



CAREER PATH



*Your guide to teaching
how to develop career
goals and make a plan
to reach them.*

*Facilitator
guide*



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I: MONEYWISE AMERICA PROGRAM OVERVIEW

ABOUT MONEYWISE AMERICA

Moneywise America (MWA) is an innovative new financial literacy program designed to help level the economic playing field through high-quality financial education for teens across the country, with a focus on reaching youth in under-resourced communities and schools. It encompasses four core components:

- **Training: Internal training for Schwabbies to build their skills and confidence to teach financial literacy to teens.** All MWA volunteers will complete at least 35 minutes of training; for those who are interested, there will be opportunities to complete up to three levels of certification, all at your own pace.
- **Content: Original, proprietary, standards-based financial literacy curriculum designed specifically for use with teens.** MWA content can be used on its own or as a supplement to a community organization's existing financial literacy content.
- **Volunteerism: Trained Schwabbies can utilize MWA content to teach financial literacy in the community or use their training to deliver an organization's existing financial literacy content.** While some Schwabbies may already know where they want to volunteer, we will provide resources and support to help ensure anyone who wants to can get out there and volunteer in their community.
- **Partnerships: Nonprofits and community organizations help us reach teens where they are.** National partners include Boys & Girls Clubs of America, Junior Achievement, and SIFMA Foundation. Locally, Schwabbies will also partner with schools and other teen-serving organizations in their communities.

Moneywise America builds upon Schwab's position and legacy as a national financial literacy leader. For more than three decades, Charles Schwab Foundation has worked to advance financial literacy for people of all ages. Through MWA, Schwab is doubling down on our efforts to reach as many youth as possible with high-quality financial education.

PARTICIPANT BENEFITS

Moneywise America is critical to Schwab's vision of preparing the next generation to achieve financial freedom. Financial literacy is an essential life skill, one that is especially important for teens, yet there is a stark lack of focus on financial literacy within our mainstream educational systems. Less than half of U.S. states require that students take a course in personal finance in order to graduate from high school, and only five states require that it be a standalone course.

This gap—between the need for quality financial education and access to it—is even more pronounced for teens from under-resourced communities and schools. According to the 2020-2021 [State of Financial Education Report](#), only 7.4% of Black and brown students, and 7.8% of low-income students, have access to a stand-alone personal finance course required for high school graduation.

Moneywise America is part of our effort to help fill that gap. It is designed to help teens develop both **comprehension** of key personal finance concepts and the **skills** to take informed action based on their personal goals and dreams. Participants will benefit from:

- Expertly created content designed to teach teens essential personal finance concepts including goal setting, budgeting and saving, managing money and unexpected costs, responsible credit and debt management, planning for college, and investing.

- A highly engaging and flexible program model designed to meet teens where they are.
- Interaction with impassioned and skilled Schwab volunteers, trained in delivering financial literacy content to a diverse teen audience.
- An enhanced understanding of key financial concepts and actionable takeaways, including how to apply them directly to their lives now in order to help them achieve their goals for the future.

PRIMARY AUDIENCE

- **Age Range:** MWA content is designed to appeal to teens ages 13-18.
- **Group Size:** 15-30 attendees is ideal to allow full participation in the allotted time.
- **Community Partners:** MWA is designed to be delivered in partnership with teen-facing nonprofit organizations (e.g., Boys & Girls Clubs, Junior Achievement, etc.) and/or local schools.

PROPRIETARY CONTENT

Moneywise America content includes 22 standards-based individual personal finance sessions, each designed to be used in a modular way.

- Each session* can act as a stand-alone lesson if you have only one visit with a group of teens.
- Each session can be bundled with other sessions for a more extensive learning experience if you are meeting with the same group of teens multiple times. For information on session bundle recommendations, visit the Content page at *Jumpword: Moneywise America*.

*Only one session, *Personal Goals & Decision Making*, is never used on its own.

This session, *Career Path: How to Develop Your Career Goals and Make a Plan to Achieve Them*, is the second session within Module 4 of the MWA framework.

Moneywise America Content at a Glance				
Foundational Sessions	Get Started: Intro to Money Basics			
	Personal Goals & Decision Making			
Module 1: The Basics	Module 2: Money Management	Module 3: Credit & Debt	Module 4: College & Career Planning	Module 5: Investing
1.0: Set Money Goals	2.0: Manage Your Money	3.0: Master Credit & Debt	4.0: Plan for the Future	5.0: Get Invested
1.1: Budgeting	2.1: Paycheck	3.1: Types of Debt	4.1: Career Path	5.1: Saving & Investing
1.2: Spending	2.2: Financial Products	3.2: Responsible Credit	4.2: Education Costs	5.2: Power of Investing
1.3: Saving	2.3: The Unexpected	3.3: Credit History		5.3: Investing Options
		3.4: Identity Protection		

II: SESSION STRUCTURE—HOW IT WORKS

Moneywise America content and sessions are developed by expert educators. They are intentionally designed to create a positive learning environment and facilitate an easy flow. There is a consistency to the session structure which builds familiarity and comfort for teens when multiple sessions are used.

The *Career Path: How to Develop Your Career Goals and Make a Plan to Achieve Them* 60-minute session includes the below components, and Section V of this Facilitator Guide offers a detailed script and clear prompts for each.

- **Welcome:** This is where you welcome participants, introduce yourself and establish rapport, including a welcome exercise, reviewing expectations for working collaboratively, and participant reflection related to the learning objectives.
- **Engage:** You will share a video to introduce the main content of the session. Typically, the video will be followed by a guided discussion or an exercise. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Explore:** In many cases, you will introduce a second video to further expand upon and deepen the lesson. Following the video, you will reinforce the learning through a combination of guided discussion, individual, and/or group exercises that will enable participants to apply concepts to their own lives. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Wrap-Up:** You will close the session with group and individual reflection on key takeaways. Participants will revisit the same prompt from the beginning of the session and record their updated response. Finally, you will ask participants to complete a brief session evaluation and thank them for participating.

III: PREPARATION—WHAT YOU NEED TO KNOW IN ADVANCE OF YOUR SESSION

Prior to your session, work together with your Schwabbie co-volunteer(s) to confirm the **WHO, WHAT, WHERE, WHEN** and **WHY**. Doing so will ensure you're fully prepped and ready for a seamless program delivery.

We recommend a **total of two or three volunteers** and the roles can be shared in the following way:

- **Project lead:** delivers content as facilitator and plans the volunteer project with the community organization
- **Engagement lead:** guides the teen engagement process, works the room or monitors chat, may relay questions on behalf of teens if needed, watching for reactions or places where it looks like they are stuck or excited
- **Operations lead:** runs the technology, troubleshoots, and is there to support the overall event to make sure it runs smoothly

If you are delivering a session with two volunteers, we recommend that you combine the project and engagement lead into one role.

- **WHO:** Even though you'll be delivering the program virtually, it's still important for you to understand who will be attending—and how. Will the teens be in person together, all virtual, or a mix of both? Confirm with your host the demographics of the participants, as well as their ages/grades so you can be intentional in how you're gearing the discussion to a younger or older audience. Are there any key challenges or unique aspects of the student group that you should be aware of? Since your host will be familiar with the group, you'll want to make sure they'll be available throughout the session—even if just through the chat feature—to help keep the students engaged and paying attention.
- **WHAT:** You'll want to make sure you're comfortable with the materials you're presenting prior to your session. Take time to review this entire Facilitator Guide, prepare a few personal or current event stories to use as examples where appropriate, and determine what supplies you'll need for the session, as noted in Section IV of this Guide, and how the teens will receive them.
- **WHERE:** Virtual program delivery brings with it additional considerations on how to best present the materials. First, confirm with your host if they have a preferred technology platform, like Teams, Zoom or WebEx. Then, depending on if the students will be virtual or in person, discuss with your host how to best manage the breakout groups. If they'll be in person, will the host be able to help coordinate? If participants will be virtual, does your technology platform have a breakout group feature?
 - **A/V:** Showing videos on virtual platforms can be tricky—you may experience buffering delays, sound issues, or pixilation. Test the video(s) leading up to the session, and create a backup plan should you experience any issues. Will the host be able to play the video(s) locally, or the teens be able to play on individual devices, even if you must run the rest of the deck remotely? You'll also want to confirm if the students will have A/V capabilities, or if you'll need to rely exclusively on chat. Set expectations up front for how to leverage the chat feature (like using the hand raise function or emojis). We also recommend having a designated Schwabbie volunteer to manage the chat box.
- **WHEN:** Plan to give yourself at least 10-15 minutes to log in to the selected technology platform and troubleshoot any issues prior to your session start time. In the days leading up to the session, work with your host and Schwabbie volunteer partner to do a brief "tech check," where you can practice running through the slides and playing the video(s) to confirm they can see and hear you.
- **WHY:** It's important for you to understand why the teens are participating. Did they self-select to take this course, or is this a group with mixed interests? Is this part of a larger curricula, or are you being viewed as more of a one-time guest speaker or someone who is introducing the topic that will be explored further over time? Knowing the "why" behind the teens' attendance will help you estimate their potential engagement level, and prep accordingly.

IV: HOW TO USE THIS FACILITATOR GUIDE

This Facilitator Guide is your step-by-step outline for how to facilitate the *Career Path: How to Develop Your Career Goals and Make a Plan to Achieve Them* session, and includes a script,

directions for delivery, and helpful tips and reminders. This Guide is for your own use when preparing for and presenting the session; it is not to be shared with program participants. Before diving into the Facilitator Script (Section V), read the key information below.

WHAT YOU WILL NEED FOR THE *CAREER PATH: HOW TO DEVELOP YOUR CAREER GOALS AND MAKE A PLAN TO ACHIEVE THEM* SESSION:

- **Facilitator Guide:** Read through this full Guide prior to volunteering so you are prepared and confident before your session. Have a printed copy of this Guide accessible in case of technical difficulties.
- **Presentation Slides:** You will walk program participants through these slides during the session. They work hand in hand with the session outlined in the Facilitator Guide and are key to engaging program participants. In case of technical difficulties, download the presentation slides to your computer and send them to the host beforehand.
- **Video:** Each session has at least one video that corresponds with the lesson. The video(s) are embedded in the presentation and can also be found by visiting the Content page at *Jumpword: Moneywise America*. As with the presentation slides, download the video(s) to your computer and send them to the host as separate file(s) beforehand. Details on when to play the video(s) are included in the Facilitator Script (Section V).
- **Teen Guide:** Session worksheets and handouts should be distributed to program participants prior to the start of the session, either by you or your host. Teens will complete the worksheets during the lesson and keep them as a helpful takeaway. You can find the Teen Guide for this session (including the handouts below) by visiting the Content page at *Jumpword: Moneywise America*.
 - Pre/Post Session Self-Reflection Form
 - Career Choices Case Study Worksheet
 - Explore My Career Choices Worksheet
 - Career Clusters Reference Sheet
 - Session Evaluation Survey (Note: Teens may complete the survey online using the link at the top of the form and in the presentation. For those who complete hard copies, please collect the surveys at the completion of the session and email responses to SchwabCommunityServices@Schwab.com)

PRE-SESSION CHECKLIST

Details of each session (the **WHO, WHAT, WHERE, WHEN, and WHY**) will vary for each facilitator. For a seamless delivery, work together with your host and Schwabbie volunteer partner(s) to make sure you’ve confirmed the following details. If you have any questions prior to your event, please email SchwabCommunityServices@Schwab.com.

<input type="checkbox"/> Confirm Attendees (Ages/Grades of Teens)	<input type="checkbox"/> Confirm Participant Audio, Microphone and Chat Capability with Host (if Teens Will Be in a Computer Lab or Similar Space, Confirm Availability of Headphones)
<input type="checkbox"/> Confirm Interest/Experience Level of Teens	<input type="checkbox"/> Confirm Availability of Breakout Rooms
<input type="checkbox"/> Confirm Role of Host; Exchange Contact Information with Host	<input type="checkbox"/> Confirm Internet Access

<input type="checkbox"/> Confirm if Teens Are Attending in Person, Virtually, or Both and if They Are in a Common Room or Dispersed	<input type="checkbox"/> Brainstorm Personal Examples or Relevant Current Events to Share with Teens
<input type="checkbox"/> Confirm Preferred Presenting Platform (Zoom, Teams, etc.); Ensure Invitation is Created and Sent	<input type="checkbox"/> Conduct “Tech Check” With Your Host and Schwab Volunteer Partner Prior to Session
<input type="checkbox"/> Confirm Who Will Manage the Presenting Platform, Presentation Slides and Video(s) (You or Host)	<input type="checkbox"/> Review Facilitator Guide and Video Script(s)
<input type="checkbox"/> Confirm with Host How Teens Will Receive Materials (Printed Copies or by Email)	<input type="checkbox"/> Log in to Platform 10-15 Minutes Before Session
<input type="checkbox"/> Confirm Role of Each Volunteer, Including Who Will Manage the Chat	<input type="checkbox"/> Remember to Have Your Cell Phone Handy to Help Track Time

VOLUNTEER GUIDANCE—ENGAGING YOUR TEEN AUDIENCE

This Guide includes a script for your session and ideas for introductions. For more comprehensive information on working with students of different backgrounds and abilities, and group facilitation techniques, refer back to your Employee Training Modules.

- **Personalize the Session:** Personalize the session by including real-life examples and stories. Try to make examples relatable to the teens; for example, speaking about retirement or goals 20 years from now may not resonate as much as saving \$100 a week from a summer job. It may be hard for teens to conceptualize past a few years in the future.
- **Don’t Move Too Quickly:** Leave teens enough time to properly think through questions by taking pauses and stopping the video where necessary. Take breaks and allow for questions to ensure teens are following along with the session. And remember, silence in the group doesn’t necessarily signal disengagement—participants may be processing the information/concepts they’re hearing about.
- **Gauge the Personality of the Group:** For example, if the group is energetic, calling on people may be appropriate and an efficient way to encourage participation, but if the group is shy this may seem intimidating. Consider having the teens briefly practice using chat reactions such as raising hands to encourage engagement during the session.
- **Engage the Host:** Allow the host to assist, as they may know methods for engaging their groups.
- **Meet Teens Where They Are:** Remember, teens aren’t used to talking about financial concepts the way you and your colleagues, or even other adults might be. Use basic language and avoid complex financial, educational and/or Schwab-specific terminology that may confuse participants. Also be sure to present financial services and concepts objectively—do not “sell” Schwab to teens.
- **Use Proper Pronouns:** To personalize the experience and avoid accidentally offending someone by assuming gender identity, have the host ask each participant to add their preferred pronouns next to their name. Consider including your pronouns on your nametag as well to show inclusiveness.

Most importantly, remember to smile, use eye contact, and be friendly and conversational throughout the activity. Don’t forget to look into the camera!

SESSION ADAPTATIONS

We all know that technology isn't foolproof; things happen! If challenges arise while facilitating, try not to stress. Be flexible and adapt, as best you can, by continuing to deliver the session. Here are some ideas for addressing potential hiccups:

- **Video Issues:** As noted above, it is best to have the video(s) available in a few formats. While the video(s) will be embedded in the presentation, also download them to your computer before the event and send them to the host ahead of time. If the video(s) do not play on the device you're delivering the program on, have the host try to play the video(s). Prepare for the worst by coming with the session's video script(s) (Section VI of this Guide) so you can summarize the concepts if needed. Don't spend too much time fussing with the video(s); if they don't work, read the script(s) and move on to the next activity.
- **No Breakout Group Availability:** If breakout groups are not available on your virtual platform, do the activities together as one big group, encouraging participation from everyone. Or, get creative! Choose a way to "split" the group into teams without breakout rooms. For example, "if your birthday is between January-March, you're team A. What would everyone on team A choose for this question?"

SHARE YOUR EXPERIENCE

We are proud of our Schwab volunteers for empowering the next generation with financial literacy skills through Moneywise America. As we continuously enhance this program, we want to hear from you about your volunteer experience. Following your session, please consider doing the following:

- Share your volunteer feedback by visiting *Jumpword*: Moneywise America and navigating to the Quicklinks section
- Join the conversation on the Moneywise America Teams channel
- Post on social media (*Jumpword*: Schwab4Good)

V: FACILITATOR SCRIPT



Career Path: Your guide to teaching how to develop career goals and make a plan to reach them.

Session Overview

The purpose of this session is to provide time and space for participants to explore potential career interests and choices based on their own personal interests and skills. They will be presented with the financial considerations that come with post-secondary choices, and the connection to achieving personal goals. Participants will focus on the costs and potential income associated with their post-secondary choices. Having a more defined understanding of how to support personal goals through clear post-secondary choices is a critical element on the “Road trip to My Future.”

This session includes two videos, the first of which introduces the idea of exploring different career paths based on personal interests, skills, and aptitudes. Recognizing that these personal details can help you select a career is an important first step to taking on the future, specifically, post-secondary decisions.

The second video elaborates on the process of how to explore career choices. Participants are presented with the idea of how to determine if the requirements of a particular field or career will be worth the cost when researching if the career choice is for them, particularly in potential earnings.

Take Away:

As a result of taking this session, participants will identify career interests and understand how they support personal goals. Additionally, they will calculate the cost-benefit of post-secondary decisions, estimate income from a selected career, and determine if it justifies post-secondary education expenses over time.

Session Outline: Virtual Delivery



Notes to the Facilitator:

- Remember this is a guide, personalize your talking points so it doesn't feel like you're just reading to the participants.
- Be relatable! You're talking to teens so try not to use too much "industry" language.
- Remember not to push Schwab on the participants when talking about financial institutions or brokerage firms. Always say "through Schwab or similar companies, you can do XYZ."
- If you're meeting with the same group of teens multiple times, you can skip the "Collaborate" section after your first session.

Welcome

- Welcome: Thumbs Up or Down Exercise 5 minutes
- Collaborate 2 minutes
- Pre-Session Self-Reflection 4 minutes
- Objectives 2 minutes

Engage

- Career Path: Video 1 4 minutes
- Discuss 2 minutes

Explore

- Career Path: Video 2 9 minutes
- Discuss 2 minutes
- Practice and Review: Career Choices Case Study 10 minutes
- Practice: Explore My Career Choices Worksheet 12 minutes

Wrap-Up

- Discuss: Overall Session 3 minutes
- Post-Session Self-Reflection & Evaluation 4 minutes
- Close 1 minute

Total:
60 minutes

Materials Needed

Facilitator

- **Presentation slides** (PPT)
- **Facilitator Guide** (PDF); printed copy of this document, includes:
 - Video Scripts 1&2
- **Videos 1&2** (these are embedded in the presentation slides, but you may want to download as back-up)

For Participants

- **Teen Guide** (PDF), includes:
 - Pre/Post Session Self-Reflection Form
 - Career Choices Case Study Worksheet
 - Explore My Career Choices Worksheet
 - Session Evaluation Survey
 - Career Clusters Reference Sheet



WELCOME

Notes to the Facilitator:

“Thumbs Up or Down” is a cooperative learning strategy that invites participants to express their opinions and take a position while incorporating movement and discussion. Participants are able to express their opinions when presented the following options:

- *Thumbs Up: Agree*
- *Thumbs Down: Disagree*

To begin, read a statement and ask participants to give a thumbs up or down if they agree with the statement. Afterwards, give participants a chance to express their position on camera. You can call on a volunteer from a few positions to explain the reason for their selection. This helps the group understand each other’s perspectives.



Facilitation: **Welcome**
5 minutes (Slides 2-7)

As participants join the session, greet them by introducing yourself. Take 5 minutes to guide participants through “Thumbs Up or Down.” Provide participants the following directions:

- *“Good morning/afternoon. My name is _____. I’m from Charles Schwab and I’m a Moneywise America volunteer. My job is _____ and I’m here today to start the conversation about how to reach your personal goals through money management. (ADVANCE TO SLIDE 3) To begin, I’m going to make a statement and depending on your position, use your hand to give me a Thumbs Up if you Agree, or a Thumbs Down if you Disagree.” (ADVANCE TO SLIDE 4)*

Share the following statements. Ask one participant from each position to explain the reason for their opinion.

- *I like to be creative. (SLIDE 4)*
- *I like to be active, on my feet, and moving around most of the day.*
- *When faced with a problem, I won’t stop until I’ve solved it.*
- *When working with a group, I usually take charge. (SLIDE 5)*
- *I enjoy working with a team or a group.*
- *I like helping or taking care of others.*
- *I prefer to process information and solve problems on my own. (SLIDE 6)*
- *I like to figure out how things work.*
- *I’m into organizing things.*
- *I love to go to concerts, the theater, or museums. (SLIDE 7)*
- *I enjoy building things and/or working with my hands.*
- *I like to teach or train people.*

Thank participants and transition to Collaborate, SLIDE 8



Collaborate

Notes to the Facilitator:

Setting norms within a group is essential to establish the expected behaviors of group members. As participants will be working collaboratively and cooperatively with both you and each other, the “4 Ps” are designed to promote the development of mutual respect and a collaborative spirit.



Facilitation: **Collaborate**
2 minutes (Slide 8)

Present participants with the group norms of collaboration, elaborating if needed.

- *“We will be working together as a group, so here are some guidelines that we can follow to help us succeed in our work together. Can I get a volunteer to help me read through the ‘4 Ps’?”*
 1. *Posing questions–If you’re unsure, ask! It’s the best way to learn.*
 2. *Putting ideas on the table–Sharing your ideas helps us all learn.*
 3. *Paying attention to self and others–Being attentive shows respect and encourages curiosity.*
 4. *Presuming positive intentions–Start with the assumption that people mean well–it will make us better listeners and communicators.”*

Thank the participants who volunteered, by name, and transition to the Pre-Session Self-Reflection, SLIDE 9



Pre-Session Self-Reflection

Notes to the Facilitator:

Participants will use the Pre/Post Self-Reflection Form (found in their Teen Guide) twice during the session. Here, they will be asked to respond briefly to a prompt before the lesson begins. Towards the end of the session, they will be asked to respond to the same prompt. This will help reinforce key lessons and how they apply to their lives.



Facilitation: **Pre-Session Self-Reflection**
4 minutes (Slides 9-10)

Have participants access the **Pre/Post Self-Reflection Form** and give directions for completion:

- *“Before we get started, I have a question that I’d like you to respond to. Once you access the Pre/Post Self-Reflection Form, please write a sentence or two to respond to this question. Don’t worry about writing a long paragraph, just focus on getting your general thoughts or ideas down in 1 to 2 sentences.*
- **(ADVANCE TO SLIDE 10)** *How do I determine the training or education needed for my career choices? Take a moment to think about this question and let me know if you have any questions. Hold on to this form, as we will revisit this same question at the end of today’s learning experience.”*

Transition to Objectives, SLIDE 11



Objectives

Notes to the Facilitator:

Learning objectives help provide a roadmap for the participants and give purpose to the learning.



Facilitation: **Objectives**
2 minutes (Slide 11-12)

Explain learning objectives to participants:

- *“Today during our session, you will be able to:*
 - *Know how to identify career interests based on personal skills, interests and preferences*
 - *Know how post-secondary choices help achieve life goals*
 - *Understand the need to calculate the cost-benefit of post-secondary decisions (ADVANCE TO SLIDE 12)*
 - *Identify a career of interest and the post-secondary choices that support it*
 - *Know how to determine if a selected career justifies post-secondary education expenses over time*
 - *Understand how to identify likely post-secondary paths.”*

Transition to show Career Path: Video 1, SLIDE 13



ENGAGE: Career Path: Video 1

Notes to the Facilitator:

Providing participants with a short introduction to the video will help set the stage for how they view the video.

This video begins with Eddie, Maya, and Cameron hanging out after school. When the WIFI goes out, they begin to play a word game—"Categories." For the game, each must think of a type of career before they run out of ideas.

The premise of this video is to get participants thinking about how they can determine a career path by outlining areas of interest, and the skills and aptitudes they prefer to take part in and/or excel at.

When presenting the discussion questions, keep the following in mind:

- *Participants may not have a set career path in mind. If that is the case, this is the time for them to explore the connection between their interests, skills, and the different career paths they can support.*
- *As the job landscape shifts year after year, it is important to encourage creative and out of the box thinking in relation to existing and potential career paths.*



Facilitation: **Engage: Video 1**
6 minutes (Slides 13-15)

Before showing **Career Path: Video 1**, prompt participants with the following:

- *"When the school WIFI goes out Eddie, Cameron, and Maya pass the time by playing a word game leading them to a discussion about their future career choices. Let's find out if their interests and skills lead them to a potential career path or not."*

(ADVANCE TO SLIDE 14, play Career Path: Video 1)

After the video plays, **ADVANCE TO SLIDE 15**. Ask the participants the following questions, calling on one or two participants for answers:

- *"How do Cameron's skills and interest relate to his chosen career path?"*
- *What careers have you considered for your future?"*
- *Do those careers match your skills and interest? Why or why not?"*

Transition to Career Path: Video 2, SLIDE 16



EXPLORE: *Career Path: Video 2*

Notes to the Facilitator:

This video is designed to elaborate on the process for exploring career choices with the following steps below:

- 1. Identify your personal interests*
- 2. Reflect on your personal skills and specific aptitudes for tasks*
- 3. Connect your interests, skills, preferences, and aptitudes to careers*
- 4. Explore career pathways of interest*
- 5. Analyze the cost of career requirements vs. career path salary/potential earnings*

After the video, soliciting questions gives participants the opportunity to ask any questions they may have about the concepts that were presented. Although it can be uncomfortable, make sure to give the appropriate amount of wait time to participants so they may think of their questions. Then, move on to the next part of the session.



