Skills Training for Community Engagement Modules

Module 5 — Career Exploration

Eleversity
NEXT-LEVEL WORKFORCE EDUCATION

Why Career Exploration?

Introduction to Module

What is a job? What is a career? Here, we'll talk about what these words mean and how they apply to you and maybe your future.

So, what is a job? A job is something you do regularly to earn money. It means doing certain tasks or responsibilities for an employer. A job can also mean one specific task or piece of work. It is a way people make a living, like being a teacher or a computer repair person, or it can be a single task, like fixing a leaky faucet.

So then, what is a career? A career is a job that someone spends a long time doing, often for most of their life. People usually choose a career based on what they like and what they are good at. Some people may have the same career for life, but others may choose to try many different careers over a lifetime. Examples of careers include being a childcare worker or a bicycle mechanic.

Lesson 1: Jobs and Careers: What do they mean?

Learning Objectives: In this activity, participants will learn the meaning of the terms "job" and "career" and talk with someone who works.

Lesson Overview

Lesson Materials	• Paper/whiteboard to record participant responses • **Interview with Someone Who Works** Activity Sheet
Lesson Preparation	• Print a copy of **Interview with Someone Who Works** Activity for each participant. • **Note:** This lesson has an assignment that will be completed at the participant's home/on their own time. Please allow a second day for reviewing this assignment.
Lesson Details	**Lesson Introduction:** 1. **SAY:** Why do people have jobs? What are the benefits of having a job? Write answers on paper/whiteboard. For those who can have them write their own answers down on a piece of paper or on the whiteboard. Thank those participants who choose to give their answers. 2. Examples: money, friends, relationships, learning, helping others, independence, etc. 3. **SAY:** Today we are going to talk about the difference between a job and a career. 4. **ASK:** How do you know what job you might want in the future? 5. SAY: We learn by trying things and thinking about what we like. This is called career exploration 6. Carrer Exploration means: • Learning about yourself • Learning about different jobs • Finding what fits you 7. It helps you match what you're good at, and what matters to you, with different types of work. As you explore careers, you learn more about yourself and about the many jobs that are available. **Lesson Activity:** 1. **SAY**(and/or write on paper/whiteboard): A job can be: • Work you do to earn money • Can be short term

	• Can change 2. A career can be many things: • Work you do for a long time • Grows over time • Something you do for a long time • Fits what you like and are good at 3. **SAY:** If you like a job and keep doing it, it can become your career. 4. **SAY:** Who here knows someone who works? (hopefully all will be able to answer yes to this) 5. **SAY:** I am going to give out a sheet with questions that you can ask this person about the work they do. 6. Hand out the **Interview Someone Who Works** Activity Sheet 7. Review the questions with the group, ensuring that everyone understands what is being asked. 8. SAY: You can: • Have someone else help to ask the questions • Record answers on audio/video • Have someone help you write the answers 9. **SAY:** We will then review them during our next discussion. (Staff should follow up with participant's home to let them know about the assignment and encourage family or staff to assist the participant with the project.)
Lesson Reflection	As a whole group, or individually, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Staff can point out people who are working in the community and ask participants to observe what tasks the people are doing and what skills they may be using. This can also be an opportunity to talk with participants about what interests them in working and encourage conversation with community members about their work. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Career Exploration — Lesson 1

Interview Someone Who Works Activity Sheet

1. **What is your job?**

2. **What do you do at your job?**

3. **Do you need help at work sometimes?**

4. **Do you think of your current job as your career? Why or why not?**

5. **What skills do you need to have for your job? (Options: the ability to work hard for a long time, focus, following instructions, flexibility, social skills, etc…)**

6. **Do you need special training for this or any job? Did you have to have a degree for this or any of your jobs?**

7. **What parts of your job do you <u>not</u> like? How do you handle that?**

8. **What parts of your job do you like?**

Career Exploration — Lesson 1

3-2-1 Review: Jobs and Careers: What Do They Mean?

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	**A.**	
	B.	
	C.	
2.	**A.**	
	B.	
1.	**A.**	

Lesson 2: What kind of job is right for me?

