



## Overview

**CareerForward** is designed to help students realize that they are able to direct their own learning and come to meaningful self-realizations about their future. Not only will this be a very different learning experience for your students, the facilitation of student learning will present a dramatic shift in your teaching experience as well.

Your students may initially feel uncomfortable about taking responsibility for their learning. They may get frustrated that there isn't any right or wrong answers in this course. Or that you (or anyone else for that matter) won't have the correct answers for them either! Your major task as the facilitator of CareerForward is to mentor, provide advice and provide a platform for students to present their thoughts, findings and discoveries.

The course has two major parts: **web content** and **program content**. The web content provides guidance to students on how to approach each module in the program and also provides viewing guides to use with program resources. Have students begin each module by first reading the web content for a particular module and then have them launch the program content and proceed to that module. The web content also provides you, the facilitator, with tips (via the **Teacher Focus** section) on what you can do to help your students get the most out of the program.

Before you have your students start the program, be sure they take the **Pre-Course Survey**.

## Facilitation Strategies

Here are some key strategies that will help you successfully facilitate the course:

- **Promote the role of student** as information gatherer and disseminator. This puts the student in the driver's seat, as they begin their drive down the road to discovery. What students discover becomes theirs. Just as when students decide to get a job after school - their wages are their own.
- **Place the responsibility** for learning with the student
- **Provide timeline and checklist guidance** for students to follow to complete components. Build in room for flexibility on extending their time or for further

exploration. Allow them to move at their own pace, at the same time you give them targets to keep them moving steadily forward, making real progress.

- **Ask questions of individual students** about their findings, and be prepared to assist or encourage those students who seem unsure or confused.
- **Guide discussions about careers** that tap into students' interests and have them generate predictions based on what they have discovered
- **Set up small groups and/or class discussions** that allow students to share discoveries throughout their experience, in addition to the explicit activities in the Challenge Cycle
- **Enhance student understanding** by providing exposure to various careers through guest speakers and other resources - allow students to extend the invitations or bring in the resources

## The Challenge Cycle

CareerForward follows the instructional strategy described by John Bransford and his colleagues in their work [How People Learn](#). Central to this strategy is the process that gets students actively involved in their learning by allowing them to start with their preconceptions about the subject matter by presenting them with a challenge. This process is called the Challenge Cycle. Each step of the Challenge Cycle is described briefly here:

### 1. Challenge

Each module starts with a **Challenge Scenario** that gives students a situation they can relate to and would like to have an answer for. The nature of that answer is further prompted by providing two or three **Framing Questions** to suggest relevant parts of the answer.

### 2. Initial Thoughts

The student is first asked to write down their initial answers to the **Framing Questions**. This helps them appreciate their state of understanding and sets the stage for further learning.

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

### 3. Resources

An array of resources are provided to the student using a variety of multimedia attuned to the world so familiar to many young people. Resources generally take only a minute or two to complete. The student may go through the materials in order or may move around according to their interests. Some of the resources include activities or some

forms of self-assessment. The desired outcome for students is self-realization rather than test completion.

4. **Final Thoughts**

Having learned from the Resources, the student returns to the **Framing Questions** and writes out their personal responses. They can look at their **Initial Thoughts** to see how their thinking has changed. As a facilitator, this is a very important point to provide guidance, suggestions, and feedback.

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

5. **Activities**

The student acts upon what they've learned by discussion with their peers or adults, such as their parents or people in careers of interest. The key here is that the student sufficiently forms their own thinking so that they will interact with others to test and expand their understanding.

## Registering Students

**Blackboard or Moodle version** – A teacher or systems administrator will create student accounts and enroll them using the account creation and enrollment tools for their respective CMS.

**Web version** – Users (students, teacher, etc.) will create and manage their own accounts using the “**Log In, Register and Recover**” page they see after clicking on the “**Launch the Program**” link.

