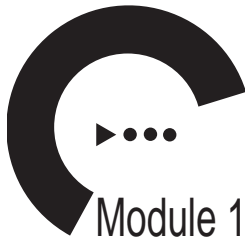


# The Big Picture - Career Planning

Overview:	This module is designed to help students understand the importance of career planning and to motivate them to use this curriculum to begin to make informed career choices.										
Duration:	40-55 minutes										
Objectives:	At the end of this module, students will be able to <ul style="list-style-type: none"><li>▪ state three reasons why it is important to spend time and energy doing career planning.</li><li>▪ list the influences they have had on their career planning to date.</li><li>▪ list the topics that will be covered in the remainder of the curriculum.</li></ul>										
National Career Development Guidelines Addressed:	<b>High School:</b> # 3 Understanding the impact of growth and development #12 Skills in career planning										
National Standards for School Counseling Programs Addressed:	<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (Competency: Develop career awareness)  <b>Career Development Standard C:</b> Students will understand the relationship among personal qualities, education and training, and the world of work. (Competency: Describe the effect of work on lifestyles.)										
Components:	<table><tr><td>*1. Introduction to Curriculum</td><td>5 minutes</td></tr><tr><td>2. Snapshot 1: The Dictator Game</td><td>15 minutes</td></tr><tr><td>*3. Mini-Lecture and Discussion: Why Career Planning is Important</td><td>10 minutes</td></tr><tr><td>*4. Snapshot 2: Influences on My Career Decisions</td><td>15 minutes</td></tr><tr><td>*5. Mini-lecture: Course Description</td><td>10 minutes</td></tr></table>	*1. Introduction to Curriculum	5 minutes	2. Snapshot 1: The Dictator Game	15 minutes	*3. Mini-Lecture and Discussion: Why Career Planning is Important	10 minutes	*4. Snapshot 2: Influences on My Career Decisions	15 minutes	*5. Mini-lecture: Course Description	10 minutes
*1. Introduction to Curriculum	5 minutes										
2. Snapshot 1: The Dictator Game	15 minutes										
*3. Mini-Lecture and Discussion: Why Career Planning is Important	10 minutes										
*4. Snapshot 2: Influences on My Career Decisions	15 minutes										
*5. Mini-lecture: Course Description	10 minutes										
Facilitator Preparation:	<ol style="list-style-type: none"><li>1. Read the lesson plan and facilitator resource material.</li><li>2. Duplicate materials for Snapshot 1: The Dictator Game, Snapshot 2: Influences on My Career Decisions, Handout 1: Course Description, and Snapshot 3: The Good Old Days.</li><li>3. Prepare transparencies and arrange for a projector and screen, or arrange for a computer and display device in order to show the <i>PowerPoint</i> presentation.</li></ol>										

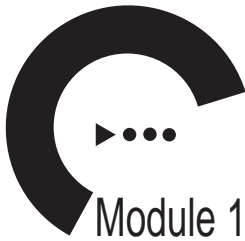


Homework  
Assignment:

Students will interview one of their grandparents, or someone who is over 60 years of age, and ask him or her about work in their early adulthood, including

- type of job.
- number of hours worked per week.
- dress code at work.
- location of work.
- approximate pay.
- length of time working for the same employer.

Students should complete the form provided and bring it to the next class session.



# Lesson Plan for Module 1: The Big Picture - Career Planning

Introduction:  
(5 minutes)



T 1-1  
and  
T 1-2

*Think of your life as a personal photo album. Pictures of your past might include the different stages of your life so far – baby, toddler, small child, early adolescent. Photos may include special events, significant points of your life with family and friends. Right now, the rest of the album is blank. This course will help you think about the pictures that might go in the rest of the album. What will be the significant events of your life in the future? Who will be in those pictures with you? So far, most major life decisions have been decided for you by those who have been entrusted with your care. Increasingly, you will be making the decisions that will shape your life. The kind of work you choose **will** influence the lifestyle you lead – where you live, what you wear, what kind of transportation you use. If you want to be the one to decide what the pictures of the future will show, pay attention and participate fully, for it is your future that will be in focus.*

Engage students in discussion with questions such as the following:

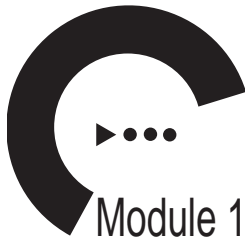
- Does anyone remember the first time you were asked, “What do you want to be when you grow up?”
- How did you answer that question at that age? Two years ago? How would you answer it now?
- Who or what influenced you to make those choices?