Learning Objectives: In this activity, participants will identify and explore their ideal conditions for employment.

Lesson Overview:

Lesson Materials	• Paper/whiteboard for writing participant responses • Pen/pencils for each participant • **Who I Am Activity** sheets (note: this activity consists of 8 pages, and may take 3 or 4 days to complete) • **My Career Map Activity** sheet
Lesson Preparation	• Print a copy of the **Who I Am Activity** sheet for each participant • Print copies of the **My Career Map Activity** sheets for each participant.
Lesson Details	**Lesson Introduction:** 1. Describe the purpose of this activity as an opportunity for the participant to begin positive thinking about themselves as having a job in the future. 2. Make it clear that this is not the time to choose a career, but an opportunity to explore who they are. 3. Next hand out the series of **Who I Am Activity** sheets, one at time, going over each before moving on the next. 4. Explain that you will work on these as a group, but each person will fill theirs out according to how they feel. 5. There are no wrong answers. 6. Also, there are many different ways to respond. SAY: You can talk, point, or staff can help. **Lesson Activity** 1. First, have participants take out **Who I Am: My Dreams** Worksheet. 2. Work together on each section of the worksheet. Explain that participants will be choosing their top 3 choices from each section to place on the **My Career Map** worksheet.

	My Dreams: • Explain that in this section we are thinking about things we want to do. • You can say: "think about when you were younger; what did you want to do when you were grown up?" Or what would you like to be doing ten years from now?" • Encourage participants not to focus on the reasons they can't do the things they want to do, but simply about what would make them happy. • What are you doing right now that feels like work? • Ask the participant to finish the sentences as best they can. Encourage details in the responses by finding out if they have any personal connections to or experience with the things, jobs or roles identified. • Notice the participant's response for the item "When I think about my future career, I see myself doing…" • Ask the participant to choose and circle their top 3 dreams and put them on the Career Map in the section labeled Dreams **My Hobbies and Interests:** • **ASK**: Who knows what a hobby is? Explain that a hobby is an activity done regularly in one's free time for fun or relaxation. Examples might be reading, video games, gardening, knitting, etc. • **ASK:** Do you think any of your hobbies could be something you could do for a job? • Read the directions and determine if the participant has questions. Note that the participant can place an "X" anywhere on the line from "Like to "Don't Like". • Ask the participant to choose and circle their top 3 interests and put them on the career map in the Interests section. Those options that the participant marked as Not Like Me may be something to talk about when completing the Things I like to Do section **Things I Like to Do:** • Explain to participants that this section is about their own likes

and preferences, and how knowing these can help them find a job and work environment that feels like a good fit.

- Read the directions and determine if the participant has questions. Note that the participant can place an "X" anywhere on the line from "Like" to "Don't Like".

- Ask the participant to choose and circle their top 3 dreams and put them on the Career Map in the section labeled Preferences.

Things That Are Hard for Me:

- Explain that in this section the participant should think about what they find hard to do.
- Explain that the point of this is to try and figure out what the participant may find difficult so that the participant and the people who help him can come up with possible solutions to these difficulties.
- Allow people to take breaks while working on this activity as it can be triggering for participants.
- Ask the participant to finish the sentences as best they can.
- Encourage the details of the responses by finding out what they notice about themselves that makes them believe they need to be better in a certain area. Assure participants that everyone had things they could do better, and that we can support each other to overcome these difficulties.
- Participants can also be asked to recall other challenges in their lives that they have overcome and share the experiences.
- Ask the participant to choose and circle their top 3 challenges and put them on the Career Map in the section labeled "Challenges"

What Helps Me Do Hard Things:

- Explain that in this section the participants should focus on how they can work through some of the challenges they face.
- Read the directions and determine if the participant has questions.
- Solutions can be realistic and/or creative and may involve more than one support.
- Optional Activity: Participants are welcome to share stories individually or in a group about some of the greatest challenges

	they have faced in their lives, and what they did to overcome them even if they haven't been completely resolved. They can also be asked to identify someone in the media, or their personal life, who has been their hero or has shown great courage in overcoming something that seemed impossible. • Provide each participant with the **My Career Map** • Worksheet. • Assist participants to write the information from the **Who I Am Activity** sheets onto the **My Career Map**. **Lesson Reflection**: 1. When the activity has been completed, review the **My Career Map** worksheet. 2. **ASK:** How does it feel to have all of this important information about you on one page? Do you think it is truthful? What would you add?
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Staff can point out people who are working in the community and ask participants to observe what tasks the people are doing and what skills they may be using. This can also be opportunity to talk with participants about what interests them in working and encourage conversation with community members about their work. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Career Exploration — Lesson 2

My Career Map: Who I Am

Fill your answers into the boxes below. There are examples of possible responses.

My Dreams

If I won the lottery, I would…

Go on vacation with my family?

Buy a big house?

Give my parents money so they wouldn't have to work anymore

What TV shows or books have characters I would like to be?

Harry Potter?

K-Pop Demon Hunter?

The Summer I Turned Pretty?

When I think about my future career, I see myself doing…

Working with People?

Working at a Store?

Work in Office?

If I could have any job, it would be…

Lawyer?

Accountant?

Veterinarian?

Now… circle your top 3 dreams and write them on your Career Map.

Career Exploration — Lesson 2

My Hobbies and Interests

Choose the option that best describes how you feel about the work situations listed below.

Doing things with others (Working with other people, like playing a game, doing a group activity, or helping together)

Working on a computer (Using a computer to type, play games, watch videos, or do simple work tasks)

Cooking (Making food, such as mixing ingredients, using the microwave, or helping prepare meals)

Playing sports (Being active by playing games like basketball, bowling, soccer, or throwing a ball)

Doing things by myself (Working or spending time alone, like listening to music, drawing, or finishing a task on my own)

Shopping in stores (Going to a store to look at items, choosing what you want, and buy things)

Talking with others (Having conversations with people, like chatting with friends, coworkers, or family)

Reading (Looking at books, magazines, signs, or simple words and stories)

Doing math (Using numbers, like counting money, adding prices, or measuring things)

Cleaning your home (Doing chores like sweeping, doing dishes, making the bed, or vacuuming)

Being in an office (Spending time in a quiet workplace with desks, phones, and computers)

Walking outside (to nearby places, like stores, parks, or buildings)

Working with my hands (Using your hands to build, fix, or make things, like assembling parts or sorting items)

Drawing / painting (Making pictures with pencils, crayons, markers, or paint)

Going on the internet (Using the internet to watch videos, play games, look things up, or use social media)

Looking at machines (Watching or learning about machines, like cars, factory machines, or tools)

Riding in car (Being a passenger in a car, van, or bus. Or traveling by public transportation)

Doing the same thing all day (Repeating the same task many times, like folding boxes or stocking shelves)

Lifting things (Picking up and carrying items, such as boxes, bags, or supplies)

Using tools (Picking up and carrying items, such as boxes, bags, or supplies)

Now...circle your top 3 interests and write them on your career map.

Career Exploration — Lesson 2

What is hard for me?

No one is perfect, and we are all trying to do things better. Please complete the sentences below with the part of your life you're working on to make better.

When I'm around others, I want to be better at...	
☐ Speaking up	☐ Giving personal space
☐ Listening	☐ Other: _____
When I'm angry or sad, I want to be better at...	
☐ Staying calm	☐ Taking a break
☐ Asking for help	☐ Using words
☐ Other: _____	
I want to be better at home by...	
☐ Helping out with chores	☐ Using my iPad less often
☐ Talking with my family	☐ Other: _____
When I'm bored, I want to be better at...	
☐ Calling a friend	☐ Other: _____
☐ Asking staff/family if we can do something	
When I meet new people, I want to be better at...	
☐ Introducing myself	☐ Being friendly
☐ Other: _____	

When someone asks me to do something, I want to be better at... ☐ Saying yes if I can do it ☐ Asking for help if I need it ☐ Other: _____
When I'm stressed or scared, I want to be better at... ☐ Taking deep breaths/using calming techniques ☐ Telling someone you trust ☐ Other: _____

Now...circle your top 3 challenges and write them on your career map.

Career Exploration — Lesson 2

What helps me do hard things?

Take your top 5 challenges from **"What is hard for me?"** section and write them in the **"Things that are hard for me"** boxes below. Then complete the sentence with what you can do or what you can use to overcome the challenge.

Example:
Something that is hard for me: Learning a new task
What can I do to be better? Ask for help

Things that are hard for me	What I can do to be better

Below are some examples of ways that people can improve in the things they struggle with:

☐ Ask for help	☐ Use a list or pictures
☐ Watch someone first	☐ Go slow / take my time
☐ Practice	☐ Get help with transportation
☐ Take a break	

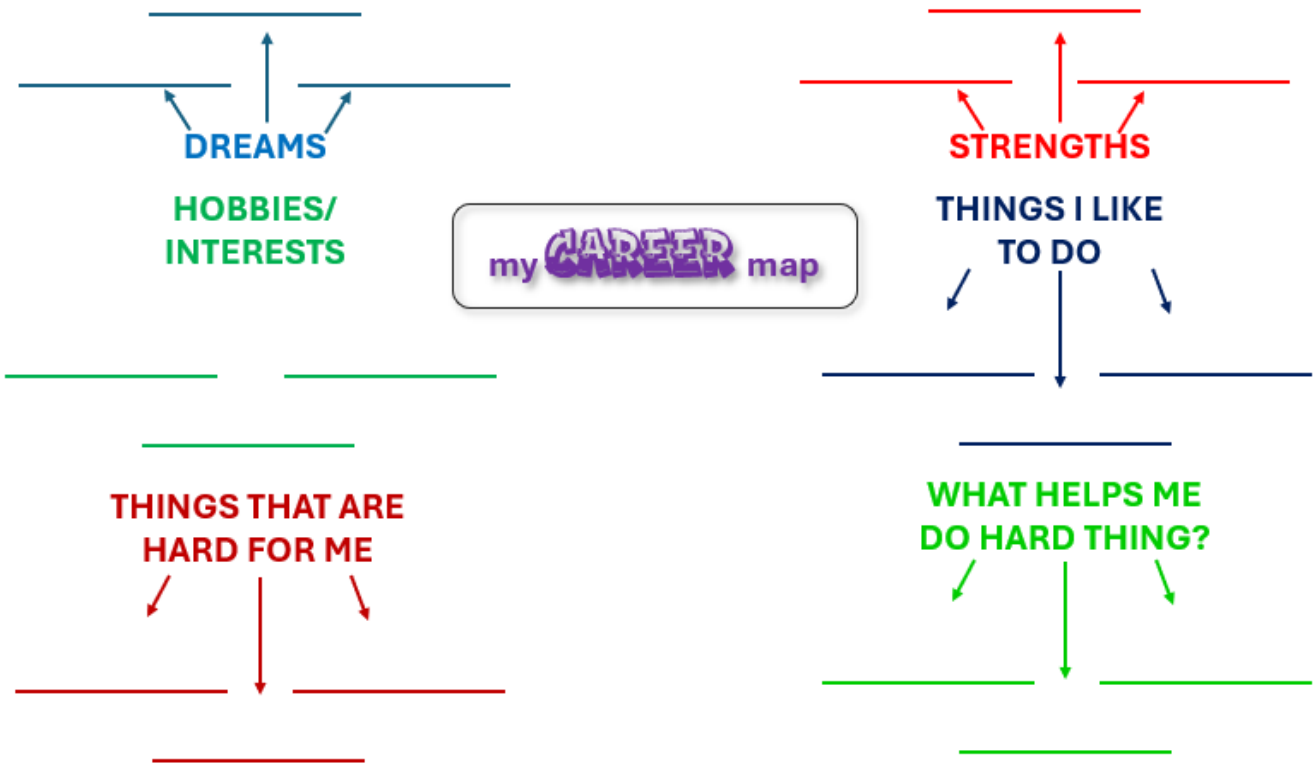
Now…circle your top 3 solutions and write them on your career map.

Commented [SW1]: Lesson 4: What are the steps to getting a job

Provide participants with a blank "journey to a job "map. As the facilitator goes over each step, participants will write down the step in the empty box. The facilitator should also write down the step on a chart or whiteboard.

This will help with understanding and remembering each step. It also reinforces the belief that people remember 20% of what they only hear, 50% of what they hear and see, and 80% of what they hear, see, and do.

Commented [JC2R1]: I can't edit the images including the Journey to Job Handout, so can't make a blank one?


DREAMS
HOBBIES/
INTERESTS
my CAREER map
STRENGTHS
THINGS I LIKE
TO DO
THINGS THAT ARE
HARD FOR ME
WHAT HELPS ME
DO HARD THING?

Career Exploration — Lesson 2

3-2-1 Review: What Kind of Job is Right for Me?

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 3: What kind of jobs are there?

Lesson Objective: In this activity, participants will talk about job opportunities in their own community and the skills needed for those jobs.

Lesson Overview:

Lesson Materials	• Pens/Pencils for each participant • Paper/whiteboard for writing leaner responses • Internet-connected device for watching videos • **CareerOne Stop Videos** • **Exploring Jobs in My Community Activity** sheets
Lesson Preparation	• Review **CareerOne Stop Videos** • Print a copy of the **Exploring Jobs in My Community Activity** sheets for each participant. (Note: the activity consists of 14 pages) • Review videos
Lesson Details	**Lesson Introduction:** 1. Begin the lesson by saying: today we are going to be watching a video that shows people working in various types of jobs. 2. Hand out the CareerOne Stop Video list. (or share the videos on a screen participants can see.) 3. SAY: Watch the videos and see a job that you might be interested in. 4. Explain that this is just a small sample of the many types of jobs there are. 5. **SAY**: Today we will look at some of the jobs that are in our community, and also what skills they would need to do those jobs there are many different types of jobs available in. **Lesson Activity:** 1. Hand out the **Exploring Jobs in My Community** workbook. Work with participants to answer questions. 2. When each student is finished with their workbook use the following prompts for discussion: • Did you come across any jobs that you never thought about before • Are there jobs available in your community that you do NOT want to consider? Why? • Which jobs seem to be the best fit?

	Where could you find more information about this job? 3. After your discussion, have students complete the final page of the workbook.
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Staff can point out people who are working in the community and ask participants to observe what tasks the people are doing and what skills they may be using. This can also be opportunity to talk with participants about what interests them in working and encourage conversation with community members about their work. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Career Exploration — Lesson 3

Career Exploration — Job Videos

https://www.careeronestop.org/

Cashiers Career Video | CareerOne Stop

Baristas Career Video | CareerOne Stop

Library Technicians Career Video | CareerOne Stop

Maids and Housekeeping Cleaners Career Video | CareerOne Stop

Data Entry Keyers Career Video | CareerOne Stop

Food Preparation Workers Career Video | CareerOne Stop

Job Video Handout

Cashier 	**Maids and Household Cleaners**
Barista 	**Data Entry Keyers**
Library Technician 	**Food Preparation Workers**

Job Video Worksheet

1. What job did you see?

(Write the job name or draw/point at the picture on the handout a picture)

2. What was the person doing at this job?

3. Where was the job?

(Check one)

☐ Inside a building ☐ In a store

☐ Outside ☐ In an office

☐ In a factory or workshop

4. When do people usually work at this job?

☐ Morning ☐ Evening

☐ All Day ☐ Nighttime

5. What did you like about this job?

6. What did you NOT like about this job?

7. What skills are needed to do this job?

8. Would you want to try this job?

(Check one)

☐ Yes ☐ Maybe ☐ No

9. One word to describe this job:

(Circle one or write your own)

☐ Fun ☐ Easy ☐ Hard ☐ Boring ☐ Interesting

Career Exploration — Lesson 3

Exploring Jobs in My Community

There are many different jobs to choose from in your community. Which job is right for you? Use this workbook to help you begin thinking about which job might be a good fit for you.

Receptionist

A receptionist is the first point of contact and the welcoming face/voice of an organization. They are central administrative professionals responsible for managing the front desk, handling visitor traffic, directing phone calls, and providing clerical support to ensure smooth daily operations.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Baker

A baker is a skilled culinary professional who prepares, bakes, and decorates food items made of flour, such as bread, pastries, cakes, and cookies. They combine art with science to create delicious, consistent goods, often working in fast-paced environments like retail bakeries, restaurants, or commercial production facilities.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Food Server

A food server is the primary, front-line representative of a restaurant responsible for creating a positive dining experience. They bridge the gap between the kitchen and the customer by taking orders, serving food and beverages, and ensuring guest satisfaction.

What skills do you think are needed for this job?
[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Computer Assistant

A computer assistant (often called IT support or a technical support specialist) is a professional who helps users and organizations with their computer hardware, software, and network issues. They act as the first line of defense for troubleshooting, resolving technical malfunctions, and setting up, maintaining, or upgrading computer systems.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Cleaner

A cleaner is a person employed to maintain hygiene, order, and cleanliness in homes, offices, or commercial buildings. They remove dirt, dust, and waste from surfaces, furniture, floors, and restrooms, ensuring a safe and pleasant environment.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Bus Person

A bus person (or busser) is an essential front-of-house support staff member responsible for the cleaning, clearing, and resetting of tables in a restaurant, cafe, or catering service. They act as the "backbone" of the dining room, ensuring rapid table turnover and maintaining cleanliness, allowing servers to focus on customer service and taking orders.

What skills do you think are needed for this job?

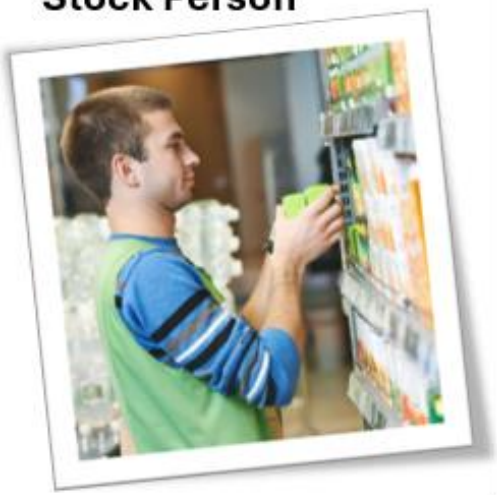
[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Stock Person



A **stocker** (or stock associate) is a retail or warehouse employee responsible for receiving, organizing, and placing merchandise on shelves, racks, or displays. They serve as the crucial link between inventory storage and the sales floor, ensuring products are available, correctly priced, and easily accessible to customers.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Food Preparation

An employee who works in food preparation assists the chef, sous chef, and cooks by cutting vegetables and completing other basic food preparation tasks such as making salads, portioning food and plating dishes.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Cashier

A cashier can work in a variety of workplaces where sales transactions will occur such as restaurants, drug stores, department stores and gas stations. A cashier will use a cash register to record the sales transaction and will make change for the customer. Some cashiers will also assist customers to locate items in the store.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Health Care Worker

A health care worker is any trained professional—including doctors, nurses, technicians, and support staff—who works within the health or social care system to prevent, diagnose, treat, and manage illnesses while supporting patient comfort, safety, and recovery. They are essential to maintaining community health, providing direct or indirect patient care. provided.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Bus Aide

A bus aide assists students to get on and off the school bus safely, as well as to cross the road. Bus aides also provide supervision to the students riding the bus to ensure safety and proper school bus behavior. Many bus aides work a split shift in the morning and afternoon.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Store Greeter

A store greeter is the first person people see when they walk into a store. Their job is to be friendly and help customers feel welcome. They say hello with a smile, answer simple questions, and help people find where to go in the store. They may offer shopping carts or baskets and help customers who need extra support. Greeters also help keep the front area clean and safe and pay attention to what is happening at the entrance, letting a manager know if something seems wrong. This job is important because it helps customers feel comfortable and creates a good first impression of the store.

