

# Career and Education Planning Course Outline

## Module 1 – Understanding the Workplace

**Module Overview** – Young people today are facing a complex and rapidly changing society. There have been significant economic, social, political, and technological changes that impact the workplace. Basic concepts of how our economy functions will be covered in this module. Students will explore the influences of global trends, employment issues, cultural diversity, and demographic shifts on future work. Students should complete this module with an awareness of the impact of economic change, new work patterns, and organizational learning on the workplace. Students will be able to describe the changing workplace and its implications for career decision-making and lifelong learning.

1. Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
  - a. Why do people work?
    1. Earn a living
    2. Make a contribution
    3. Meet people
    4. To satisfy interests and use skills and talents
    5. Help others
    6. Personal satisfaction
  - b. The United States economy – a free enterprise system – How does it work?
    1. Producers
    2. Consumers
    3. Supply/demand
    4. Profits
    5. Prices
    6. Competition
    7. Government regulations
  - c. Global economy and how it affects individuals, communities, as well as the entire country.
2. Describe the influences that societal, economic, and technological changes have on employment trends and future training.
  - a. Technology has created new career and business opportunities while making others obsolete.
  - b. Trends towards a more diverse population and workforce
  - c. Entrepreneurship (self employed) opportunities
    1. Advantages and challenges of being self employed
    2. Personal traits and abilities that lead to successful self employment

- d. Alternative types of employment
    - 1. Job sharing
    - 2. Consulting/contracting
    - 3. Flexible work hours
    - 4. Temporary employment
  - e. Technological innovations (efficiency, performance, and opportunity) in various career clusters. For example:
    - 1. Agriculture, Food, & Natural Resources
    - 2. Health Services
    - 3. Information Technology
    - 4. Law, Public Safety, & Security
    - 5. Manufacturing
    - 6. Others
3. Describe the need for career planning, reasons for changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- a. Career planning process
  - b. Technological changes require lifelong learning
  - c. Changes in work environment (working in teams, outsourcing, telecommuting, etc.)
  - d. Reasons for changing careers
    - 1. Did not make a wise choice initially
    - 2. Career selected no longer exists
    - 3. Values and interests have changed
4. Describe how legislation such as the Americans with Disabilities Act (ADA) and Child Labor Laws regulates employee rights.
- a. ADA's requirements for ensuring equal opportunity for persons with disabilities in employment.
  - b. Florida's Child Labor Laws describes the age and conditions under which teenage children can work.
  - c. Other workplace laws and regulations such as working hours, wages, safety, worker's compensation, unemployment insurance, Social Security, disability insurance, etc.

## Module 2 – Self Awareness

**Module Overview** – Middle school is a critical time in the life long process of establishing one's identity. The importance of self-awareness and a positive self-concept in the career development process cannot be understated. This module helps middle school students develop a greater awareness and appreciation of themselves in relationship to others, school, and the world of work. In the module, students will also have an opportunity to become aware of, explore, and develop personal interests, attitudes, and aptitudes and to understand the life career concept.

Students will understand the importance of matching career options to their personal preferences and how those preferences may change over time due to maturity and experiences. Students should complete an interest assessment, explore careers that match their interests, and decide what careers they are most interested in during their Florida CHOICES\* session. The career profile in CHOICES will include the career cluster for each occupation. This information is necessary before students complete their ePEP in [FACTS.org](http://FACTS.org).

While there are value and skill assessments in CHOICES, it is recommended that students complete those assessments in high school. There are lesson plans in the Educator's Toolkit that will orient students to values and skills and how they match to occupations.

\*or CHOICES Explorer

5. Use results of an interest assessment to describe their top interest areas and relate them to careers/career clusters.
  - a. Explain FLORIDA CHOICES or CHOICES Explorer and components that will be used to assess interests and explore careers.
  - b. Create portfolio in CHOICES or CHOICES Explorer.
  - c. Complete Interest Assessment.
  - d. Align assessment results with one or more of the 16 career clusters.
  - e. Identify top two or three career clusters based on interests.
  - f. Awareness of the 16 career clusters
    1. Agriculture, Food & Natural Resources
    2. Architecture & Construction
    3. Arts, Audio-Video Technology & Communications
    4. Business, Management & Administration
    5. Education & Training
    6. Finance
    7. Government & Public Administration
    8. Health Science
    9. Hospitality & Tourism
    10. Human Services
    11. Information Technology
    12. Law, Public Safety, Corrections & Security
    13. Manufacturing,
    14. Marketing, Sales & Service
    15. Science, Technology, Engineering & Mathematics
    16. Transportation, Distribution & Logistics
6. Identify five values that they consider important in making a career choice.
  - a. Complete value assessment
  - b. Identify five values that are most important
  - c. Discuss relationship between personal lifestyles and careers
7. Identify skills needed for career choices and match skills to personal abilities
  - a. Discuss Secretary's Commission on Achieving Necessary Skills (SCANS) and how they relate to education and the workplace

