**Class Discussion: Reality Check- Faculty Instructions**

**Module 1: The Career Planning Process: An Overview**

*Topic: Reality Check Reactions*

This is a whole-class discussion. If possible in your classroom, consider moving desks or chairs into a circle or square where students can see all of their classmates. Also consider pulling up the module and “fast-forwarding” to the part in the Reality Check video clip when all 7 “reality check” items are displayed on the screen. The discussion outline is below.

**Discussion Outline:**

**Part 1: Big Picture**

1. What was your reaction to the “reality check” information presented in this module? (Allow students to express any frustration, but keep the focus on identifying reasons for/sources of frustration and prevent the discussion from becoming merely a rant session.)
2. What information surprised you the most? Why? (If a student expresses they have received messages contradicting a certain point, ask follow up questions about where those messages came from, and generate additional discussion by asking the rest of the students if they have experienced something similar, and to share their story if they have.)
3. What types of things do you think can account for the differences between these things you may have heard or been told previously, and the information presented in the module? (Encourage students to consider the background and perspectives of their sources for information. For example, if a parent always said having a degree would secure a good job, when did they attend college, and was that perhaps true at that time?)

**Part 2: Reactions to Specific Components**

1. When you made the decision to come to college, what did you expect the job market would be like for a college graduate by the time you finished? (Use this question to explore level of awareness and expectations of these students at the time of making this decision.)
2. Did you expect that just having a degree would set you apart from your competition for jobs? Why or why not?
3. Prior to completing this module, had you thought about what you would do while in school to set yourself apart from other graduates? (You might make this a poll question first, then have students share their stories.)
4. Did you expect that once you choose a major, that major would give you all the qualifications you need to get a job in your field? Why or why not?
5. Whose responsibility do you think preparing you for a career SHOULD be, and why? (In this question, you may get responses like “I’m paying the university to get this degree so I can get a job, so it should be the university’s responsibility to make sure I’m able to get a job.” Use the follow-up questions below to explore these beliefs.)
	1. What do you think a university’s purpose is? (After getting some feedback, try to help them understand the intended role of a university in career preparation. The explicit purpose of a university is education, not career prep. Graduating only guarantees you leave better educated. However, since education is a core part of the employability equation, education is PART of career preparation… but not the whole thing.)

**Part 3: Taking Action**

1. How do you think being aware of these realities can help you to be more successful in preparing for a career?
2. What are some things you personally could see yourself doing differently in college based on this information?