

# Section 3: Exploring Careers

Estimated Time to Complete All Activities: 4 hrs

## Facilitator Materials

- PowerPoint presentation
- Computers for youth
- Internet access

## Youth Handouts

- Career Research Tips and Sites
- So Many Careers
- Beth’s Example - What Does This Mean
- Potential Clues about Your Best Future Career(s)
- What Does This Mean
- Getting Started with My Research
- Careers I Like
- Other Careers I Like
- Reflection Questions – Section 3

## Title Slide 1 – Section 3: Exploring Careers

Section 3 will focus on exploring various careers. Youth will start with general research, then tailor their research to their self-knowledge.

## Career Research (Slide 2)

### DISCUSSION

- Introduce youth to the concept of career research (researching to learn more about various careers).
- **Prompting Question:** *Why is career research important?* Acknowledge all responses. By the end of the discussion, Youth should understand that before potentially dedicating years and money to a career, it is best to know as much about it as possible. It is vital that youth understand why they have to do career research. It likely is not something that excites them. Facilitators can help to encourage them by telling youth to visualize themselves doing the careers that they research. They may just end up doing those careers some day!

## Which Career Would You Choose? (Slide 3)

The purpose of this quick activity is to demonstrate why it is important to do thorough career research.

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## ACTIVITY

- Youth will choose which career they would prefer out of the three careers provided on the slide and below. Reveal each bullet point for the careers one at a time, so that youth get a limited amount of information for each career. Each time you show one point, have the youth choose which career sounds best to them (either by raising their hands and voting, by writing down their choices, by moving to different parts of the room that represent different choices, etc.).

### Career A

- Super fun *and* not stressful
- You love everything that you do at work
- Flexible hours
- Pay is low - \$18,000/year

### Career B

- Hard work and can be stressful
- Job security (you are not likely to lose your job)
- You get lots of vacation time
- Pay is great - \$75,000/year

### Career C

- Highly stressful and you have to work 50-60 hours/week
  - Requires 8-10 years of expensive schooling after high school
  - You enjoy what you do and you feel good about it
  - Pay is fantastic – \$130,000/year
- After revealing all four points, ask youth if their answers changed at all with additional information. Use this to demonstrate the importance of thorough career research; there are many different aspects to each career and without all of the information, a career can appear to be something that it is not.

## Jessica's Example (Slide 4)

## DISCUSSION

- Read aloud, or have a youth read aloud, the following example:

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When Jessica graduated from high school, she decided that she was going to be a lawyer because she knew that she could make lots of money from it and from what she saw in the movies, it looked like an exciting job! It seemed to fit her self-knowledge well.

After years of schooling and a large amount of student debt, Jessica eventually became a lawyer, but realized that it was not all glamorous. She had long hours and she was usually sitting at her desk doing paper work that she thought was boring. Jessica realized that she didn't enjoy her job and wished she had known more about it before she started.

- **Prompting Questions:** *Why was Jessica unhappy in her job? She already had the necessary self-knowledge, so what could she have done differently to avoid this?*
- **Verbal Prompt:** *Like self-knowledge, career research is important to explore thoroughly so that you can find a career that is perfect for you. You may have the necessary self-knowledge, but if you do not have the necessary career information, you can still make a poor decision, just as Jessica did.*

Jonathan's Example (Slide 5)

**DISCUSSION**

- Read aloud, or have a youth read aloud, the following example:

Jonathan wanted to be a kindergarten teacher because he liked hands-on work and working with young children. He researched this career and found kindergarten teachers spend a lot of time lesson planning and evaluating students and they need 5-6 years of university. Jonathan didn't enjoy paperwork and he didn't want to spend the time and money to get this education.

With further research, he found he could be an Early Childhood Educator, work hands-on with young children without as much paper work, and get the needed education in 1-2 years of college or through doing an apprenticeship.

Though he is making less money than he would as a teacher, Jonathan now loves his job as an ECE!

- **Prompting Question:** *Why was Jonathan able to find a career he enjoyed?*
- This example demonstrates how youth may have a career in mind that they believe they want; however, further career research may reveal a career that is more ideal for them.

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How do I find career information? (Slide 6)

**DISCUSSION**

- How do I find career information?
  - Ask people who work in the field.
  - Observe people who work in the field.
  - Gain experience by volunteering or working in the field.
- **Verbal Prompts:** *These are all fantastic ways to learn about a career; however, they are also time-consuming. For this reason, you want to start researching a career and learn as much about it as possible before you proceed with these methods.*
- **Prompting Question:** *What is another simple way of finding career information?*
  - One of the easiest ways to find career information is to research on the internet.

