the discussion questions are seven "chapters" that correspond to sections on the DVD. These sections contain the viewing time of the DVD chapter, the objectives, a script that you can follow with your class, and activities.

The key to effectively using *Exploring Career Clusters and Paths* and this *Instructor's Guide* is to select those discussion questions that you want to emphasize and omit any that you suspect your students already know. Also, read through the activities to determine whether you want to use any of them during a session or as homework, small group assignments, or longer projects.

Getting Ready

Make sure that you have

- read through this guide
- previewed *Exploring Career Clusters and Paths*
- arranged the room so that everyone can see
- ensured that the equipment is functioning properly

Discussion Questions

- Chapter 1:**
1. What career did you dream of having when you were younger?
 2. Why do dreams evolve (or change) as people get older?
 3. Why is choosing a career referred to as a process?
- Chapter 2:**
1. What three questions do you need to answer as you work through the process of choosing a career?
 2. When is the best time to explore who you are and what you love to do?
 3. What influences your career choices?
- Chapter 3:**
1. What influence does education have on lives?
 2. What are the results of dropping out of high school?
 3. What are two keys to success in a career?
 4. What are two keys to success in school?
- Chapter 4:** What are two additional sources of training?

- Chapter 5:**
1. What is a career cluster system and how do you use it?
 2. What specific information do you need to know about a potential career?
 3. Where can you go for more information about a career?
- Chapter 6:**
1. In addition to teachers and counselors, who can give you career advice?
 2. What is networking?
 3. What are the benefits of networking?
 4. How can you broaden your network?
 5. Where can you volunteer?
 6. What do you gain by volunteering?
- Chapter 7:**
1. How many career options do you have?
 2. How can you find those options?
 3. How can you become rich?

Chapter 1 Introduction. Viewing Time: 1:45 minutes

Objectives: After completing this session, students will

- Understand the significance of the dreams they had as young children
- Understand why those dreams evolve
- Comprehend that choosing a career is a process

Chapter 1 Script

Before beginning the DVD, welcome the students and make sure that each can see the screen. Then follow this script.

Say: Think about this: “It’s never too early to begin exploring a career, and it’s never too late to change it.” Do you believe that? Why? Why not?

Answer: *(Let two or three students state their opinions and then thank them for sharing, but don’t offer an opinion.)*

Say: Today we’re going to watch *Exploring Career Clusters and Paths*. Before we begin, let’s read the questions that we will discuss after viewing this segment of the DVD.

Begin the DVD and stop it when “What Are Your Interests?” appears. Resume the script.

Say: What career did you dream of having when you were a younger?

Answer: *(Let students discuss their dreams. You may also want to share your childhood dreams.)*

Say: Why do our dreams evolve (or change) as we get older?

Answer: *(Let students share their answers first.)* The careers we dream of having evolve as we explore the world. We learn about ourselves and the world around us, understand more about who we are, and explore what we enjoy doing. Our eyes are opened to new possibilities.

Say: The narrator referred to choosing a career as a process. Why? What is a process?

Answer: *(Let students share their answers first.)* Any process takes time and is ongoing, isn’t it? Planting a garden is a process. You can’t plant a seed one day and have it be a full-grown plant the next. Choosing a career is like planting a garden. It takes time to find out who you are and what you like. That’s why we can say, “It’s never too early to begin exploring a career or too late to change it.”

Activities: 1. Share “Dream” by Langston Hughes or another meaningful poem. It can be a wonderful source of inspiration. 2. Students create an expression of their career dreams or unique personal abilities by writing a poem or narrative, drawing a picture, or creating a collage.

Chapter 2 What Are Your Interests? Viewing Time: 4:25 minutes

Objectives: After completing this session, students will

- Identify areas of self-knowledge helpful in choosing a career
- Recognize that school is the time to focus on learning more about ourselves
- Recognize the factors that influence career choices

Chapter 2 Script

Say: What interests you? Are you a sports nut? Do you like to shop ‘til you drop? Does music float your boat? Before we begin, read the questions that we will discuss after viewing the DVD.

Read the questions, begin the DVD, and stop it when “Education and Training” appears. Resume the script.

Say: The things that interest us become our hopes for the future. The better we know ourselves, the better our career choices. As you begin to explore careers, keep in mind the traits that come naturally to you. What three questions do we need to answer as we work through the process of choosing a career?

Answer: *(Let several students answer.)* Thanks. The three questions are these: 1. What do I like to do? 2. What am I good at? 3. What do I like to learn more about?

Say: When should you be asking yourself these questions? When is the best time to explore who we are and what we love?

Answer: *(Let someone answer.)* Thanks. School is all about learning and exploring. That’s the time set aside for exploring who you are. You are free of other obligations at that time.

Say: What or who influences our career choices?

Answer: *(Let several students answer.)* The biggest influence is your family, what your family members do, or what they expect of you. Another factor that plays a big role is peer pressure; unfortunately, many people based their career choice on what’s popular and acceptable. Also, the media creates a desire to have a certain image. When we listen too much to others’ opinions, we can lose our focus on finding the career that reflects who we are and what we love.