## Module 1 - The Big Question: The Challenge

In the Challenge scenario for this module, your students will learn about Shawnda, who gets some real-world advice about preparing for her future. Help your students prepare for this module's Challenge and Framing Questions by having them think about the following while they are viewing the scenario:

- What is my legacy? What do members of my family currently do for a living?
- Who do I go to for help in thinking about my future? Do I think about it at all?
- What do I already do that might point me in the right direction? Do I work part-time, or belong to school or community organizations?
- What am I interested in? What do I do for hobbies or fun that might turn into a career some day?

Keep the **main point** of this module firmly in mind as you prepare your students. Remember that most students haven't given any thought at all to their career. They know that one or both of their parents go off to work and that the bills usually get paid, but that's it. Many kids never sit down and ask their parents what they studied in high school, college, or elsewhere. Nor do they think about how they might already be prepared to pursue a career in ways they don't even realize.

It will be your job to have them focus on what their career and future might actually look like, as well as who they might start seeking out for help as they begin their pursuit. Don't let them lose sight of where they're headed!

## Module 1 - The Big Question: Initial Thoughts

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

Your students will be dealing with three basic questions in this module:

- How can I create my future?
- Where can I find help?
- How does work fit in my life?

For the first question, **make sure** to point out to your students that they **already have** skills and talents that will be useful for a career, but need to think about how to further develop them. Just as important, remind them that there are many factors, including interests, skills, abilities, and values that will all contribute to their planning. For the second question, have all your

students brainstorm all the different people they can possibly think of that can help in their pursuit.

Finally, the last question may be the toughest one for students to understand and answer in a meaningful way. Focus their efforts on the specific role that work might play in their life right now. Have them think about what role work plays in their parents' lives and how that might be similar or dissimilar from what part they think work does or will play in their life.

**Remember**, answering questions like these will be a new experience for your students. Make sure you emphasize that there are no **right** or **wrong** answers, but encourage them to think about the questions in practical ways.

## Module 1 - The Big Question: Resources

**\*Blackboard or Moodle version:** Student viewing guides for video resources can be found in the "Module 1 – Checking Out the Resources" folder.

**\*Web version:** Student viewing guides for video resources can be found under "Module 1 – Useful Stuff".

To begin with, make sure that, for **every** module, you direct your students to the viewing guides as they go through the resources provided in **CareerForward**. The resources used in **CareerForward** are always tied in with the **Framing Questions** presented at the beginning of the module.

An important focus for the resources related to the first **Framing Question** is **how different people** decided to go into various careers. Get your students thinking about all the different factors people used in making their decisions. Also encourage your students to think about someone that might be able to mentor them in career matters.

In relation to the second question, it's also vitally important that your students explore the full range of people that can help them - from **peers** to **adults**. Since others can often see our strengths better than we can, close friends and parents are important sources of feedback for your students.

For the final question's resources, emphasize the **practical** resources available to them. Make sure that they experiment with the **Budget Calculator** and encourage them to **Understand Expenses**. There is no doubt that adequate **financial education** is greatly lacking in our schools and this will provide a good opportunity for students to gain some financial awareness.

## Module 1 - The Big Question: Final Thoughts

After reviewing all of the resources provided in this module, your students will have no doubt changed their thinking about their future, careers, and lifestyle in many important ways.

While reminding them that there are no **right** or **wrong** answers to the **Framing Questions**, you **can** encourage them to focus on **specifics**. **Don't** let your students get away with being vague.

**For instance, in answering the first question, instead of...**

"I now know it's a lot more important to think about my career than I did before."

**Encourage them to come up with something more specific like...**

"Before this module, I didn't realize that it can literally take **years** to prepare for a career. It's much more time-consuming and involved than I originally thought."

**On the last question, instead of...**

"I didn't think about budgets before this module, but now I do."

**Have them think deeper for answers more like...**

"I now realize that even a difference in income of \$5,000 to \$10,000 a year can make a **big** difference in what my lifestyle will be."