Facilitation: **Explore: Video 2**
11 minutes (Slides 16-18)

Introduce the informational video to participants:

- *“Now we are going to take a look at some of the steps you can take to begin to explore a potential career path, how to research potential careers when you narrow down your choice, and how to determine if the cost of getting there will be worth it in potential earnings.”*

(ADVANCE TO SLIDE 17, play Career Path: Video 2)

After showing the video, solicit questions from participants and provide clarifying answers to check for understanding. **(ADVANCE TO SLIDE 19)**

Transition to Practice, SLIDE 20



Practice: Career Choice Case Study

Notes to the Facilitator:

This activity is intended to have participants analyze a career case and select potential career paths that match the information provided.

The Career Choice Case Study Worksheet explores Maya's interests, work style preferences and values. Participants will use this, in addition to the Career Clusters Reference Sheet, to explore potential career options Maya might consider.



Facilitation: Practice: Career Choice Case Study
10 minutes (Slide 19-20)

Have participants access the **Career Choice Case Study Worksheet** and the **Career Clusters Reference Sheet** from the Teen Guide and introduce the activity. As a whole group, review the **Career Clusters Reference Sheet**. Then direct participants to the **Career Choice Case Study Worksheet** and review the directions.

- *“We’re going to work together to analyze Maya’s Career Case to try and match her skills, interests, and preferences to some potential career choices. First, let’s go through the **Career Clusters Reference Sheet** to explore potential career paths.*

ADVANCE TO SLIDE 20

(Walk through the Career Clusters Reference Sheet with participants.)

Review Maya’s Career Case and have participants answer the questions.

- *“What are some of Maya’s skills? What is she good at?”*
- *“What are some of Maya’s interests?”*
- *“What are some of Maya’s values?”*
- *“Which career cluster(s) should Maya consider?”*
- *“What are some specific careers she should consider researching?”*

Transition to Create, SLIDE 21



Practice: Explore My Career Choices

Notes to the Facilitator:

Participants will be reflecting on their own interests, skills/aptitudes, preferences, and values through a survey to help them make connections to possible careers and career clusters. Note the following:

In **Part A**, participants should select as many items as possible that apply to them in the 3 categories on the survey.

Using the Career Clusters Reference Sheet to complete the question set in Part B.

Participants may not get through the last question, but it begins to set the stage to determine the potential educational costs for a career, and whether the costs are justified over time. The questions in the action plan are not necessarily meant to be directly answered, rather participants should focus on the steps they need to take to answer the questions.



Facilitation: **Practice: Explore My Career Choices**
12 minutes (Slide 21)

Have participants access the **Explore My Career Choices Worksheet** from the Teen Guide and introduce the application task.

- “It’s your turn to think about your future and the potential career paths you can take. You will first complete an exploration of your skills, interests, preferences, and values. You can select as many items as you want in each category that describe you. This will help you start to make connections to possible careers that align with your skills and interests. You will begin on **PART A** first.” (Provide participants with 6 minutes of work time, answering questions as needed.)

Move forward and explain **Part B**. Participants should use the **Career Clusters Reference Sheet** to complete their work.

- “Now move to **PART B**. Look for the patterns between your selections and think about the career clusters or pathways they would work with. You can use the Career Clusters Reference Sheet to begin to brainstorm possible career connections. Lastly, you’ll start to create an action plan on how to research the cost-benefit of a chosen career by examining education costs in relation to what you can expect to earn.” (Provide participants with 7 minutes of work time, answering questions as needed.)

Transition by calling the group to attention for the **Wrap-Up, SLIDE 22**



WRAP-UP: Discuss: Overall Session

Notes to the Facilitator:

These questions are designed to be reflective of the overall session and review the main concepts and skills presented. While there are responses that are generally stronger than others, it is important to validate the participants by using neutral language to avoid value judgements that may impact participants.

If participants are reluctant to contribute to the conversation, it can be helpful to share personal anecdotes about past career interests and/or current or future career goals.



Facilitation: **Discuss: Overall Session**
3 minutes (Slide 22-23)

Advance from SLIDE 22 to SLIDE 23. After participants have completed their **Explore My Career Choices Worksheet** come back together as a whole group to discuss and reflect. Ask participants the following questions, calling on 1-2 participants to share their answers:

- *“We’ve done some good work together today. Before we finish up, I have a couple of last questions for you related to the session overall:*
 - *“What are some of the careers you are interested in?”*
 - *What led you towards those career choices?*
 - *What did you notice about the cost-benefit of careers? (Time, cost, and potential salary?)*
 - *What further steps would you need to take to determine if this is a career for you to pursue?”*

Transition to the Post-Session Self-Reflection & Evaluation, SLIDE 24



Post-Session Self-Reflection & Evaluation

Notes to the Facilitator:

Participants will complete the rest of the Pre/Post Self-Reflection Form by answering the same question posed in the beginning of the session. If participants ask why they are answering the same question, prompt them by asking if there are any new understandings or perspectives they could add to their original response.