Remember, ANYONE can post on the internet! (Slide 7)

In order for youth to learn accurate career information, it is important for them to know how to evaluate their online information sources.

**DISCUSSION**

- **Prompting Question:** *How can you make sure that you get correct career information?*
- **Transition Prompt:** *We are going to look at ways of evaluating your online information sources.*

Internet Research Tips (Slide 8,9)

**DISCUSSION**

Corresponding Handout: *Career Research Tips and Sites*

- The following tips are on the corresponding handouts.
- Youth give examples for each internet research tip based on a theme (example: if the theme is making cookies, an example of starting general and narrowing down would be start with “how to make cookies”, then “how to make gluten free chocolate chip cookies”).
  - Basic Internet Research Tips:
    - Start general, then narrow down your search.
    - Do the same search multiple times with different wording.

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- Look at many different websites.
- Keep your searches simple.
- Look at all of the pages of a website.
- Keep in mind:
  - Relevancy – does this have anything to do with what I need?
  - Accuracy – is this information correct?
  - Point of view – who is telling me this information? Can I trust them?
  - Opinion vs. fact – is this someone’s opinion, or is it a fact?
  - Up to Date – Is this information current or outdated?
- Facilitators can mention these other basic research tips specific to career exploration:
  - When looking for information on a career, search for more than just the job title. For example, when looking for information on a career as a marketing advisor, search “marketing advisor career”, or “marketing advisor description”, or “marketing advisor career information”, or “how to become a marketing advisor”. Simply typing in “marketing advisor” may just bring up many job advertisements for a marketing advisor (which can still be very useful, but it is best to have information from various sources).
  - When searching for salary or educational requirements, ensure it is relevant by adding “Canada” or even better, “Ontario”. Some careers will have different training requirements and salaries in different provinces or countries.
  - Looking at job ads is a great way to learn the job requirements, salary, skills, education/training, and experience required for a career.
- Mention the government sites listed on their *Career Research Tips and Sites* handouts (and on **Slide 9**). These sites will **likely** have accurate information, as they are government sites.
- The other career sites provided on the *Career Research Tips and Sites* handout are excellent for youth to explore and for exposing them to different careers. Some of the sites are American, with American education information, but they are still engaging sites for youth to explore when beginning their initial career research. Other sites are listed in the Additional Resources.
- Encourage youth to find other career websites and share with the group.
- **Prompting Questions:** *Which is your favourite website? Your least favourite? Why?*

**So Many Careers! (Slide 10)**

Because the beginning of career research can be overwhelming, the *So Many Careers* handout will give youth a focus while starting their very broad, initial career searches. The initial

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searches are not intended for youth to research only the careers that interest them. Their searches should help to expose them to the many careers available and serve as a means of developing their career researching skills and becoming familiar with the key career research websites. Youth will personalize and narrow their searches in a later activity.

### ACTIVITY

### Corresponding Handout: *So Many Careers, Interesting Careers*

- Youth will explore the different websites listed on their *Career Research Tips and Sites* sheets. Encourage youth to find and evaluate other sites as well. Give them time to explore the many sites and careers that they find.
- Youth can search any enticing careers suggested in any assessments. Youth will record all of the careers that are interesting to them on the *Interesting Careers* handout. This will help them keep track of careers that they found interesting and they can look back to it later. Encourage them to look for trends in the careers they find interesting (such as many of the careers involve math or working with nature, etc.).
- Youth will complete the *So Many Careers* handout. Facilitators are encouraged to add their own criteria of careers to find.
- Youth will share their findings with the rest of the group.

### This time, it's personal... (Slide 11)

Introduce the concept of career research based on self-knowledge. Youth will now start to examine what their self-knowledge means for their careers.

### What Does it Mean? (Slide 12)

Youth will start to apply their self-knowledge to career preferences. This is one of the most key components to youth finding their ideal careers; however, this can also be one of the most difficult tasks as well. Thus, spend time ensuring youth collect correct information and draw logical conclusions. **This is not an activity to be rushed.**

### DISCUSSION

- As a group, discuss the examples provided on the chart below.
- **Prompting Question:** *What other clues can you derive from this self-knowledge?* Make sure youth understand how the self-knowledge leads to possible clues for ideal careers before continuing. Some additional possible answers are listed in the chart below in red font.