Activities: Ask viewers to create lists of their interests, skills/abilities, and personal traits. If they know each other well, they can exchange lists and add to them. If the group is new to each other, they can take the list home to share with family and friends.

Chapter 3 Importance of Education and Training. Viewing Time: 4:16 minutes

Objectives: After completing this session, students will be able to

- Recognize the correlation between education and opportunities throughout our lives
- Recognize the consequences of dropping out of high school
- Identify two keys to success in a career
- Identify two keys to success in school

Chapter 3 Script

Say: How important is education to you? Would you rather go to school to get the training you need for a career or be a self-made person?

Answer: *(Let two or three students state their opinions and then thank them for sharing, but don’t offer an opinion.)*

Say: Think about the four Chapter 3 questions as you view the next segment of the DVD.

Read the questions, begin the DVD, and stop it when “Take the Fork in the Road” appears. Resume the script.

Say: The narrator says that we never stop learning. Do you believe that is true?

Answer: *(Let two or three students express their opinions.)* Thank you for sharing your thoughts.

Say: What influence does education have on our lives, if any? What are the results of dropping out of high school?

Answer: *(Let two or three answer.)* You’re right. Our opportunities throughout life are tied to our education. High school dropouts earn 35 percent less than high school graduates earn. Dropping out can create barriers for the rest of your life.

Say: What caused Marsha to get her GED and go to college?

Answer: *(Let someone answer.)* We never know what will happen in life. It’s important to make the most of educational opportunities while we are young and have our health.

Say: What did Adam discover when he dropped out of school?

Answer: *(Let someone answer.)* Thanks. He encountered many barriers, didn’t he? He didn’t have the keys he needed to get a job.

Say: What are two keys to success in a career?

Answer: *(Let two or three students answer.)* Yes. According to the DVD, your career success depends on getting a high school diploma and probably even more education. The degrees you can obtain at colleges and universities are an associate’s degree (two-year), a bachelor’s degree (four-year), master’s, and doctorate degrees.

Say: What are the keys to success in school?

Answer: *(Let two or three answer.)* Success in school requires hard work and studying. Are you willing to get the keys you need—a high school diploma and even more education? Are you willing to do the hard work and the studying required to succeed in school?

Activities: 1. Viewers brainstorm about the educational programs available in your area. Then show them a map of the state, the United States, and/or the world. Let them discuss whether they’d be interested in going to a different location to get an education. 2. Show the bonus content segment “Thinking about Dropping Out” (7:57 minutes). 3. Consider having copies of *The Kid’s College Almanac* (from JIST Publishing) available so that students can find interesting, easy-to-understand answers to their questions.

Chapter 4 Take the Fork in the Road. Viewing Time: 2:08 minutes

Objective: After completing this session, students will be able to recognize two additional ways to get training for a career.

Chapter 4 Script

Say: The next segment is short but offers two additional ways of getting ready for a career. See if you can find them.

Begin the DVD and stop it when “Tools to a Career” appears. Resume the script.

- Say:** What type of program was Chris Clark in?
Answer: *(Let two or three students express their opinions.)* Yes, Chris was in an apprenticeship, a hands-on training program.
- Say:** What was the apprenticeship like for Chris?
Answer: *(Let two or three students express their opinions.)* Thank you. Yes, he took a summer of his life to work on different areas, watching the mechanics in every area, and then focusing on one specific area. I thought he seemed to really enjoy it; it was a wonderful learning experience for him.
- Say:** In his experience, why was his high school education valuable?
Answer: *(Let one student answer.)* Yes, he was able to use it in all his work, wasn't he?
- Say:** What's the second source of training that the DVD mentions?
Answer: *(Let two or three answer.)* You're right. The military includes several branches: the Army, Navy, Air Force, Marine, Coast Guard, and reserves.
- Activities:** 1. You could have a representative from a local technical college or a military recruiter give a 15-minute presentation. 2. Show the Bonus Content segment "Do You Want to Be the Next Big Sports Star?" (4:50 minutes).

Chapter 5 Tools for Finding a Career. Viewing Time: 3:20 minutes

- Objectives:** After completing this session, participants will be able to
- Define a career cluster system
 - Understand the purpose of a career cluster system
 - Identify five key areas of information about careers that can help them determine whether they are interested in or qualified for a career
 - Identify sources for additional information about careers

Chapter 5 Script

Say: Meta Dunn said early in the DVD that finding what lights you up inside isn't enough—that you need tools to find the right key. This segment takes a look at several tools you can use to find the right career. Read the Chapter 5 questions before we begin.

Read the questions, begin the DVD, and stop it when "Networking" appears. Resume the script.