## Module 1 - The Big Question: The Activities

This is the place where you can **really** get your students to pursue their new understanding in a practical and tangible way. Consider activities like those below. Individually or in groups, have your students:

- Interview someone they know who has followed a particular career path that they may be interested in.
- Talk with someone in the counseling office to get introduced to the career and educational resources that are available to them.
- Search the Internet for websites that have information about how to find or select a job. For instance, sites like **CollegeGrad.com** are great resources. A site like this will also encourage them to think about themselves as something more than "just high school students".
- Make a list of things that they would need to buy if they wanted to live on their own and investigate how much it would cost to set up a home the way they'd want.

## CareerForward Facilitator's Guide

What is extremely important in these activities is in getting your students to collect and share resources in a meaningful way. While contacting people is vitally important, time constraints make the Internet an invaluable resource. Read through the **Finding the Right Words** in the [Collect! \(click to download\)](#) document to help your students be more effective in their research.

## Module 2 - Frame It Up: The Challenge

This module's Challenge scenario introduces your students to a high school student who looks at the world of work through the eyes of his father, sister, and uncle. Help your students prepare for this module's Challenge and Framing Questions by having them think about the following while they are viewing the scenario:

- Do I have a parent, relative, or close friend who has a job I would like?
- Do I like to work by myself or with others? Both?
- Would I like to work for someone else, or work for myself one day? Would my workday look different in these two cases? If so, how?
- What kind of setting would I be most comfortable in? Manufacturing? Professional? Academic? Government?

Remember that the **main point** of this module is to get your students to think in **real** and **practical** terms about how they think they'll spend their time at work once they're done with school. Encourage them to think about what their workday is like now if they have some type of job. Find out if they've ever spent time with a relative or friend at their job.

Also keep in mind that most students have never thought about **global economies** or **career changes**. It's important to get them thinking about how different professions have changed over the past few decades so that they can have a greater perspective.

## Module 2 - Frame It Up: Initial Thoughts

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

As in other modules, your students will be dealing with three basic questions:

- What is a workday like?
- Will I do the same kind of work throughout my life?
- How is the world of work changing?

For the first question, focus on the fact that there is a tremendous amount of variation in what a workday will look like for different professions. A salesperson might spend a lot of time traveling, a factory worker might do the same thing every day in a building, and an IT professional may spend a lot of their time working from home. By understanding these differences, they can begin to make informed decisions about careers based on what it is they will actually be **doing** at work.

It is likely that most students will be inclined to answer the second question "yes" or "no". Your job will be to get them to think about "why" they answered the way they did. Has their dad always held the same job? Do they know anybody who seems to change jobs a lot? In addition, get them thinking about whether they would **want** to do the same kind of work their whole life.

The last question will likely be the most difficult for students. But they **can** use their experiences in answering the question. Encourage them to consider everyday items such as computers and cell phones to think about how their lives have changed even in a short period of time, and how this might also affect the work world.

## Module 2 - Frame It Up: Resources

**\*Blackboard or Moodle version:** Student viewing guides for video resources can be found in the "Module 2 – Checking Out the Resources" folder.

**\*Web version:** Student viewing guides for video resources can be found under "Module 2 – Useful Stuff".

As with the previous module, make sure that you direct your students to the viewing guides as they go through the resources provided in **CareerForward**.

An important focus of the first **Framing Question** is the **nuts and bolts** of a typical workday, both now and in the future. Help your students pay close attention to **differences** in various jobs, as well as how those differences may decrease or increase in the future.

Regarding the second question, they will need to be thinking about what they read and see in terms more complex than simply "will I change jobs in the future?". They need to be looking at what career changes actually **mean** and understand the concepts of **lifelong learning** and **career planning**.

For the last question, have them think about as many factors that affect the job market as they can. **Telecommuting**, **foreign automakers**, and an **off-shore workforce** are the types of changes that they need to see as directly impacting their future career.

Throughout the resources, have the students continually ask themselves, "how does this impact what **my** workday or career will look like?"

## Module 2 - Frame It Up: Final Thoughts

By this time, your students should have a much greater appreciation for all the factors that

affect their career choice, at both the **micro** and **macro** level. Again, as they move toward their final thoughts, get them to focus on specifics in their thinking:

**For example, in answering the first question, instead of...**

"A typical workday is a **lot** different than I thought at first."

**Encourage them to be more specific. Like...**

"I didn't know it's normal for people to work 50 hour weeks in the career I'm interested in. I thought **all** jobs were 40 hours a week."

**For the second question, instead of...**

"I don't think I'll do the same job my whole life."

**Move them toward an answer more like...**

"I found out that, unless I plan on working in an unskilled, low-wage job, it'll be almost impossible for me to do the same thing my whole life."

**On the last question, instead of...**

"Jobs are a lot more complicated than they used to be."

**Have them think deeper for answers more like...**

"I now know that just about every job requires you to constantly learn new things."

## **Module 2 - Frame It Up: The Activities**

Here is where you'll get your students to apply what they've learned throughout this module. Think about activities like those below. Individually or in groups, have your students:

- Use the Internet to compare wages, salaries, and benefits in several different countries and discuss how this might affect worker pay and condition in the US.
- Imagine they wanted to start a business in the automobile industry. Would they locate it here or elsewhere? What impact would labor costs and benefits, expenses, and transportation have on their decisions. How would these decisions affect US workers?
- Use research and discussion to consider the issue of workforce mobility. Why do people move around to take different jobs? What role does telecommuting and working virtually play in the future workplace?

## CareerForward Facilitator's Guide

As with every module, it is vital that students collect and share resources with each other. Given the global nature of the issues discussed in this module, looking to the **blogosphere** to get international perspective is a great idea. Use the material on blogging in the [Converse!](#) **(click to download)** document to help your students to truly get that global feel.

## Module 3 - The Tools: The Challenge

The teen highlighted in this module's challenge looks like he's got his act together, but he still has a lot of questions and concerns about his future, just as your students will. Help them prepare for this module's Challenge and Framing Questions by having them think about the following while they are viewing the scenario:

- Do I currently plan on attending a technical school, community college, or university after high school? Do I plan on continuing my education at all?
- Do I have academic, financial, or other concerns with continuing my education?
- Do I like to work by myself or with others? Both?
- What life experiences do I have that have already prepared me for the world of work?
- Could I work for myself in my own business some day?

As with all the modules, this is the time to really focus your students on the **big idea**. This module is all about skill, experience, and motivation, gained through education and other means.

Many students will have the belief that they either have to go to college or do nothing educationally. Other students will have no educational awareness at all. In addition, very few students will be able to see themselves as **entrepreneurs**, so it will be helpful to get them to see themselves as already being able to manage some things on their own. Make sure students become acquainted with **all** of the options open to them throughout this module.

## Module 3 - The Tools: Initial Thoughts

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

Unlike previous modules, your students will only have two **Framing Questions** for this module:

- Where will I learn what I need for work?
- Could I be my own boss and start my own business?

For the first question, you might find a lot of students saying, "well, it depends on what I want to do for a living," or "I have no idea". Ask them to draw on their experiences when thinking about this question. Do they know different people who have taken different educational paths? Do they know successful people who've had a variety of educational experiences? Are there other resources they can use to find out about their future educational options?

The mere thought of running a business will likely frighten most of your students. Many kids think that only geniuses or rich people can start and run their own company. But encourage your students to think beyond these stereotypes. Remind them that many of our most famous entrepreneurs were just like they are at some point in their lives. If your students believe these stereotypes, have them write down these beliefs and why they have them. And if they believe that they can indeed start their own business, ask them who or what is the driving force behind their idea. When they compose their **Final Thoughts**, you'll want them to see how their thinking changed or is different, so asking them the **whys** now will allow them to see the changes.

Bottom line: for both of these questions, encourage your students to think **outside the box**.

## Module 3 - The Tools: Resources

**\*Blackboard or Moodle version:** Student viewing guides for video resources can be found in the "Module 3 – Checking Out the Resources" folder.

**\*Web version:** Student viewing guides for video resources can be found under "Module 3 – Useful Stuff".

Remember to direct your students to the viewing guides as they go through the resources provided in **CareerForward**.

For the first question, it's important for your students to realize that, **no matter what**, finishing high school will be the first step in whatever they do. It's also important that your students realize that their options aren't limited to **college or nothing**. There are a variety of options available to them, training schools, online academies, and other non-traditional options in addition to the more traditional ones. Encourage your students to write down every possible option they see in the resources and not count any of them out right away. The more options they have to choose from, the better off they'll be.

Regarding the second question, a lot of your students may be inclined to skip these resources altogether, feeling they'd never **have what it takes** to go into business for themselves. One of your primary jobs here will be as an **encourager**. One of the resources for this question has to do with someone opening a barbershop. Have your students think about all the types of **small** businesses that are out there, and that **somebody** has to do them. From lawn care, to carpet cleaning, to software consulting, there are as many options as there are ideas.

Keep in mind that this is the **getting there** module. Continue to highlight to your students the importance of considering all options that might allow them to **get there**.

## Module 3 - The Tools: Final Thoughts

After completing the resources and thinking more about the **Framing Questions**, your students will hopefully have a broader view of the options available to them. Remember that one of the goals of revisiting the questions is in getting them to think in terms of specifics.

**For example, in answering the first question, instead of...**

"There are more options open to me than I at first thought."

**Encourage them to be more specific. Like...**

"I didn't realize I could take courses online while working to support myself at the same time. That might be a real option for me to get my education and pay for it at the same time."

**Or...**

"I thought I had to make a decision about college right away. But now I know I could work for a couple of years first if I want to."

**For the second question, instead of...**

"I suppose I could think about starting my own business if I want."

**Move them toward an answer more like...**

"I thought it took a lot of money to start your own business. Now I know that the amount of start-up money depends on the type of business."

## Module 3 - The Tools: The Activities

As you ask your students to apply what they've learned, think about activities like those below. Individually or in groups, have your students:

- Review the **CareerForward** Farrah Gray interview and list traits and attitudes of entrepreneurs. What role does failure play in success?
- Create a job interview questions based on the type of employee they would like to have working for them.
- Interview each other in **mock** job interviews using the questions created in previous activities.

## CareerForward Facilitator's Guide

Your activities should be focused on continuing to expand your students' ideas of what's possible for them. Have your students share their experiences, as well as the experiences of those they know, to highlight the vast array of options available to them. Since the Internet is going to be a great resource for exploring alternatives, review the **Divide and Conquer** and **Gather Ye Results** material in the [Collect! \(click to download\)](#) document.

## Module 4 - A 360 View: The Challenge

In this module, your student is introduced to a teen facing a dilemma. She used to be so sure about her career path but as she's gotten older, the path doesn't seem as clear as when she was younger. To help your students get ready for this module's Challenge and Framing Questions, have them think about the following while they are viewing the scenario:

- Do I have a better understanding of myself, my skills, and my interests than when I first began?
- Am I aware of the resources, tools, and opportunities available to me as I pursue my career? Which of these would I use if I were like the teen in this Challenge?
- Do I have more confidence to move forward than I did before I started **CareerForward**? Am I ready to face some of the same challenges faced by the girl here?

Remember, keep the main idea of this module the consistent focus. It's time to really get your students to think about how they're going to use all that they've learned to develop a plan that will help them move forward.

## Module 4 - A 360 View: Initial Thoughts

**\*Blackboard or Moodle version:** Students will enter their initial thoughts using the Journal or Assignment feature built into the course shell of their respective CMS.