*This was the beginning of your career development. The message was, “You will be something, and you do have a choice.” Just as you have changed your choices in the past, you will continue to do so in the future because both you and the world of work will change - and that’s fine. But, you need to make some general plans now and learn about the process of career decision making so that you can use it again and again as you and the world change.*

Snapshot 1:  
The Dictator  
Game  
(15 minutes)

*In the United States, we always assume that we have free choice and will always be able to change our decisions when we want to. Suppose you couldn’t choose, but were told by your government what occupation or job you would enter. What would that be like? For a few minutes, assume that you are in a country where people are told what to do by a dictator — and I am that dictator. What shall we name this country? (Quickly choose a name.) Since you have no choice, I am going to assign each of you an occupation. This assignment will be made randomly and in no way indicates the occupation I think you should choose. A short description of the occupation will be on the occupational profile you receive. **Do not tell anyone the occupation you have been assigned!** Your task is to describe this occupation to a partner without telling him or her what it is. Your partner will try to guess the occupation as you give hints by answering the questions on your sheet.*

The facilitator provides two handouts to each student: 1) an occupational profile (click here to access and print copies of the occupational profiles) and 2) a copy of the questions to ask (Snapshot 1: The Dictator Game).



**Snapshot 1:  
The Dictator  
Game  
continued**

The facilitator continues: *Please divide into pairs. One of you will play the role of the person in the occupation assigned to you. The other will ask questions from the list provided on Snapshot 1. When your partner has guessed your occupation, change roles and try to guess his or her occupation. You have ten minutes for this activity.*

After ten minutes, the facilitator says: *I'm interested in your reactions to the game you just played.*

- *How many of you liked the occupation you were assigned? Why?*
- *How many of you disliked the occupation you were assigned? Why?*
- *If you had to be in this occupation, what do you think your life would be like?*
- *How much education would you need?*
- *How much money would you make?*
- *What kinds of tasks would you be doing every day?*

**Mini-Lecture  
and  
Discussion:  
Why Career  
Planning is  
Important  
(10 minutes)**

*Some of you liked your assigned occupations, and some did not. However, these are real occupations, and real people do this work every day – and may like it or dislike it. Why is it important that you like the work you do and that you choose wisely?*

Look for and encourage these answers. List student responses on a flip chart or board.

- We spend so much time at work (daily and in a lifetime).
- What we do on the job determines whether we are happy at work (and unhappiness at work may spill over into family life).
- Our work determines how much money we make (this helps determine the kind of home, car, leisure activities, vacations, and financial needs we will have).



T 1-3  
and  
T 1-4

**Snapshot 2:  
Influences on  
My Career  
Decisions  
(15 minutes)**

*Since some of you liked your occupations and some did not, there must be some kinds of influences that lead each of us to have a different combination of interests, abilities, and goals. Let's spend a few minutes thinking about that. This worksheet will help you consider people and experiences that influence your thinking about your future choice of work.*

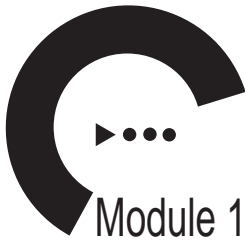
*Notice that the worksheet lists different people and sources of influence, such as parents, friends, TV, the Internet, and coursework. Check as many influences as apply to you, and briefly describe how that person or event has affected your thinking about career choice. You have five minutes to do this activity.*

After five minutes, encourage discussion by asking the following questions:

- *Who are some of the people that influenced you? How?*
- *What led you to have a preference for a certain kind of work, or being driven away from it? (For example, a person going through physical therapy might become interested in that as future work; a person working on an assembly line may decide that is not work to consider for a lifetime.)*



T 1-5  
and  
T 1-6



Snapshot 2:  
Influences on  
My Career  
Decisions  
continued

- *How has your coursework in school affected your thinking about your future occupation(s)?* (Subjects liked or disliked.)

Receive student feedback, and summarize it as appropriate.

Handout 1:  
Course  
Description  
(10 minutes)

Indicate that the class has begun to think about influences affecting possible career choices. Provide Handout 1: Course Description, and suggest that students show this to their parents so they can support them as they think about their futures.



T 1-7  
through  
T 1-9

Homework  
Assignment:

*Interview one of your grandparents, or someone who is over 60 years of age, and ask him or her about work during their early adulthood, including*



T 1-10

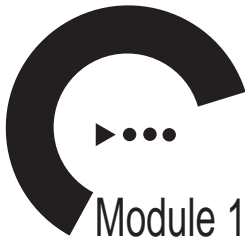
- type of job.
- number of hours worked per week.
- dress code at work.
- location of work.
- approximate pay.
- length of time working for the same employer.

Optional  
Snapshots:

1. Invite 2-4 recent alumni to return to speak to the class. Attempt to get a mix of those who are satisfied with their current work and those who are dissatisfied. Structure both the time and the content.

Suggested time is a maximum of ten minutes per speaker. Ask each to talk about

- what they're doing now.
  - how they like what they're doing now.
  - how they made decisions that got them to this point in their career.
  - what they wish they had known when they were in high school.
2. Have students create a collage of people and things that have influenced their thinking about future careers.



# Resource Material

Why Career Planning is Important:

## Why is work important?

Work takes on different meanings for different people. For some, it is viewed as the means by which money is earned so that satisfaction can be found in other life roles. For others, it is viewed as a way to express interests and skills and to attain values – that is, to find self-actualization. Still, for others, it is a deep spiritual commitment, a way by which contributions are made to society or meaning in life is established.

Regardless of the meaning that work takes on in an individual's life, its selection is one of life's most important decisions because work consumes at least one-third of our waking hours and has the potential to make those hours satisfying or dissatisfying.

Work is one of at least nine different life roles that individuals may play (Module 4) and has the potential to interact with and have influence on many or all of those roles. For example, our degree of satisfaction with work is likely to affect the roles of spouse/partner and parent. The amount of time that we spend at work affects the amount of time we can spend in the roles of spouse/partner, parent, leisurite, and citizen.

Traditionally, our occupation is a significant determiner of socioeconomic class and income. In turn, these two variables affect our lifestyle, the friends we have, the education we achieve, the neighborhood and kind of house we live in, the kinds of leisure we can afford, and the kind of retirement we can have.

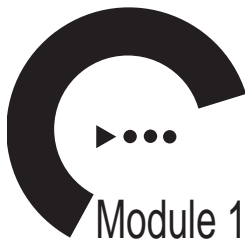
Beyond that, work offers the potential to express our self-concept and create a self-identity. Often the first question we ask people we have just met is what kind of work they perform for a living. When we hear the titles of occupations, they trigger stereotypes that have some measure of truth in them. People who work in a specific occupation tend to have similar interests, abilities and skills, and personality traits.

Still further, work serves to structure time. Though most of us dream of unstructured time, the fact is that many, if not most, people are more productive and happy when their time is structured.

## Why plan?

Given the rapid changes in the nature of work, hastened by technological advances and globalization, some current career planning theorists are saying that it is impossible to plan ahead and that we should be teaching young people simply to learn about change and how to go with the flow. Though we agree that many changes (detailed in the next module) are occurring in work tasks, places of work, and skills required for occupations, we also believe in the value of planning.

Clearly, the idea of selecting one occupation and drafting a long-term career plan is outdated. We know that we will all make several changes in jobs as well as in occupations in our lifetimes. We also know that we will never “finish our education,” but rather will need to continually upgrade skills and acquire new ones. It also seems evident that jobs of the future will be described by the list of skills required to perform them and the level of each skill needed. Thus, in the future we may talk about transferring a set of skills from one occupation to another; and the titles of



Why Career Planning is Important: continued

those occupations may appear to be quite different from each other, though the skill set needed to perform them is the same.

Finally, we know that it will be important to teach young people about change, or transition as it is called by some theorists, and to teach them some models for coping with it.

Although acknowledging this as a time of change, we still advocate that having an **evolving career plan** is highly desirable. We know from research that there is a high correlation between having career plans and retention in either high school or college. We also know that career plans change, but that they are usually highly related to each other. For example, if a high school student taking an interest inventory expresses high interest in one cluster of occupations and chooses a college major based on that cluster, there are more than eight chances out of ten that, if that student changes majors it will be within the same general cluster. Further, if the student makes a change, it will be to a cluster closely related to the one first selected. Thus, research substantiates that interests are quite stable from the late high school years on through adulthood and that changes made in school majors revolve around a central focus of interest.

It is difficult for persons of all ages, but especially high school age students, to plan for and move from Point A to Point Z. It is much easier to plan to move to Point B from A, then to C from B, etc. In other words, we humans are most comfortable moving a mini-step at a time toward a longer-term goal. Therefore, it is highly desirable for a high school student to formulate a tentative plan so that specific short-term goals can be set, even though that plan and those goals may change with time and experience.

Having a tentative plan makes it possible for students and their parents to be informed about the selection of school subjects, certain exploratory experiences that will either support the plan or modify it, and plans for further education. This state is more desirable than selecting school subjects blindly, following what peer pressure may dictate, or having no goals to motivate one to stay in school.

So, the overarching purpose of this curriculum is to assist students to learn about themselves and the world of educational and occupational options at their disposal, then to formulate a modifiable career plan so that decisions can be informed ones.