- Say:** What is a career cluster system?
Answer: *(Let one or two students answer.)* Yes, a career cluster system is one that arranges careers that are similar into groups. The most accepted system has those 16 clusters that you saw floating across the screen.
- Say:** How do you use a career cluster system?
Answer: *(Let one or two students answer.)* That's right. You can use the system to get ideas about the types of careers that might interest you.
- Say:** But what specific information do you need to have about a potential career before you can choose it? The narrator mentioned five areas.
Answer: *(Let several students answer.)* Thank you. You need to know the goals you need to set to be ready for that career, the education and skills requirements, the number of available jobs, and, of course, the average income earned in that career.
- Say:** Where can you go for additional information about career clusters or careers?
Answer: *(Let students answer.)* There are many sources, aren't there? You may want to take a

career interest inventory. You can get career reference books from teachers, librarians, or counselors. Today schools and libraries have computer-based programs for exploring careers. And, of course, you can find a variety of information on Web sites.

Activities: 1. Administer a self-directed interest inventory, such as the *Transition-to-Work Inventory*. 2. Display copies of career reference books, such as the *Young Person's Occupational Outlook Handbook* or the *EZ Occupational Outlook Handbook* and ask students to look through them to find additional information on careers, based on the results of the interest inventory. If you have access to computers, help the viewers use them to search for career information. 3. Show the Bonus Content segment, "Show Me the Money" (3:24). (All the suggested materials are available from JIST Publishing.)

Chapter 6 Networking. Viewing Time: 3:42 minutes

Objectives: After completing this session, students will be able to

- Define networking
- Understand the benefits of networking
- Define volunteering
- Give examples of opportunities for volunteering
- Understand the benefits of volunteering

Chapter 6 Script

Say: How often is it that you have the undivided attention of another person, someone who wants to help you? Think about that and the Chapter 6 questions as you view the next segment of the DVD.

Read the questions, begin the DVD, and stop it when "It's Time to Begin" appears. Resume the script.

Say: In addition to teachers and counselors, who can give you career advice?

Answer: Family and friends can talk about their careers or connect you with someone in the career you're interested in, can't they?

Say: How can you begin networking? Is it difficult to build a network?

Answer: It's as simple as asking for advice, asking people how they got their jobs, what they like and don't like about their careers, or asking for suggestions about education and training.

Say: What are the benefits of networking?

Answer: Networking can help you find a job, choose a career, or find a college. Remember the question that I asked before we watched this segment? How often is it that you have the undivided attention of another person? Now you know. That one-on-one relationship that focuses solely on you is networking.

Say: In fact, how are most jobs found?

Answer: Yes. Most jobs are not found by searching on the Internet, sending out resumes, or reading the classified ads. Most jobs are found by networking.

Say: How can you broaden your network?

Answer: Volunteering and applying for internships are excellent ways of broadening your network.

Say: Names some places where you can volunteer.

Answer: You can volunteer with a vet or at the humane society, with community service organizations, doing things for your neighbors, or taking part in activities at your church.

Say: Have you ever volunteered? What did you gain when you volunteer?

Answer: *(Let someone share his or her volunteering experience.)* Yes, it's amazing how you can build skills, learn more about activities, and automatically expand your network just by giving a little of yourself to others. That's not all. You learn more about yourself and what you like. Volunteering also gives you experiences and sources for references to include on applications and resumes. But you're not the only one who gains from volunteering; the community gains too, and that gives you a feeling of pride and accomplishment.

Activities: 1. Give each student an index card and ask each to write down one object that he or she needs. Then give everyone the assignment of trying to find someone in the room who can help them get what they need. 2. Set a timer for one minute and see who can list the most places for volunteering before the timer goes off. Discuss their lists. 3. Ask a representative of a service organization to come in and share about how volunteering with the organization can translate into job-related skills or knowledge.

Chapter 7 It's Time to Begin. Viewing Time: 1:24 minutes

Objectives: After completing this session, students will be able to

- Recognize that there's not one right career, but thousands of options and paths
- Understand the elements of a career search
- Recognize the value of a sense of fulfillment in a career choice

Chapter 7 Script

Say: How many of you believe that you must find exactly the right career if you're going to be successful and happy?

Answer: *(Let one or two students state their opinions and then thank them for sharing, but don't offer an opinion.)*

Say: Think about the Chapter 7 questions as you view the next segment of the DVD.

Read the questions, begin the DVD, and stop it when the outtakes finish.

Say: According to the narrator, how many career options do you have?

Answer: She says that there's not one right answer; there are thousands of right answers. Can you imagine thousands of options for your career?

Say: How can you find those options?

Answer: You have to be creative, don't you? The best way is to combine your hobbies or passion with what you're good at in school. Blend them together into a career that you will love. But it won't just tap you on the shoulder. You have to do some work.

Say: What work must you do?

Answer: You must pick a place to start, stay open to your options, make a plan, and work toward specific goals. Be flexible. You can adjust your goals if you realize that they're not working.

Say: And then you'll be rich, right?

Answer: No, focusing only on the money doesn't make most people feel good about life. Happiness and fulfillment are what make a rich life.

Activities: Have students complete the activities they have begun. Be sure to allow enough time for them to share their conclusions either in small groups or with the entire group.