



USER GUIDE

Career Pathways Parts 1 & 2

Workshop length:	60 minutes each, 120 minutes total
Ideal delivery time:	10th grade, option to hold them as early as 9th grade
Facilitator preparation needs:	<ul style="list-style-type: none">• Review user guide, handout, and slide deck.• Adjust slide deck and handouts to be affiliate-specific.• Print copies of student handouts (or prep handouts for virtual access).• Secure additional materials needed for the workshop.• Test career profiler/exploration websites and prepare walkthrough.

Purpose:

For our students and families, one of the goals of postsecondary education is to have strong career prospects. In order to help students start thinking about what types of career paths they might want to consider, these workshops help students understand the vocabulary associated with careers and connect their own interests with possible future professions and paths. These modules also help students and families understand that the U.S. higher education model does not match college majors with exact careers—that instead, students may have more flexibility with what they study than they think.

Part 1 of this workshop introduces key vocabulary associated with jobs and careers, addresses myths associated with majors and career choice, and offers time for students (and parents/guardians) to self-reflect about students' interests and potential professions.

Part 2 of this workshop has students take a career interests quiz and do some preliminary exploration of possible career paths based on the results they receive from the quiz.

Considerations:

These workshops are set up for whole group lessons to be delivered by either a full-time staff person, volunteer, or teaching fellow. Part 2 requires every student to individually

use a computer, so you may want to hold the workshop in a computer lab or make sure you have laptops available.

Additionally, Part 2 will refer back to the handout from Part 1, so facilitators should plan to either collect handouts at the end of part 1, ask students to hold on to them, or even could have students complete the Part 1 handout on a computer or device so it is easy to refer back to in the second session.

Since career exploration is an ongoing process, in general it can be helpful to retain access to different career exploration work/handouts after workshops so you can refer to them in future interactions with students.

For the second workshop in particular, the lesson provides instructions to use CA Career Zone's career exploration platform. If you don't want to deal with having students create a login, you can instead use [College Board's tool](#). It is the same as CA Career Zone. However, CA Career Zone offers an educator dashboard where you can invite students and monitor their progress. No matter which platform you choose, you should plan to make your own account/complete the profiler and exploration process prior to the workshop so that you are familiar with the platform and prepared to point out different features to students.

Facilitators can consider sharing their own experiences with career exploration, major selection, etc. throughout the workshops. This can provide examples for students and demonstrate that you are willing and open to share/answer questions about the process.

Site specific considerations: If you have events when you invite professionals to meet with students and expose them to different careers, you may want to consider highlighting those events in these workshops. Additionally, if your site helps to connect students with internships, summer activities/jobs, and extracurricular activities, you can add that into these workshops as well. If you have a local/regional career exploration platform that you use with your students, you can use that instead of CA Career Zone and will need to adjust the slides and handout instructions accordingly. This might be a good choice if your students are already using a specific career exploration platform at

school or in other spaces (like an AVID class) so you can create consistency with the work they are doing/messaging they are receiving in other spaces.

Options:

These workshops are geared toward full group delivery with opportunities for students to discuss and collaborate in small groups and pairs. Make sure to set up the room in a way where students can both work individually and talk in their table groups.

It may be worthwhile to hold these sessions at the beginning of the school year and then follow up with a session about extracurriculars and summer activities. Depending on your site's capacity, meet individually with students about summer activities that might be a good fit based on their career interests or other next steps they could take to continue to learn about career options.

These workshops are typically offered to students during 10th grade, but could be adapted to happen during 9th grade instead. Note that many summer opportunities where students can explore potential career pathways are open to rising 11th and 12th grade students, and fewer opportunities are typically available for rising 10th graders. For this reason, some affiliates may prefer to hold these workshops in 10th grade so that they can connect with work to support 10th and 11th grade students in applying to summer opportunities.

Parent/Guardian Involvement:

These workshops could be done with students or with students and their parents/guardians. If you include parents, you may want to add in some discussion moments where students and parents can reflect together on the following:

- Considerations for future career (earning potential, passions/interests, opportunities for growth & development, workplace environment, power/prestige):
 - Have parents rank these for their child while the students do their own ranking separately.
 - Have them discuss the differences & similarities in their rankings, and why those differences/similarities exist.
- Alignment of college major and career:

- In what ways do college majors need to align with career choices (ex: pathways like engineering and nursing where specific academic backgrounds and degrees are required to access employment)?
- In what instances is a mismatch between major and career appropriate (ex: career that recruits applicants from a variety of majors/academic backgrounds, career that does not require specific training that can be completed in college)?
- Pressure students may feel from family to choose certain careers:
 - Note here that it is important to provide students and families with factual information, but to also recognize that folks have varying experiences with career exploration and major selection that may influence the ways in which they parent their children.
 - Center respect and empathy for student and family perspectives, while aiming to provide accurate and thorough information rather than judgement.

Resources:

See below for links to associated resources. **It is important to note that the workshop documents can and should be reviewed and revised annually to reflect any updated information.**

Breakthrough Workshop Resources	<ul style="list-style-type: none"> ● Career Pathways Part 1 Slide Deck ● Career Pathways Part 1 Handout ● Career Pathways Part 2 Slide Deck ● Career Pathways Part 2 Handout
External Resources	<p>Links for Workshop #2:</p> <ul style="list-style-type: none"> ● CA Career Zone Website ● BLS Career Exploration Website ● Occupational Outlook Handbook <p>Further Reading:</p> <ul style="list-style-type: none"> ● NCAN Career Advising Resources

Proving Behaviors:

Students will complete their reflection sheet and then use that reflection and their career interests quiz to research at least 2 different career pathways.

Human First Framework Competencies:

Each College Bound in a Box workshop has been designed or adapted to incorporate elements of [Breakthrough's Human First Framework](#). These workshops specifically incorporate the following 9th and 10th Grade Level Indicators:

Competency	Benchmark	9th/10th Grade Level Indicators
Knowledge of Love and Self	Benchmark 1: Self-Awareness Students will be able to develop a deep understanding of their identities, and how they are shaped by systemic and historical contexts.	Investigate and test their core values against their life experiences and aspirations
	Benchmark 3: Self-Efficacy Students will be able to leverage their assets to navigate and advocate for themselves in multiple environments.	Build coalition with like-minded folks in spaces that are difficult to navigate
		Proactively seek out support systems that contribute to their success and wellness
Solidarity	Benchmark 1: Social Awareness Students will be able to engage with others' perspectives, identities, and cultures with curiosity and empathy.	Demonstrate openness to learn from others who have different lived experiences
		Recognize when biases, stereotypes, and assumptions impact their interactions
Self-Determination	Benchmark 1: Responsible Decision-Making Students will be able to critically examine personal, social, and institutional influencers to make constructive choices across diverse situations.	Evaluate how social norms and the expectations of the dominant culture influence personal decisions and actions
		Begin to set long-term goals and aspirations based on informed and researched rationales
	Benchmark 2: Critical Action Students will be able to explore personal and collective actions they can take to positively impact their community and the world.	Begin to develop their personal and collective strategies for change