**In-Class Module Completion Option- Faculty Instructions**

**Module 2: How to Make a Career Decision**

There are benefits to having students complete the module independently, as the interactive activities contained in the module are designed to force students to think about their own beliefs, career goals, and how the material applies to their personal situation. Of course, there are benefits to having your class work through the module as a group as well. If you opt for in-class, group completion, it is recommended that you have students complete a follow-up assignment, such as reflective writing, that will force students to process the information on a personal level.

The basic idea of how to have your class complete the module as a group is simple. The video clip slides are easy – you can simply show those. For the activity and quiz slides, you will want to use those to facilitate either a class discussion or activity. The instructions below will provide you with a possible class discussion or activity to use with each interactive slide.

**Discussion/Activity Options:**

**Activity Slides 1-3 (series of 3 T/F questions):**

Use these questions as whole-class discussion prompts. For each of the three questions, ask students to volunteer how they would answer and explain why. Encourage more students to share their thoughts by responding to answers with statements like “Who would agree with what he/she just said about \_\_\_\_\_? Tell me why you agree,” or “”Who would disagree with that statement? Tell me why you disagree.” When you feel that your class has adequately debated the issues involved, take a poll. Whichever answer (True or False) gets more votes, input that answer and then review the feedback with your class.

**Activity Slides 4-7 (series of yes/no questions about messages received regarding career choice):**

These activity slides are an introduction to the next segment, Choosing a Career. Work through these slides either in a whole-class discussion or small group discussion. Display one question at a time. For the first question, if doing a whole-class discussion, first poll the class, then ask for volunteers to share specific stories of where they heard that kind of message, and exactly what they remember being told. If you’re doing small groups, instruct each group member who has heard a message like that to share one story. For the second question type (“Do you believe this is how you SHOULD choose a career?”), have students share their personal opinions and explain why they believe what they do. In a whole-class discussion, encourage debate by using similar prompts to those you used in Activity Slides 1-3. Optionally, for small groups, at the end of the discussion, have each group share with the whole class one of the most notable stories shared within that group, as well as a brief summary of the consensus and/or disagreement on how a career should be chosen.

**Activity Slides 8-10 (getting started on assessing interests, abilities, and values):**

When you get to each of these slides (right after the corresponding video that discusses several questions to use to assess each factor), have students complete the corresponding section on the “Assessing Your Interests, Abilities, and Values – Getting Started” worksheet (provided). It is recommended that you have them complete only one section as a time, as they would if they were completing the module online. Optionally, you can have students seated in small groups and have the groups engage in a brief discussion after filling out each section. Have each group member share what they wrote down and discuss what clues they think this information could give them about what their ideal career would be. Group members should provide feedback and help brainstorm things the information shared could say about that person’s ideal career.

**Activity Slide 11 (Guess Your Holland Personality Type activity):**

You have a couple options here. If you have NOT had your class complete Module 1, have them complete the “Guess Your Holland Personality Type” worksheet (provided). If they HAVE completed Module 1 recently, you may opt to just skip this slide all together. Alternatively, to help your students think about these types more, you could hover over each type and read the description aloud, then ask for volunteers to share what types of careers or characteristics of careers they think might appeal to someone of that type.

**Activity Slides 12 & 13 (practice - listing 3 interests, abilities, and values and translating them into criteria for a career):**

Have students complete the “Practice – Creating Criteria for Your Ideal Career” worksheet (provided).

**Review Slides:**

There are a couple ways to approach these review questions. For this specific set of questions, the easiest way might be to have students write down their answers on a blank sheet of paper. Consider bringing small prizes to class (like candy), or offering something like 1 point of extra credit (perhaps added to another assignment) to students who get all the questions right. Since you will not be able to show all the questions before revealing the answers, another option would be to show a question, have students write down their answer, then ask for a volunteer to share what they think the correct answer is with the class, and the first person to volunteer the correct answer receives a prize. (In this case, make sure YOU know what the answers are ahead of time!)