**\*Web version:** Students will enter their initial thoughts inside of the program.

Your student will face several difficult **Framing Questions** in this module. These are probably tougher questions to think about than the previous framing questions, so really give your students some time to pull their initial thoughts together.

- If I change my mind or just feel uncertain about a career path, what should I do?
- How do I put everything together in a plan that works for me?
- What are my next steps?

For the first question, reassure them that it's ok to still feel uncertain. They're young and may **still** not have all the answers. Encourage them to take their time and maybe even take the risk of making an **educated guess** as to how they **might** deal with their uncertainty.

Likewise, quite a few students will really have no idea how to answer the second question. While they've answered a lot of questions and written a lot of information down, they'll feel somewhat intimidated by the thought of creating a **plan** for themselves. Again, encourage them

to talk about how they **feel** about pulling together a plan if they can't think of how they might put together an actual plan.

For the final questions, push your students to simply brainstorm. Tell your students that it's ok to put down whatever they want, since they will be sharing with other students and refining their ideas throughout the rest of the module.

## Module 4 - A 360 View: Resources

**\*Blackboard or Moodle version:** Student viewing guides for video resources can be found in the "Module 4 – Checking Out the Resources" folder.

**\*Web version:** Student viewing guides for video resources can be found under "Module 4 – Useful Stuff".

Remember to direct your students to the viewing guide for this module's **Framing Questions** as they go through the resources provided in **CareerForward**.

For the first question, remind your students how important it is that they look to their **experiences** and **interests** for help and guidance. It is those things with which they're most familiar that can often lessen uncertainty and provide confidence. Even though they're looking forward, looking back at all of the resources they now have at their disposal is a **great place to start**.

The second question is focused entirely on the EDP. Make sure your students spend the bulk of their time on this resource so that they are entirely familiar with it. The more comfortable they are with the EDP, the more likely they will be to return to it throughout their high school career for continued guidance and feedback. Remember, they need to be able to see the connection between their existing experiences, interests, and abilities and what their EDP tells them.

For the final question, tell them to pay particular attention to the resources in light of their initial thoughts on what their next steps might be. You might also suggest that they write down specific next steps as they come to mind while going through these resources.

## Module 4 - A 360 View: Final Thoughts

After rethinking the **Framing Questions** in light of the completed resources, your students should have more confidence in where they are going than before. For this module especially, getting them to think in terms of specifics is vitally important.

**For example, in answering the first question, instead of...**

"If I don't know what to do, I guess I could ask somebody."

**Encourage them to be more specific. Like...**

"If I am unsure of something, I can always go back to my EDP or think about what I **like** to do for help."

**For the second question, instead of...**

"I need to create an EDP."

**Move them toward an answer more like...**

"I need to look at my EDP to see how it matches what I already know how to do and enjoy."

**For the last question, move them from...**

"I'll do another EDP next year."

**Move them toward an answer more like...**

"I should look at my coursework for the next year and then create another EDP to see if I've changed any."

## Module 4 - A 360 View: The Activities

After they've completed their EDP, you need to give your students time to reflect. You can accomplish this by providing activities like those below. Individually or in groups, have your students:

- Talk to a school counselor, interview people who are working in a job they're interested in, or explore courses that lead to a new career path. Have them write down the results of these exercises.
- Take 10 minutes or so to quietly reflect on what you've learned and talk or write about three things you can take away from the course, your biggest surprise and, most importantly, your readiness to begin planning your career.

In addition to providing lots of opportunities for reflection and sharing, this is also a great time for having the students revisit Internet resources and [Collect!](#) (click to download) new ones. They can gather together a set of bookmarks for sites that they can return to for answers as questions come up in the future.



## Post-Course Survey

After your students complete the course, **please have them take the Post-Course Survey**. This will help MVU determine how the program was received by your students and allow them to provide valuable feedback for future enhancements and improvements.