- b. Students determine basic skills they possess and explore how their skills match those required in occupations.
- 8. Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
  - a. Characteristics of self-advocacy such as decisiveness, independent thinking, and belief in one's abilities.
  - b. Self-determination such as standing up for your rights, talking positively about yourself rather than making negative comments
- 9. Identify strengths and areas in which assistance is needed at school.
- 10. Apply results of all assessments to personal abilities in order to make realistic career choices.

### Module 3 Exploring Careers

**Module Overview**— This module acquaints students with a variety of occupations and how to access and use various sources of occupational information. It provides students with an opportunity to explore occupations that interest them, to examine various aspects of work that relate to personal satisfaction, and to become aware of the meaning and importance of lifestyle and leisure in relationship to an occupation. This module also helps students develop the knowledge and skills needed to evaluate career information and work values and to anticipate and adjust to life career transitions.

In addition to Florida CHOICES, there are a variety of resources that are in print, video, and on the Internet that students should learn about. The U.S. Bureau of Labor states that a person will change jobs 9-10 times by the age of 34. No matter what circumstances result in a job change, individuals need to know how to use a variety of resources in searching for a job and/or changing jobs.

Students will also benefit from businesses giving presentations on job opportunities and what they expect from their employees. Career fairs, job shadowing, and field trips will enhance the career exploration experience for students.

- 11. Demonstrate the ability to locate, understand, and use career information.
  - a. Sources of career information
    - 1. Internet
    - 2. Career Cruiser
    - 3. Newspapers
    - 4. Magazines
    - 5. Work place
  - b. Career Information
    - 1. Description
    - 2. Education level

3. Salary
  4. Working conditions
  5. Physical demands
  6. Work hours and travel
  7. Skills needed
  8. Transferable Skills
  9. Outlook (supply and demand)
  - c. Visit work sites/field trips
  - d. Guest speakers
  - e. Job shadowing
12. Use the Internet to access career and education planning information.
1. Career exploration – CHOICES Explorer or Florida CHOICES – [www.flchoices.org](http://www.flchoices.org)
  2. Academic advisement - FACTS.org
  3. Occupational Outlook Handbook
  4. Other career websites
13. Identify skills that are transferable from one occupation to another.
- a. Importance of transferable skills.
  - b. Connect careers within career clusters
14. Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.

#### Module 4 Goal Setting & Decision Making

**Module Overview** – Middle Level students need an opportunity to develop knowledge and skills to help them make appropriate decisions, have the confidence to take risks, and be flexible and adaptable when faced with change and life transitions. They also need to establish good work and study habits, to manage their time wisely, and to be able to set short and long range educational and career goals. This module provides students with an opportunity to be aware of and to develop these various skills. In the process, students gain a greater sense of self-reliance and empowerment in their own lives. Students will learn the steps to making career decisions and outline the steps that they will follow in the process. They will learn the importance of goal setting and begin to set some short and long term goals.

Students will learn the steps and how to apply them in making career decisions. They will learn the importance of goal setting and begin to set some short and long term goals.

15. Identify and demonstrate use of steps to make career decisions.
- a. Steps to career decision making
  - b. Career decision making activity

16. Identify and demonstrate processes for making short and long term goals.
  - a. Discuss purpose of short and long term goals
  - b. Write short and long term goals

## Module 5 Workplace Skills

**Module Overview** - Employers have identified the personal qualities and skills that are needed to be successful in the workplace. These same qualities and skills can be practiced in the classroom. Guest speakers from business and industry can discuss their expectations from workers as well as describe job opportunities in their field.