Alternatively, for three of the five questions, a simple polling approach will work as a way to review these items with your class. For question 3, you might ask for a few students who want to “compete” to come up to the board, then display/read the question, and call “Go!” The “winner” is the student who first finishes writing the correct 3 factors, in the correct order. For question 2, you may just choose to skip this if your class has recently completed Module 1. If not, you could ask for volunteer to give the correct answer, or to come up to the computer and actually place the 3 steps and submit the answer.

**Assessing Your Interests, Abilities, and Values – Getting Started**

***Instructions:*** Start thinking about your interests, abilities, and values by answering the questions below. Remember that it’s important to ask yourself lots of different kinds of questions and gather clues from *everything* you experience, as no one question will give you a full assessment of your interests, abilities, or values.

**Get Started on Assessing Your INTERESTS:**

If you were going to voluntarily read a non-fiction book on any topic you wanted to learn about, what would the book be about?

Why? What interests you about this topic?

**Get Started on Assessing your ABILITIES:**

What have family members said you’re good at?

What have friends said you’re good at?

**Get Started on Assessing your WORK VALUES:**

Choose one previous job that you had. What specific things about that job did you like - what gave you satisfaction? (If you've never had a job, use an extracurricular activity or volunteer experience instead.)

In that same job, what things did you dislike?

**Guess Your Holland Personality Type**

***Instructions:*** For a quick introduction to Holland’s personality types, read the brief personality type descriptions below, and write the top 3 types that sound the most like you in the center of the hexagon. Remember, this is just giving you an idea of what your personality type *might* be, though, and we’ll talk about some resources for obtaining a more accurate assessment of your type next.

**Realistic**

**Investigative**

**My Holland Type**

Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventional**

**Artistic**

3rd Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Social**

**Enterprising**

**Realistic** people are ***doers***. They enjoy hands-on, physical activities such as building or repairing, or playing sports.

**Investigative** people are ***thinkers***. They enjoy analyzing, problem solving, and learning about new things.

**Artistic** people are ***creators***. They enjoy creating things or ideas, and being able to express themselves in what they do.

**Social** people are ***helpers***. They enjoy working with people in a helping capacity. They are motivated by the idea of making a difference.

**Enterprising** people are ***leaders***. They enjoy working with people, being in a position to lead or persuade others, and are motivated to achieve personal success.

**Conventional** people are ***organizers***. They enjoy structure, activities that require attention to detail, and working with numbers.

**Practice – Creating Criteria for Your Ideal Career**

***Instructions – Part 1:*** To practice how you could go about turning what you learn about your interests, abilities, and values into criteria for your ideal career, start by writing down three things you know you enjoy, three things you know you are good at, and 3 characteristics of a job you think you’ll want in your future career in the chart below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Interests** |  |  | **Abilities** |  |  | **Values** |
| 1. |  |  | 1. |  |  | 1. |
|  |  |  |  |  |  |  |
| 2. |  |  | 2. |  |  | 2. |
|  |  |  |  |  |  |  |
| 3.  |  |  | 3. |  |  | 3. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

***Instructions – Part 2:*** Now, think about each of the items you wrote above and decide whether each is something you feel you MUST have or make use of in a career in order to be happy with that career, something you’d like to have or make use of but don’t absolutely have to, or something that isn’t important to you to have or use in a career. Write all nine items above in the chart below. (The reason there are more spaces in this chart is because you may have more than three items in a particular column. However, be realistic and remember that you must prioritize – don’t put all nine in the “Essential” column, for example.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Essential** |  |  | **Wish List** |  |  | **Not Important** |
| 1. |  |  | 1. |  |  | 1. |
|  |  |  |  |  |  |  |
| 2. |  |  | 2. |  |  | 2. |
|  |  |  |  |  |  |  |
| 3.  |  |  | 3. |  |  | 3. |
|  |  |  |  |  |  |  |
| 4. |  |  | 4. |  |  | 4. |
|  |  |  |  |  |  |  |
| 5. |  |  | 5. |  |  | 5. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |