

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.

## **CAREER D.I.Y. OBJECTIVE & INCLUDED TOPICS**

To inform high school students about the difference between a job and a career, provide career statistical information and key factors for choosing a job, as well as an interests and talents inventory with corresponding results, including working styles and on-the-job factors to consider; *Career Selection, Self-Assessment and Reflection, Self-Awareness, Critical Thinking*

## **BEFORE THE WORKSHOP/SESSION:**

This workshop is appropriate for any level of high school student. Invite professionals from the community with different experiences and education to speak to your students and answer questions. Select some videos from career clusters on <http://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx?&frd=true> for students to learn more about different careers (videos labeled as NEW! have a more up-to-date appearance).

## **STEP ONE TIME: 10 MINUTES**

Introduce the topic of careers. Before distributing the handout, put participants into groups of 4-6 for a Real or Fake Career activity. Ask groups to listen to each career and decide as a group if it is a REAL career or a FAKE career. Read the following careers, but don't give away the answers until the end of the activity.

**Amnesia Surgeon**

**Augmented Reality Architect**

**Avatar Relationship Manager**

**Chief Experience Officer**

**Clone Rancher**

**Extinction Revivalist**

**Personal Brand Manager**

**Robot Polisher**

**Space Junk Recycler**

**Time Hacker**

Let students know that all the jobs listed are **REAL**. These are emerging job titles and jobs that will be in existence by the year 2030. There are many more emerging jobs at this link: [https://thefutureofwork.net/assets/70\\_Jobs\\_for\\_2030.pdf](https://thefutureofwork.net/assets/70_Jobs_for_2030.pdf)

State that many jobs of interest aren't yet in existence. However, participants will need to be able to apply existing skills and talents to new jobs, combine skills and functions from different roles to create new specialties, and solve future problems to find a satisfactory career.

## **STEP TWO TIME: 10 MINUTES**

Distribute the *Career D.I.Y.* handout. Discuss the introduction at the top right of the handout, asking for a volunteer to read aloud (or you can read aloud as the facilitator). Some follow-up prompts:

*By show of hands, which is most important in your future career: money and status OR work that you enjoy?*

*How important are your interests and talents when choosing a career?*

*What kind of on-the-job factors might you consider? Answers could be coworkers, how to get to work, work hours, etc.*

Discuss the *Job (The Definition)* and *Career (The Definition)* sections, ensuring that you discuss the key differences between a job and a career. Lastly, discuss the section about building, improving, and learning new skills below the *Career (The Definition)* box. Next, move on to the *Work By the Numbers* section. For prompts with blank spaces, ask students to guess the number that fits the prompt. Ensure they write the correct answers listed below:

Average number of hours a person works in a lifetime: **90,000 hours**

About **50%** of people say their job is a career.

People who say their current job is a stepping stone to a career: **18%**

The average time a person stays at a job is **5 years**.

# CAREER D.I.Y. Program Guide



## **STEP TWO (CONTINUED)** TIME: 10 MINUTES

Ask if any of the statistics were surprising and discuss as needed. Lastly, cover *Work (The Definition)* and the final section about working, exploring interests/talents, and finding a fulfilling career.

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

**DreamCatcher Extra:** Before the workshop, photocopy *Career Considerations* provided on this program guide (it is also available at [www.dreamcatchercurriculum.com/for-educators](http://www.dreamcatchercurriculum.com/for-educators) in a print-friendly format). Give students the *Career Considerations* activity page included on this program guide. Using the scales under each subheading, they will select which aspect of a job is the most like them. Review results as time allows, discussing any factors that might be in contradiction with each other (such as a low salary combined with a 50-60 hour work week).

## **STEP FOUR** TIME: 15 MINUTES

Ask participants to open their *Career D.I.Y.* handout and fold it in half so that only the page with the section *What Careers Have you Considered So Far?* at the top middle shows. Direct students' attention to the grey box and ask students to consider the factors listed and decide on 5 factors that are the MOST important by denoting with a mark in the corresponding circles. Next, they should list or doodle a few careers or jobs they've considered so far.