These qualities and skills include:

- Self awareness – in relation to interests, abilities, values, skills
  - Career awareness – knowing what career opportunities exist and what is required to pursue them
  - Career decision making skills
  - Team-working
  - Problem-solving
  - Presentation skills
  - Ability to learn new ways of doing things
  - Job search skills including resume writing, preparing job applications, and interviewing
17. Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
    - a. Compare personal qualities with success in school and workplace
    - b. Employers prefer these personal qualities in their workers
  18. Demonstrate skills to interact positively with others
    - a. Build interpersonal skills necessary for interacting with others.
      1. Active listening skills
      2. Conflict resolution
      3. Setting goals within a group, team, or organization
      4. Recognizing and building on strengths of team members
      5. Understanding others perspectives and seeing situations through others eyes
      6. Providing constructive feedback/reinforcement
    - b. Recognize how interpersonal relationships can affect job satisfaction and productivity (and school success)
  19. Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
    - a. Build competence in self management and the ability to plan, organize, and take independent action.
    - b. Show initiative to accomplish goals
    - c. Ability to work as a member of a team and cooperate in social and work situations.

- d. Time management
- e. Career management skills

## Module 6 Career and Education Planning

**Module Overview** – The Career and Education Planning module helps students become aware of the relationships that exist between educational and career planning and work and learning. Students are also provided with a greater awareness and knowledge of the benefits of educational achievement and will develop career plans in CHOICES ([www.flchoices.org](http://www.flchoices.org)) and personal educational plans in ePEP at [www.FACTS.org](http://www.FACTS.org). In this module, students are introduced to educational alternatives and course options as they prepare for the transition to secondary school.

Students will continue to add information and activities to their electronic career plans in CHOICES, CHOICES Explorer, or other program. Students will use a variety of resources to create an academic plan in ePEP that reflects their postsecondary goals. Students will learn what is expected of them in high school and how their career interests will guide them in course selections. They will learn of all the different options in high school such as dual enrollment, academies, advanced placement courses, etc. They will have an understanding of how their decisions will impact their future lifestyle. They will also develop an awareness of financial aid and ways to pay for postsecondary education.

- 20. Explain the relationship between educational achievement and career success.
  - a. Relationship of high school courses and grades to postsecondary plans
  - b. Importance of planning high school course of study based on career goals
  - c. Salaries by amount of education attained
  - d. Lifestyle
  
- 21. Identify secondary and postsecondary school courses and electives that meet tentative career plans.
  - a. High school programs of study connected to career clusters
  - b. Connect career interests to high school electives
  - c. Education levels for careers of interest
  
- 22. Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
  - a. Post high school options
    - 1. Directly to work
    - 2. Technical center
    - 3. Community College
    - 4. University
    - 5. Apprenticeship
    - 6. Military
  - b. High school programs/options
    - 1. Graduation options

2. Salary potential
  3. Post high school plans of work or continuing education
  4. Personal fulfillment
  5. Advanced Placement (AP), career academies, magnet schools, dual enrollment, International Baccalaureate (IB), charter schools, and/or other local programs
23. Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- a. Types of financial aid
  - b. Exploring financial aid sources/websites
  - c. Florida Bright Futures Scholarship
24. Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- a. Attitudes toward gender, race, age, and ethnicity in the workplace.
  - b. Discuss nontraditional jobs
25. Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- a. Continue portfolio activities in CHOICES.
  - b. Overview steps in developing high school academic plan in ePEP
  - c. Complete high school academic plan in ePEP.
26. Describe how extracurricular programs can be incorporated in career and education planning.
- a. Sports
  - b. Music
  - c. Student organizations
  - d. Other
27. Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- a. Three-year and four-year high school options for graduation
  - b. Describe diplomas and certificates
28. Describe high school credits and explain how GPAs are calculated.
- a. Explain course credits
  - b. Students calculate GPA

## Module 7 Job Search

**Module Overview** – This module is designed to give awareness on how to prepare for a job search by completing a job application and practicing a job interview. Preparing a resume may be introduced to give students an awareness of the purpose of a resume and how to organize and format information.

29. Demonstrate skills to complete a job application.
  - a. Questions typically asked on job applications
  - b. Organizing information for job applications
  - c. Completing a job application
  - d. Preparing a resume
  
30. Demonstrate skills essential for a job interview.
  - a. Interview questions
  - b. Tips for successful interviewing
  - c. Mock interviews