

Thank you for purchasing college-prep materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students prepare for college. Although our materials can stand alone as a handout for students, the program guide will offer additional information and activities to share with students in a classroom or workshop setting.

The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website [www.dreamcatchercurriculum.com](http://www.dreamcatchercurriculum.com) for additional info, resources, and new curriculum topics.

➡ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

## **BUILDING YOUR CAREER OBJECTIVE & INCLUDED TOPICS**

To develop the necessary foundational skills and knowledge about career-building, which includes the concepts of career research, self-reflection, and soft skills such as problem-solving, collaboration, work ethic, communication, and professional interpersonal relationships; *Career Selection, Career Development in College, Self-Awareness, Soft Skills, Interpersonal Skills*

## **BEFORE THE WORKSHOP/SESSION**

This workshop is designed for middle school/junior high level students and serves as an introduction to careers by providing basic professional and interpersonal skills to develop in the years between middle school and entering a profession. The workshop emphasizes the importance of self-discovery, personal skills, and unique interests when considering a potential career. The knowledge gained during the session should be helpful in narrowing the options as to an ideal career; however, the focus is more about general career skills needed and personal discovery rather than specific careers from which to choose. To supplement the workshop, you might consider covering specific careers or professions.

## **STEP ONE TIME: 5-10+ MINUTES**

**TWO MINUTE DRILL:** Before distributing the handout, introduce the topic of careers by asking students to create a list of careers they know. (Provide scrap paper or distribute the included BUILD THIS bookmark for writing on the back.) Read aloud the following directions: *You will be given only TWO minutes to write down every career you can think of, even if it's not a career you'd want to have. Write down anything that comes to mind when it comes to professions.*

Set a timer for two minutes and begin. You might play some brain music (see the DCC Tip in Step 2) during the activity. After two minutes, ask the following questions to generate discussion about the topic of careers:

How many of you were able to list more than 20 careers?

For those of you in the "20 or More Club," how many more than 20 did you list? (Any higher than 30 deserves a fist bump.)

Were any of the careers on your list something you've considered for your own career? (Put a star by those.)

Do you have careers on your list that would need training or education beyond high school? (Put a check by those.)

Of the careers you listed, which ones do you think might require *at least* a bachelor's degree? (Circle those careers.)

How many careers do you think exist in the world right now? Allow for guesses, then provide the answer: **more than 10,000.**

What are some things you must accomplish between now and starting your career? Answers can vary, but may include: getting good grades, graduating from high school, applying to college, finding out about different careers, discovering skills/interests, applying for jobs, creating a resume, getting work experience, graduating from college, etc.

Share this interesting fact related to the future job market: *According to the World Economic Forum, 65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist.* Ask students to consider how they might start preparing for a career starting in middle and high school, given that some careers may not even be invented yet. Provide a moment of think time then distribute the handout.

# BUILDING YOUR CAREER Program Guide



## **STEP TWO** TIME: 5+ MINUTES

Read aloud the first two paragraphs on the cover page of the handout. Provide about a minute for students to add careers they've previously considered to THE SHORT LIST, then ask them to read the rest of the page independently. Consider using the DCC Tip below to improve concentration and focus.

After a few minutes, ask volunteers to shout out skills necessary to be successful in any career. As possible skills (education, training, flexibility, work experience, professional skills, people skills, work ethic, etc.) are mentioned, ask students to write those words anywhere across the building image on the cover.

**DreamCatcher Tip:** During times of concentration in a workshop, consider playing "brain" music at a quiet level. Brain music should have no lyrics, with a slow rhythm of 40-60 beats per minute, such as Baroque classical music.

## **STEP THREE** TIME: 5-10 MINUTES

Before covering material on the inside of the handout, ask participants to FOLD the sheet so that only page two, headed with *Career Building Blocks*, can be seen. (This will prevent distraction and avoid temptation to complete sections on the next page.) Read aloud the two sections at the top (*What does it mean...* AND *It starts with...*) as students follow along. Provide instructions to complete the matching activity; after a few minutes, reveal the correct matches.