Move to the section titled *Explore Your Interests and Talents*. Ask students to take a few minutes to read through each activity or task in each section and mark the circle if they like or would like performing that task. Feel free to play some brain music during this time (classical music that is 40-60 bpm with no lyrics). Upon completing the interest inventory, participants should score each section and note the number in the boxes accordingly. Instruct the group to open the handout to the full size and write their top 3 types that correspond with the descriptions (example: Section 1 corresponds to the *Thinker* section). Students should respond to the prompts on the clipboard and read more about their personal results to the right. Next, ask a volunteer to read aloud from the silver box. Ask if they've performed an interest inventory before and if their results today are different or similar. Encourage students to visit websites like <https://bigfuture.collegeboard.org/explore-careers> or <https://www.princetonreview.com/quiz/career-quiz> to learn more about potential career matches.

Lastly, ask the group to consider their individual working styles. Read the *Commanders & Supporters*, *Dreamers & Doers*, and *Butterflies & Wallflowers* sections with students and ask them to place a small checkmark next to the section in each of the three boxes that fit their style best. Cover the dark grey square before moving on, emphasizing that students' interests and talents might change over time and being flexible to change is important.

## **STEP FIVE** TIME: 15 MINUTES

Move to the *How to D.I.Y. Your Dream Job* section on the back of the handout. Read the introduction then put students into groups of 6. Instruct them that each person in the group is to choose one of the sections to teach to their small group by rephrasing each section into their own words (which helps commit information to long-term memory). Provide a few minutes to review their section and prepare for the idea share. Provide a few minutes per student to teach their assigned section to the group. This activity could also be done with 6 groups with each group presenting a section to the workshop as a whole. Ensure that the silver oval on the bottom of the page is reviewed.

## **LAST STEP** TIME REMAINING

**DreamCatcher Extra:** Before the workshop, photocopy the full-page activity, *Career Clusters* included with this program guide. To conclude the workshop, distribute *Career Clusters* and ask students to review each cluster, noting which one seems the most interesting or closely resembling their interests. Students should consider how their interest inventory might correspond with the career clusters. Direct students to the link <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm> for more information, job listings, growth potential, pay, and education requirements.

You might suggest researching the Bureau of Labor Statistics Career Outlook pages: BLS Occupational Outlook Handbook: <https://www.bls.gov/ooh/> (find career information on job duties, education and training, pay, and outlook for hundreds of occupations on the OOH site); Economy at a Glance: <https://www.bls.gov/k12/content/students/eag/economy-at-a-glance.htm>; Career Outlook homepage: <https://www.bls.gov/careeroutlook/home.htm>. Facilitate questions and discussion as necessary. Distribute several workshop assessments and collect when complete.

## **LEARNING OUTCOME**

At session conclusion, students will be able to name the key difference between a job and a career, name their most important factor in choosing a career, and be able to name one thing to do in high school to prepare for their future career.

# CAREER D.I.Y. ASSESSMENT

What is the key difference between a **JOB** and a **CAREER**?

Name one thing you can start doing in high school to prepare for your future career.

Which career factor is most important to you? Circle one.

- |                         |                           |
|-------------------------|---------------------------|
| Level of Education      | Friendship with Coworkers |
| Tasks of Position       | Social Impact             |
| Compensation            | Fit with Personal Values  |
| Geographic Location     | Recognition or Awards     |
| Technology Use          | Personality Fit           |
| Level of Physicality    | Professional Development  |
| Indoor vs. Outdoor      | Promotion Opportunities   |
| Growth/Decline in Field | Work-Life Balance         |

# CAREER D.I.Y. ASSESSMENT

What is the key difference between a **JOB** and a **CAREER**?

Name one thing you can start doing in high school to prepare for your future career.

Which career factor is most important to you? Circle one.

- |                         |                           |
|-------------------------|---------------------------|
| Level of Education      | Friendship with Coworkers |
| Tasks of Position       | Social Impact             |
| Compensation            | Fit with Personal Values  |
| Geographic Location     | Recognition or Awards     |
| Technology Use          | Personality Fit           |
| Level of Physicality    | Professional Development  |
| Indoor vs. Outdoor      | Promotion Opportunities   |
| Growth/Decline in Field | Work-Life Balance         |

# CAREER D.I.Y. ASSESSMENT

What is the key difference between a **JOB** and a **CAREER**?

Name one thing you can start doing in high school to prepare for your future career.

Which career factor is most important to you? Circle one.