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| Self-Knowledge                                      | Clues to My Career   |
|---|--|
| I work better on my own than with a group of people | <ul style="list-style-type: none"> <li>I may do well in a career that allows me to be independent.</li> <li>I may do well in a career where I can collaborate with others, but do most of my work on my own. Maybe I should explore entrepreneurship.</li> </ul>                               |
| I love playing with my dog                          | <ul style="list-style-type: none"> <li>I might enjoy a career that involves working with animals or a career that allows me enough free time to spend with my dog.</li> <li>I am always active when I play with my dog, which I enjoy. Maybe an active career would be good for me.</li> </ul> |
| I value helping the community                       | <ul style="list-style-type: none"> <li>I might enjoy a career that involves helping, perhaps in the non-profit sector.</li> <li>Maybe teaching, mentoring, coaching, or giving advice would be something I would enjoy.</li> </ul>   |
| I am happiest when I can create something           | <ul style="list-style-type: none"> <li>I should look at careers that allow me to be creative.</li> <li>I create with my hands. Maybe a hands-on career would suit me.</li> </ul>   |

**Beth's Example (Slide 13)**

Before youth begin to draw conclusions from their own self-knowledge, they can practice with Beth's example (provided on their *Beth's Example - What Does This Mean* handouts and Slide 13).

**ACTIVITY**

Corresponding Handout: *Beth's Example - What Does This Mean, Potential Clues about Your Best Future Career(s)*

- Walk youth through Beth's example. Youth should understand how the clues to her career were derived from her self-knowledge. Explain that these clues could be anything that can relate to Beth's career: actual careers, career sectors, related tasks/activities that may be done in a career, things that she would excel at, work condition preferences, etc.
- Youth will add at least one more clue to each section to ensure their understanding and to practice this skill (see example chart below). Youth can refer to the *Potential Clues about Your Best Future Career(s)* list for potential clue ideas. This is a list of activities,

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tasks, and work conditions that self-knowledge may possibly point to. This list is not exhaustive.

- This activity can be done as a whole group, in small groups, or individually.

Example:

|                 |   |  |
|-----------------|---|--|
| Likes/Interests | Video games, canoeing, being with friends | Careers with problem solving, hand-eye coordination, physical activity, working with people, <b>enjoys being outdoors.</b> |
|-----------------|---|--|

**ACTIVITY**

Corresponding Handout: *What Does This Mean, Potential Clues about Your Best Future Career(s)*

- Youth will complete their own *What Does This Mean* charts. They can once again consult the *Potential Clues about Your Best Future Career(s)* lists for possible clue ideas.
- Divide youth into groups or partners. They will share their charts with their groups. Each group will take some time to examine each group member’s chart. Groups will give their input into what clues may be derived from each chart. This allows youth to hear multiple opinions and discuss and defend their clues as well encourage youth to examine their self-knowledge and their clues more closely and critically as they discuss themselves. Facilitators are encouraged to listen in on group discussions to ensure that youth are drawing logical conclusions. If facilitators feel that youth are not drawing logical conclusions, address this by asking questions such as: *Why did you arrive at that conclusion? Is there anything else that could be derived from that clue? Do you think that this is realistic?*

**Beth’s Example (Slide 14)**

The purpose of this activity is for youth to learn how to conduct effective internet searches for careers that match with their clues.

**ACTIVITY**

Corresponding Handout: *What Does This Mean*

- Show youth how Beth has highlighted the reoccurring or important clues to her career. They can continue to follow Beth’s example. Youth highlight the “clues” that they deem important, and/or that reoccur on their own charts. Do not tell youth which clues should be important. They can determine this for themselves. Remind them that they can always go back and change the clues they chose to emphasize.

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Internet Searches (Slide 15)

**ACTIVITY**

Corresponding Handouts: *Getting Started with My Research, Interesting Careers*

- Emphasize how Beth does two searches for each topic, because as they learned in Section 3, multiple searches yield the best results. Youth can execute Beth’s internet searches as a demonstration of how different wording can produce different results.
- On their handouts, youth will write down a minimum of four internet searches that they will do, keeping in mind that they should have at least two different wordings for each search. These internet searches will ideally lead them to careers that will fit their self-knowledge, and if not, they can try different wording in their searches. For example, a youth who deemed “working with numbers” an important clue may execute the following searches to find careers that fit this self-knowledge:
  - Careers that work with numbers*
  - Careers for people who like numbers*
  - Non-traditional math careers*
- Give youth some time to do these searches and explore their results. Youth will list any appealing careers they find on their *Interesting Careers* handouts. If they are unable to find interesting careers this way, check to make sure their searches are appropriate.
- Youth can also look for careers that fit their self-knowledge on the various career sites they have found.

Careers I Like (Slide 16)

The purpose of the next few exercises is to identify what exactly the appealing factors of certain careers are and how these factors influence youths’ decisions. They will find other careers that share these appealing factors and expand their knowledge of careers they may not have previously known.

**ACTIVITY**

Corresponding Handouts: *Careers I Like, Interesting Careers*

- Define factors:
  - Factors are things that contribute to or affect an outcome.
- Explain the concept of likeable factors:
  - For the purposes of this activity, likeable factors are the things that you like about a given career.

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- Walk them through the examples on their handouts and on the slide:

| Career           | Likeable Factors - What do I like about this career? |
|------------------|--|
| Sculptor         | Hands-on, creative, independent, active, flexible    |
| Graphic Designer | Creative, challenging, technology-based              |

- Youth list careers that are interesting, appealing, or that they can imagine doing in the future. They can refer to their *Interesting Careers* list for ideas (which, after the last activity, should have many careers on it that will fit with their self-knowledge).
- Youth will list the careers they like in the *Career* column, consider what it is about that career that appeals to them or that they find interesting (for example: the subject matter, the pay, the work conditions, the prestige, the opportunities for advancement, etc.), and list these factors in the *Likeable Factors - What do I like about this career?* column.

### DISCUSSION

- After completing the *Careers I Like* chart, youth can share some of their careers and likeable factors with the group.
- Encourage youth to reflect on the likeable factors they have identified by asking: *What are some of your likeable factors you have identified? Why do you like these things? Is this reflected in your self-knowledge?* These questions can be asked to the group, or can be assigned to smaller groups or partners for discussion.

### Likeable Factors Internet Searches (Slide 17)

### DISCUSSION

Corresponding Handout: *Careers I Like*

- Go through the example provided on how to do an internet search with likeable factors:

| Career   | Likeable Factors - What do I like about this career? |
|----------|--|
| Sculptor | Hands-on, creative, independent, active, flexible    |

Internet Search Examples:

*Careers that are hands-on and careers for people who like hands-on work*

- Now that youth know how to do internet searches for careers that share likeable factors, turn their attention to the *Other Careers I Like* handout.
- Encourage youth also to explore the career websites they found before.

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## Other Careers I Like (Slide 18)

Youth will now search for other careers that have their identified likeable factors. The purpose of this exercise is to expand the number of careers youth research that they may enjoy. Hopefully, youth will come across careers they may not have previously known or that they may not have thought to examine.

### ACTIVITY

Corresponding Handouts: *Careers I Like, Other Careers I Like*

- The *Other Careers I Like* chart is similar to the *Careers I Like* chart, except that it is working backwards from the identified likeable factors. Youth will take any likeable factors from their *Careers I Like* charts and list them in their *Other Careers I Like* charts. They will then research careers (other than the ones that they have already listed) that share these likeable factors.
- Walk through the example provided on the slide and handout:

| Likeable Factors - What do I like about certain careers? | Other Careers with this Likeable Factor | Career Description (one or two sentences) | Is this career a good fit for me?         |
|--|---|---|---|
| <b>Hands on</b>  | <b>Mold Maker</b>                       | <b>Construct molds.</b>                   | <input checked="" type="checkbox"/> Yes   |
| Work with numbers  | Cost Estimator                          | Estimates the cost to produce something.  | <input checked="" type="checkbox"/> Maybe |

- Youth will complete their own *Other Careers I Like* charts. Under *Is this career a good fit for me?*, youth will check either “yes”, “no”, or “maybe”. This is just an introduction to evaluating careers, so they do not need to spend too much time on this. Youth can superficially assess the career according to how well it fits with their self-knowledge as a whole.

## Reflection Questions (Slide 19)

### DISCUSSION

Corresponding Handout: *Reflection Questions – Section 3*

- Youth will write, discuss, and/or draw their response to the following questions:
  - 1) Why is it so important to do careful career research?
  - 2) What are the most important clues to my potential career(s) that I got from my self-knowledge?
  - 3) What likeable factors do I really want my future career to have? Why?

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