What skills do you think are needed for this job?

[Check the boxes you think are right]

Work with People ☐	Count Money ☐	Write ☐	Use a Computer ☐
Use a Telephone ☐	Use Cleaning Tools ☐	Use Cooking Equipment ☐	Go to Meetings ☐
Keep Track of Time ☐	Make Decisions ☐	Listen Carefully ☐	Meeting People ☐

Is this a job I would like in the future?

☐ Yes ☐ No

Career Exploration — Lesson 3

Think About It!

A job I am thinking about: _____

Why I might be good at this job (Think about things you are good at. Think about things you like to do):	Skills I need for this job (Skills are things you learn how to do. What would you need to learn for this job?) :	Things I'm not sure about (It's OK to have questions or worries):

A job I am thinking about: _____

Why I might be good at this job (Think about things you are good at. Think about things you like to do):	Skills I need for this job (Skills are things you learn how to do. What would you need to learn for this job?) :	Things I'm not sure about (It's OK to have questions or worries):

Career Exploration — Lesson 3

3-2-1 Review: What kind of jobs are there?

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 4: What are the steps to getting a job?

Learning Objectives: In this activity participants will discover how the job search can be broken down into steps.

Lesson Overview:

Lesson Materials	• Pens/pencils for each participant • Paper/notepad for each participant • Paper/whiteboard for writing leaner responses • **Journey to a Job** Handout • **I**nternet connected device for each participant
Lesson Preparation	• Print a copy of the **Journy to a Job** Handout for each participant.
Lesson Details	**Lesson Introduction:** 1. Begin the lesson by asking participants to imagine that they are going on a trip. 2. Explain that you can't just get up and leave for the trip without some planning ahead of time or else you might not be prepared for everything the trip will include. 3. Explain that you want the group to think about everything that they would need to do before heading out on their trip (deciding how long to stay, packing their bags, planning out their transportation, etc. 4. Write down participant responses on the paper/whiteboard. 5. After the discussion, use the following prompts to engage the group in discussion: • *Why is it important to plan out all of the things you must do in order to go on a trip?* • *What would happen if you tried to skip a step?* • *What would happen if you weren't organized in your planning?* • *What would happen if you did the steps in a different order?* 6. SAY: Now that we have talked about some of the basic steps, some of you may wonder: how can I get help learning more about jobs and learning new skills related to employment? 7. Explain that there are programs offered that can allow someone to try out different types of jobs and job settings.

8. Have participants navigate to the Steps to Employment | Office for People With Developmental Disabilities OPWDD webpage
9. Review the steps listed, pointing out the different programs OPWDD offers to help people with their goal of employment.
10. SAY: Next, we will watch some videos of people who work in the community.
11. Have participants navigate to the following videos:

- **Simon's story**
- **Sean – Center on Transition Innovations**
- **BallyWho! Episode 1: Customized Employment**
- **Isaac's Story**

Lesson Activity:

1. Compare the steps to planning a trip to get a job. The idea to give participants is that just as there are "steps" to planning a trip there are steps to getting a job. These are examples of steps that need to be taken in order to get to their destination (a job).
2. Give each participant a blank copy of the Journey to a Job Handout.
3. As you review each step on the Handout have participants write down the steps in the empty box.
4. You should also write down the steps on the paper/whiteboard.

Step 1: Assess

Ask the group if anyone knows what "assess" means. A good definition is that to assess something is to "look at it closely."

Explain to the group that for every job that they apply for it is important for participants to think about the skills they have and if they are a good match for that job. This is called assessing your skills.

Remind participants of lesson 3 where we discussed what kind of job they might want and what skills were needed for each job.

Explain that by assessing your skills in an ongoing process that participants will come back to again and again.