- |                         |                           |
|-------------------------|---------------------------|
| Level of Education      | Friendship with Coworkers |
| Tasks of Position       | Social Impact             |
| Compensation            | Fit with Personal Values  |
| Geographic Location     | Recognition or Awards     |
| Technology Use          | Personality Fit           |
| Level of Physicality    | Professional Development  |
| Indoor vs. Outdoor      | Promotion Opportunities   |
| Growth/Decline in Field | Work-Life Balance         |

# CAREER

## CONSIDERATIONS

How much do you want to be paid? Do you want to work with others or alone? How much education can you commit to after high school? How much do you want to work? What type of environment do you want to work in? Consider your preferences for jobsite factors when choosing a career on the scale below.

### PAY

MOST LIKE ME  
I just need to make ends meet. Being paid a high salary isn't that important to me.

MOST LIKE ME  
I would like my basic needs met plus a little extra for savings.

MOST LIKE ME  
I'd like to be paid enough that I don't have to pay attention to my budget.

MOST LIKE ME  
I want to make a very high salary to afford an extravagant lifestyle.

### WORKING WITH OTHERS

MOST LIKE ME  
I'd like to work only on my own with very little interaction with co-workers.

MOST LIKE ME  
I'd like to work mostly on my own with some work done as a team with co-workers.

MOST LIKE ME  
I'd like to work on a team with co-workers with some work done on my own.

MOST LIKE ME  
I'd like to work only on teams with co-workers with very little work done alone.

### EDUCATION

MOST LIKE ME  
I'd like a job that requires an associate degree or certification.

MOST LIKE ME  
I'd like a job that requires a Bachelor's degree.

MOST LIKE ME  
I'd like a job that requires a Master's degree.

MOST LIKE ME  
I'd like a job that requires a Doctoral degree or law degree.

### WORK HOURS

MOST LIKE ME  
I'd like to a job that works 30-40 hours a week in the work space of my choosing.

MOST LIKE ME  
I'd like a 40 hour per week job in a space with a computer and desk provided.

MOST LIKE ME  
I'd like a job that works 40-50 hours per week in a fast-paced setting.

MOST LIKE ME  
I'd like a job that works 60-60 hours per week, including the weekends.

### WORK ENVIRONMENT

MOST LIKE ME  
I'd like a job that allows me to work outdoors with tools and other equipment.

MOST LIKE ME  
I'd like a job with casual dress and flexible hours.

MOST LIKE ME  
I'd like a job where I can work from home and dictate my work schedule.

MOST LIKE ME  
I'd like a job in an office working with computers and technology.

# CAREER

## CONSIDERATIONS

How much do you want to be paid? Do you want to work with others or alone? How much education can you commit to after high school? How much do you want to work? What type of environment do you want to work in? Consider your preferences for jobsite factors when choosing a career on the scale below.

### PAY

MOST LIKE ME  
I just need to make ends meet. Being paid a high salary isn't that important to me.

MOST LIKE ME  
I would like my basic needs met plus a little extra for savings.

MOST LIKE ME  
I'd like to be paid enough that I don't have to pay attention to my budget.

MOST LIKE ME  
I want to make a very high salary to afford an extravagant lifestyle.

### WORKING WITH OTHERS

MOST LIKE ME  
I'd like to work mostly on my own with some work done as a team with co-workers.

MOST LIKE ME  
I'd like to work on a team with co-workers with some work done on my own.

MOST LIKE ME  
I'd like to work on a team with co-workers with very little work done alone.

MOST LIKE ME  
I'd like to work only on teams with co-workers with very little work done alone.

### EDUCATION

MOST LIKE ME  
I'd like a job that requires an associate degree or certification.

MOST LIKE ME  
I'd like a job that requires a Bachelor's degree.

MOST LIKE ME  
I'd like a job that requires a Master's degree.

MOST LIKE ME  
I'd like a job that requires a Doctoral degree or law degree.

### WORK HOURS

MOST LIKE ME  
I'd like to a job that works 30-40 hours a week in the work space of my choosing.

MOST LIKE ME  
I'd like a 40 hour per week job in a space with a computer and desk provided.

MOST LIKE ME  
I'd like a job that works 40-50 hours per week in a fast-paced setting.

MOST LIKE ME  
I'd like a job that works 50-60 hours per week, including the weekends.

### WORK ENVIRONMENT

MOST LIKE ME  
I'd like a job that allows me to work outdoors with tools and other equipment.

MOST LIKE ME  
I'd like a job with casual dress and flexible hours.

MOST LIKE ME  
I'd like a job where I can work from home and dictate my work schedule.

MOST LIKE ME  
I'd like a job in an office working with computers and technology.

# CAREER CLUSTERS

For more information, job listings, growth potential, pay, and education requirements, go to <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm>.