# Develop Your Future

## Snapshot 1: The Dictator Game

You have been assigned an occupation. This was done randomly and in no way indicates the occupation your instructor thinks you should choose. A short description of the occupation is shown on the occupational profile you receive. Your task is to describe this occupation to a partner without telling him or her what it is. Your partner will try to guess the occupation as you give hints by answering the following questions:

- How early or late would you need to get up in the morning in order to get to work on time?
- How would you dress to go to work?
- How would you plan to get there?
- Would you be working indoors or outdoors?
- Would you be working in an office, on an assembly line, in a gym, etc.?
- Will you be working with ideas, machines or tools, numbers, computers, or helping people?
- Will you be working by yourself or with other people?
- Will you be working independently, or will someone be supervising you?
- Is your work creative, or will you be doing the same thing every day?
- Will you bring your lunch, eat in the company cafeteria, or go to a fancy restaurant for a business lunch?
- Will you be working regular hours?
- At what time will you head for home?
- How will your work influence your choice of home, location, transportation, etc.?



# Develop Your Future

## Snapshot 2: Influences on My Career Decisions

Possible influences on your career decisions are listed below. Check those which you feel will influence your choices and then briefly describe how.

Influence	Check	How
Parents		
Relatives		
Neighbors		
Friends		
Teachers		
Coaches		
Counselor(s)		
Other school personnel		
Employer		
Co-worker(s)		
Religious leader(s)		
Other person(s)		
School – Courses taken		
School – Extracurricular activities (band, athletics, clubs, etc.)		
Volunteer activities		
Religious organization(s)		
Youth organizations – (Scouts, Boys/Girls Club, 4-H, FFA, etc.)		
Part-time or summer work		
Hobby		
TV		
Internet		
Other influences		

## Handout 1: Course Description

*To accompany materials in Module 1.*

*Develop Your Future II* is a 12-module career planning curriculum, written to help you make informed decisions about your future. Below is a listing of the experiences you will have to help you develop your future.

### **Module 1: The Big Picture - Career Planning**

Do you know what you want to do with your life? Don't worry if you haven't a clue; you're not alone. This session will help you to understand why career planning is important and who or what influences the decisions you may make.

### **Module 2: Changing Lenses - Work and Career Planning in the 21<sup>st</sup> Century**

This is not the work world your parents entered. In this session you will learn about the rapid changes that are occurring in the workplace and how you can prepare for them.

### **Module 3: Focusing on Choices - Good Decision Making**

You make decisions from morning until night. Some are more important than others. This session will teach you how to handle the tough decisions regarding your future.

### **Module 4: Multiple Lenses - Career and Life Roles**

You may not be an actor, but you play many roles in your life – son or daughter, friend, student, worker, etc. The roles you play are all connected to each other and form the person you are. This session will help you to understand how these roles combine to form your career.

### **Module 5: A Self Portrait - Self-Concept and Career Planning**

Sometimes you may like yourself, and other times you may wish you could be a completely different person. This session helps you to understand how you see and value yourself and how that relates to choosing an occupation initially and making changes in the future.

### **Module 6: Focusing on Yourself - Learning About Your Interests and Skills**

In this session, you will take what is called an interest inventory and a skills assessment. Don't worry; it's not a test, and there are no wrong answers. It is a way to help you see how your interests and skills relate to occupational choices.

### **Module 7: Focusing on the World of Work - How Work is Organized**

There are thousands of jobs to choose from, but they can be organized into 16 occupational clusters that will help you to understand and explore the world of work more easily. These groups will also help you to relate your course selection to your occupational choices, in high school and in further education.

### **Module 8: Using the Right Filter - Values and Occupations**

Do you like to know what is expected of you each day? Or, do you like the challenge of every day being a little different from the last? We all have different ideas about what is important in choosing our work. This session will help you to discover your work-related values which, in turn, will help you to refine your occupational choices.

### **Module 9: Zooming in on Favorites - Learning about Occupations**

By now you know quite a bit about yourself and what you want in a job. But what's out there to choose from? This session will help you to use many different resources to find out everything about an occupation from average salary to education or training required.

## Handout 1: Course Description, continued

*To accompany materials in Module 1.*

### **Module 10: Framing the Picture - Planning for Education**

By now you have made some tentative occupational choices. Are the courses you are taking in high school going to get you where you want to go? Will you need additional education or training after high school? This session will let you know about all of your options and how to plan for the future.

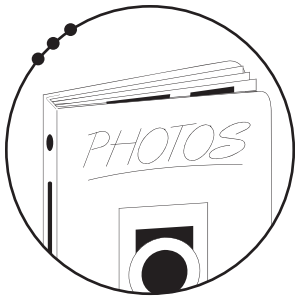
### **Module 11: Looking Through the Telephoto Lens - Planning for the First Job**

Ready, set, go! But wait a minute. How do you get the job you want? This session will teach you job-seeking skills from resumé writing to preparing for a job interview.

### **Module 12: A Personal Picture Album - Career Portfolio and Action Plan**

You've done it! You have made some tentative occupational choices that you think may be right for you. This session will help you bring it all together in a personal career plan.

*Now you know who you are, where you are going, and how you will get there.  
It is your life and, as you develop your future, you need to take responsibility for  
making your dreams come true. This is an exciting time as you think through what you  
want to be or do in life. Enjoy the journey!*



# Develop Your Future

## Snapshot 3: The Good Old Days

Interview one of your grandparents, or someone who is over 60 years of age, and ask him/her about work in his/her early adulthood. Try to get a feel for what it was like to work 30-40 years ago. Include the following information, and add any comments you would like at the end.

Type of job: \_\_\_\_\_

Number of hours worked per week: \_\_\_\_\_

Dress code at work: \_\_\_\_\_

Location of work (office, outdoors, etc.): \_\_\_\_\_

Approximate pay (Hour? Day? Week? Month?): \_\_\_\_\_

Length of time working for same employer: \_\_\_\_\_

Additional comments: \_\_\_\_\_

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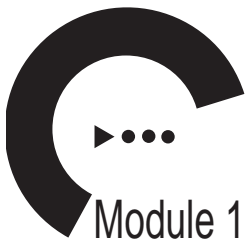
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# Transparencies

Prepare the following transparencies to display with a projector and screen, or arrange for a computer and display device to show the slides as a *PowerPoint* presentation. [Click here to access the following \*PowerPoint\* presentation.](#)

Module 1

## The Big Picture - Career Planning

Module 1:  
Develop Your Future

T 1-1

### Objectives for Module 1

- ✓ At the end of this module, you will be able to
  - state three reasons why it is important to spend time and energy in career planning.
  - list the influences you have had on your career planning.
  - list topics that will be covered in the remainder of this curriculum.

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T 1-2

### Why Career Planning is Important

- ✓ We spend at least 35-40% of waking time at work.
- ✓ Satisfaction or dissatisfaction at work affects other parts of our lives.
- ✓ Our work determines our income and, therefore, our lifestyle.

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T 1-3

### Why Career Planning is Important

- ✓ The people we work with typically become our friends.
- ✓ Work is a way to express our interests, skills, and values.
- ✓ Work is a way to structure our time.

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T 1-4

### Possible Influences on Your Career Choices

- ✓ People
  - Parents and other relatives
  - Friends
  - Coaches
  - Teachers
  - Counselors

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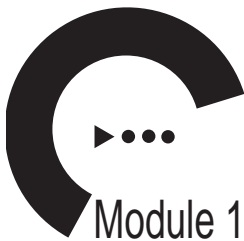
T 1-5

### Possible Influences on Your Career Choices

- ✓ Coursework
- ✓ Part-time jobs
- ✓ Volunteer work (community service)
- ✓ Extracurricular activities
- ✓ Internet

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T 1-6



# Transparencies, continued

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[Click here to access the following \*PowerPoint\* presentation.](#)

Module 1

## Overview of Course

- ✓ Module 1: The Big Picture - Career Planning
- ✓ Module 2: Changing Lenses - Work and Career Planning in the 21st Century
- ✓ Module 3: Focusing on Choices - Good Decision Making
- ✓ Module 4: Multiple Lenses - Career and Life Roles

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Module 1

## Overview of Course

- ✓ Module 5: A Self-Portrait - Self-Concept and Career Planning
- ✓ Module 6: Focusing on Yourself - Learning about Your Interests and Skills
- ✓ Module 7: Focusing on the World of Work - How Work is Organized
- ✓ Module 8: Using the Right Filter - Values and Occupations

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Module 1

## Overview of Course

- ✓ Module 9: Zooming in on Favorites - Learning about Occupations
- ✓ Module 10: Framing the Picture - Planning for Education
- ✓ Module 11: Looking Through the Telephoto Lens - Planning for the First Job
- ✓ Module 12: A Personal Picture Album - Career Portfolio and Action Plan

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Module 1

## Homework for Next Session

- ✓ Interview one of your grandparents or someone who is over 60 years of age.
- ✓ Ask this person about work when he or she was first employed, including
  - type of job
  - number of hours per week worked
  - dress code at work
  - location of work
  - approximate pay
  - length of time with same employer

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