	Step 2: Search Remind participants that in lesson 3 we also looked at jobs available in our community. Have participants look back at their worksheets and what jobs they choose. **ASK:** Where could you go or who could you ask to learn about jobs near you? (write down participant responses; hopefully will include going and asking at places of business near you, online sites and searches, etc.) **Step 3: Prepare** Explain that once you figure out a job that would be a good fit, you will need to prepare for the job by filling out a job application, creating a cover letter and resume. ASK: Has anyone heard of a cover letter or resume before? What are they? What are they used for? Allow participants to share their knowledge. **Step 4: Contact** The contact step is when participants will actually send in their applications, make follow up calls, and set up interviews. **Step 5: Interview** • **ASK**: Has anyone ever been on an interview or know what types of things happen in an interview? • Does the idea of going to an interview make you nervous? Why or why not? • After reviewing the steps, use the following prompts to engage participants in discussion: • What step do you think will be the hardest for you? Why? • Is there part of this journey that you have already done/begun to think about? If so, which ones?
Lesson Reflection	As a whole group, or individually, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Staff can point out people who are working in the community and ask participants to observe what tasks the people are doing and what skills they may be using. This can also be opportunity to talk with participants about what interests them in working and encourage conversation with community members about their work. Brainstorm

	with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Career Exploration — Lesson 3

What Do You Need to Work?

- **Proof of Identity** – A valid NYS Driver License or Non-Driver Photo ID card
- **Social Security Card** – Official document issued by Social Security Administration.
- **Interests** – Things you enjoy doing
- **Skills** – Things you are good at or can learn
- **Support** – People or tools that help you succeed
- **Transportation** – A way to get to work
- **Communication** – Ways to talk, listen, ask questions, or use technology
- **Confidence** – Believing you can learn and do the job
- **Practice** – Opportunities to try tasks and build experience
- **Job Match** – A job that fits your strengths and interests
- **Workplace Expectations** – Knowing work rules, schedules, and teamwork
- **Technology** – Phones, apps, email, or devices used at work
- **Accommodations** – Changes or supports that help you do your best
- **Goals** – A plan for what you want in work and life

STEPS TO EMPLOYMENT

Your path to a rewarding career

1. LEARN ABOUT YOURSELF

2. EXPLORE JOBS

3. SET A JOB GOAL

4. BUILD SKILLS

5. CREATE A RESUME OR PORTFOLIO

6. SEARCH FOR JOBS

7. APPLY FOR JOBS

8. PRACTICE INTERVIEWING

9. GET THE JOB

10. LEARN THE JOB

11. USE SUPPORTS AND ACCOMMODATIONS

12. GROW IN YOUR CAREER

STEPS TO EMPLOYMENT

Your path to a rewarding career

1 LEARN ABOUT YOURSELF

Discover your strengths, interests, skills, and support needs.

2 EXPLORE JOBS

Learn about different kinds of work and workplaces.

3 SET A JOB GOAL

Choose a job or career path that matches your interests and abilities.

4 BUILD SKILLS

Practice work skills, communication, technology, and teamwork.

5 CREATE A RESUME OR PORTFOLIO

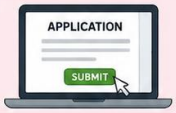
Show your skills, experiences, and accomplishments in a simple way.

6 SEARCH FOR JOBS

Use online job sites, social media, networking, and community connections.

7 APPLY FOR JOBS

Complete applications with support if needed.



8 PRACTICE INTERVIEWING

Learn how to answer questions, talk about strengths, and ask for support if needed.

9 GET THE JOB

Accept a job that is a good fit for your goals and support needs.

10 LEARN THE JOB

Receive training, ask questions, and build confidence at work.

11 USE SUPPORTS AND ACCOMMODATIONS

Work with supervisors, coworkers, job coaches, or technology supports.

12 GROW IN YOUR CAREER

Learn new skills, try new responsibilities, and explore future opportunities.

Career Exploration — Lesson 3

3-2-1 Review: What are the steps to getting a job?

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

Ask Participants to name what step they are currently on in the Journey to a Job

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

References

- **Vocational Connections Unit 5: The Road to Employment** (p. 238-250)
- **Vocational Connections Unit 5: The Road to Employment** (p. 285)
- **How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 1-My Life, My Choices** (pg.10-18)