STUDY ABROAD  
INTERNSHIP  
CAREER CENTER  
GRAD SCHOOL  
NETWORKING  
JOB SHADOW

The opportunity to live and attend college in a foreign country...  
A temporary job within a company that can be either full or part-time...  
Most colleges include this department or office on campus...  
Pursuit of an advanced degree (after earning a Bachelor's Degree)...  
A term that refers to meeting people socially, perhaps in a particular profession...  
An experience in which you closely accompany a working professional...

## **STEP FOUR** TIME: 10 MINUTES

Wait! Participants shouldn't turn to the next page yet, but rather put pencils down, sit back, and LISTEN as you read aloud the paragraphs under the *All About You* section on page three. After reading, provide a minute of silent think time for participants to consider what they really want in a career. Provide this prompt: *Think about what you truly want in your career and work life. What are your "most wanted" aspects in a job?*

Next, turn to page three as you read aloud the instructions above the *Most Wanted List*. Instruct students to complete the list, then move on to complete the *What Are Your Greatest Strengths* section. They should wait before turning to the back page. Provide plenty of time for working independently. Play brain music during this time.

## **STEP FIVE** TIME: 5-10 MINUTES

Provide this prompt: *So far, we have discussed creating a foundation of professional experience, as well as practicing self-reflection, but another important building block is researching career options.* Provide these startling statistics from Gallup:

55% of all U.S. employees are not engaged at work, feeling that their capabilities aren't being fully utilized

30% of college educated professionals say they like their work (which means a large % ranges from only *satisfied* to *deeply unhappy* in their work)

Follow up the stats by asking: *What actions can you take to ensure that you will be satisfied in your professional career? Why do you think people get stuck in the wrong job? What do you think may contribute to job dissatisfaction?*

Move to the back page of the handout to cover *All About the Job*. Review the questions to investigate when researching careers. Ask students for any questions they can think of that weren't included on the list. Suggest keeping this handout as a handy reminder for items to consider when researching careers.

Cover *All About the Skills* as the final career building blocks. You could ask for volunteers to read each soft skill or read aloud to the group. Prompt students to put a STAR ★ by the soft skills they believe to be an area of strength and CIRCLE soft skills in need of development. It's okay to circle all four!

**DreamCatcher Extra:** Included on this program guide is an optional BUILD THIS bookmark to photocopy onto cardstock and provide to each student. It includes additional soft skills and inspirational quotes related to careers. You may distribute in STEP 1 (to use the back for the list of careers) or provide at the end of STEP 5 to supplement discussion about soft skills, time permitting.

## **STEP SIX** TIME: 15 MINUTES (OR AS TIME PERMITS)

CAREER BUILDING ACTIVITY—Materials needed: sets of about 20-25 large building blocks (like the game Jenga). The activity will demonstrate the concept of “building” a strong foundation of professional skills and work experience for a career. Put students into small groups (depending on the size of your workshop) for competition, or have individual volunteers take turns building one structure. The activity itself is loosely based on the game of Jenga, but you can use any style of blocks.

Provide the following explanation for the activity: You will be given examples of appropriate career BUILDING blocks, as well as examples of career STUMBLING blocks (actions that are NOT helpful to preparing for your career). For each appropriate building block provided, your team may add one block to create a vertical structure. For each stumbling block, you must remove a block from the foundation of your structure. The team with the tallest structure without falling down is the winner. You must alternate team members to add or remove blocks for each example provided.

Read (in order) the prompts below to facilitate the activity. Allow for discussion as needed so groups can determine if the example given is a *building* block or *stumbling* block to career development. Remind teams to alternate team members for block adding/removing with each example. Keep an eye on the clock to leave enough time for the assessment (if desired) and to process the activity. Feel free to add your own examples of building or stumbling blocks, time permitting.