## Agriculture, Food, & Natural Resources

Do you enjoy working with animals? Are you interested in protecting the environment? Workers in this cluster produce goods like food, plants, fabric, and wood. Workplaces include farms, greenhouses, and laboratories. There are about 1.4 million jobs in this field and wages range from \$18K-\$116K per year.

## Architecture & Construction

Would you like to get paid to build things people use every day? Architecture and construction workers build highways, bridges, houses, and buildings. You could create the designs or plans for new structures or manage the workers. There are about 7.8 million jobs in this field and pay range from \$24K-\$84K per year.

## Arts, A/V Technology, & Communication

Do you like to perform on stage? Are you a visual person or like to work with technology? Get ready to use creativity on the job. You might work as a painter, dancer, actor, or singer. Or, you might work as a set designer, broadcast technician, or camera operator. There are 1.8 million jobs and pay ranges from \$24K-\$83K per year.

## Business, Management, & Administration

Do you enjoy working with people? Do you like to plan activities? Workers in this cluster give support needed to make a business run. You could train new employees or you might work to provide direction for a company. There are 23.3 million jobs in this field (the most of all clusters) and pay ranges from \$22K-\$171K per year.

## Education & Training

Would you like to get paid to help others learn? As a teacher, you could influence young lives. You could also be a counselor, coach, or principal. You could work with adults training for work or as a college professor. There are about 8.7 million jobs in this field and pay range from \$24K-\$105K per year.

## Finance

Are you good at math? Do you like to work with numbers? Finance workers keep track of money. You might work in financial planning, banking, or insurance. You could give advice to business executives on how to operate their business. There are about 5.3 million jobs in this field and pay range from \$25K-\$113K per year.

## Government & Public Administration

Do you like helping people? Are rules and laws important to you? Government and public administration workers help pass and enforce the law in national, state, or local government. You might inspect buildings for safety or create proposals for development. There are 1 million jobs and pay ranges from \$21K-\$77K per year.

## Health Science

Would you like to take care of others? Health science promotes health/wellness. As a physician, dentist, or nurse, you could work directly with patients. You could also work in a lab for research or provide support with medical records. There are about 12.2 million jobs in this field and pay range from \$21K-\$187K per year.

## Hospitality & Tourism

Would you like to get paid to help people have fun? Hospitality and tourism workers help people enjoy entertainment activities. You might work at a restaurant, resort, sports arena, theme park, museum, or hotel. There are about 17 million jobs in this field and wages range from \$18K-\$66K per year.

## Human Services

Do you care about people and want to help make lives better? Human services workers help individuals and families meet their personal needs in hospitals, nonprofit agencies, nursing homes, spas, or schools. There are about 5 million jobs in this field and wages range from \$18K-\$80K per year.

## Information Technology

Do you like to work on computers? Information technology workers are in a growing and always changing field working with computer hardware, software, or network systems. You might ensure networks are working or answer questions about software/hardware. There are 3.5 million jobs in this field and wages are \$47K-\$101K per year.

## Law, Public Safety, Corrections, & Security

Do you like protecting people? Can you work in the face of danger? Do you want to help people figure out the legal system? Workers might guard the public and enforce law as a police officer or provide legal services to people who commit crimes. There are 4.9 million jobs and wages range from \$19K-\$118K per year.

## Manufacturing

Can you figure out how a machine works? Manufacturing workers work with products and equipment. You might design a new product, decide how the product will be made, or make the product. You might work on cars, computers, appliances, airplanes, or electronics. There are 11.8 million jobs in this field and wages are \$21K-\$78K per year.

## Marketing

Are you persuasive? Marketing, sales, and service workers help businesses sell products. You might advertise and promote products so customers want to buy them. Or, you might sell products and services to customers. There are about 15.3 million jobs in this field and wages range from \$19K-\$123K per year.

## Science, Technology, Engineering, & Math

Do you want to know how things work, or enjoy solving problems? STEM workers do scientific research in labs or the field as well as plan or design products and systems. You might support scientists or engineers as they do their work. There are about 2 million jobs in this field and wages range from \$38K-\$132K per year.

## Transportation, Distribution, & Logistics

Do you like to drive or fix vehicles? These workers move people and products by road, air, rail, and water. You might work as a driver, pilot, engineer, or captain. You might work to ensure the products and people get to the right place on time. There are 10.7 million jobs in this field and wages range from \$20K-\$121K per year.