<u>BUILDING</u> /STUMBLING BLOCK 1	You begin researching different career options starting in middle school.
<u>BUILDING</u> /STUMBLING BLOCK 2	You ask your counselor about finding a job shadowing opportunity in your community.
<u>BUILDING</u> /STUMBLING BLOCK 3	You take an online personality and strengths assessment to determine your interests.
<u>BUILDING</u> /STUMBLING BLOCK 4	You make a “must have” list of all the things you expect in your ideal career.
<u>BUILDING</u> /STUMBLING BLOCK 5	You get a part-time job in the summer to help build up your resume and get work experience.
<u>BUILDING</u> /STUMBLING BLOCK 6	You get involved in a variety of extracurricular activities to expand your resume and people skills.
<u>BUILDING</u> /STUMBLING BLOCK 7	Your mom’s friend can “put in a good word” for you to get an internship at the company where she works. (This is both networking <i>and</i> a potential internship. Allow another block if “networking” is mentioned.)
<u>BUILDING</u> /STUMBLING BLOCK 8	In college, you ask the academic advisor about study abroad opportunities.
<u>BUILDING</u> /STUMBLING BLOCK 9	You’re extra attentive to detail in creating your resume, asking a teacher to look over it, as well.
<u>BUILDING</u> /STUMBLING BLOCK 10	You seek out volunteer opportunities to help build your people/communication skills.
<u>BUILDING</u> /STUMBLING BLOCK 11	You show up on time for class and work and continue to work hard while you’re “on the clock.”
<u>BUILDING</u> /STUMBLING BLOCK 12	During a group project, you get frustrated and vent to your teammates about the project.
<u>BUILDING</u> /STUMBLING BLOCK 13	You wait until freshman year of college to research possible careers or what major to pursue.
<u>BUILDING</u> /STUMBLING BLOCK 14	During high school you never volunteer, get involved, or seek out part-time work.
<u>BUILDING</u> /STUMBLING BLOCK 15	On a college campus tour, you ask to meet with a professor in the field of your career interest.
<u>BUILDING</u> /STUMBLING BLOCK 16	You sometimes show up late for your after school job or make excuses to avoid work.
<u>BUILDING</u> /STUMBLING BLOCK 17	You seek assistance with resume and interview prep from the career center at your college.
<u>BUILDING</u> /STUMBLING BLOCK 18	Instead of seeking creative solutions to problems, you often complain or give up entirely.
<u>BUILDING</u> /STUMBLING BLOCK 19	You join in when others are complaining or participate in gossiping about others behind their back.
<u>BUILDING</u> /STUMBLING BLOCK 20	During team projects you don’t volunteer to take on leadership roles or do more than your share.

## **LAST STEP** TIME REMAINING

Provide assessment to a sampling of students; collect before dismissal.

## **LEARNING OUTCOME**

At session conclusion, students will have learned about critical building blocks to career development, including professional experiences to pursue in middle/high school/college, as well as self-reflection, career research, and professional soft skills.

**BUILDING YOUR CAREER  
PROGRAM ASSESSMENT**



**LIST 3 BUILDING BLOCKS TO  
DEVELOPING YOUR CAREER**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**WHAT ARE 5 THINGS YOU CAN DO  
IN MIDDLE AND HIGH SCHOOL TO  
PREPARE FOR A CAREER?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**LIST 1 QUESTION YOU SHOULD ASK  
WHEN RESEARCHING A CAREER:**

1. \_\_\_\_\_

**LIST 2 SOFT SKILLS THAT YOU  
NEED TO DEVELOP:**

1. \_\_\_\_\_
2. \_\_\_\_\_

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# BUILD **THE**



**10 THINGS  
THAT TAKE  
0% TALENT  
BUT GET YOU  
100%  
RESPECT**



*"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do." —Steve Jobs*


- 1** Being on Time
- 2** Work Ethic
- 3** Effort
- 4** Body Language
- 5** Energy
- 6** Attitude
- 7** Passion
- 8** Being Coachable
- 9** Doing Extra
- 10** Being Prepared

*"There is no passion to be found playing small — in settling for a life that is less than the one you are capable of living." —Nelson Mandela*

*"The only person you are destined to become is the person you decide to be." —Ralph Waldo Emerson*

*"Never hope for it more than you work for it."  
—Sonya Teclai*

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