After completing the Self-Reflection, participants should follow the link on the slide to complete a brief session evaluation.



Facilitation: **Post Session Self-Reflection & Evaluation**

4 minutes (Slide 24)

Have participants access their **Pre/Post Self Reflection Form**.

- *“Before we end our time together, I want you to go back to the very first question you asked yourself: **How do I determine the training or education needed for my career choices?** Take a moment to think about how you would respond to this question with the information and activities from this session. You can write a sentence or two to respond to this question.*
- *When you are finished, please go to the evaluation link provided to complete a very brief survey on your experience with this session.”*

Transition to Close, SLIDE 25



Close

Notes to the Facilitator:

This part of the session provides closure to participants' learning experience. It gives a last opportunity to connect the participants to the content through a personal reason or anecdote from the facilitator related to how to create career goals and make a plan to reach them. This example will help participants understand the practical application of the session.



Facilitation: **Close**
1 minute (Slide 25)

Thank participants for their time, attention, and engagement.

Single Session Closing:

- *“Before we end, I want to thank you for your time today. Being here to talk with you about exploring your interests and skill sets and how they can lead to a career path is important to me because... [offer a personal reason here, e.g., ‘I wish I’d had this opportunity when I was your age,’ or ‘I hope you can avoid some of the pitfalls I’ve had when trying to figure out the pathway to my future.’]”*
- *I appreciated the way we worked together to explore career choices and how you looked at the costs and benefits of different career choices. So once again, thank you.”*

Alternate Closing, if coming back for additional sessions:

- *“Before we end, I want to thank you for your time today. Being here to talk with you about exploring your interests and skill set and how they can lead to a career path is important to me because ... [offer a personal reason here, e.g., ‘I wish I’d had this opportunity when I was your age,’ or ‘I hope you can avoid some of the pitfalls I’ve had when trying to figure out the pathway to my future.’]”*
- *I appreciated the way we worked together to explore career choices and how you looked at the costs and benefits of different career choices. I look forward to seeing you again to continue the conversation. So once again, thank you.”*

VI: VIDEO SCRIPTS (1&2)

Career Path: Video 1 Talking Points

- Video 1 begins with Cameron, Eddie and Maya hanging out in the cafeteria after school. Cameron and Eddie are playing a video game together on their phones and Maya is working on her laptop when the Wi-Fi goes out.
- To kill time before they catch the bus, Cameron, Eddie and Maya begin playing categories, and the category is careers. They start naming different types of careers, i.e., a nurse, a doctor, an engineer, a salesperson, an electrician, a musician, a delivery driver, a fashion designer, etc.
- Eventually, Cameron is unable to come up with a career in time, so Maya and Eddie make him talk about a career he's interested in as punishment. Cameron says that he wants to pursue a career in science but recognizes that science is a super broad field. Doctors and nurses are technically science, but so are archaeologists, aerospace engineers, electricians, biologists, geologists and even zookeepers (among others). With such a long list, Cameron isn't sure where to begin.
- Maya asks Cameron what his academic and personal skills are to help him narrow his focus. Cameron mentions that he's a problem solver. For instance, if he must build a piece of furniture using an instruction manual, he won't give up until it's done.
- He also mentions that biology is his favorite science class that he's taken thus far. He likes learning about living things and found DNA sequencing to be interesting. That said, he is not a super outdoorsy person.
- Maya summarizes what Cameron has described about himself so far and asks what career paths go with those characteristics. Cameron replies that bio engineer, or working in a bio research lab, or something related to creating medicine and pharmaceuticals all seem like feasible options.
- Eddie gets excited and asks Cameron if he knows the requirements for those jobs. Cameron answers that he thinks all those jobs require a college degree, but he would have to do more research on the exact degree (likely biology). Some of them may require additional education like a master's degree or Ph.D. but he isn't sure. He is confident, though, that he'll have to get a job working in a research lab during college.
- The video closes with two key questions posed by Eddie and Maya: How do your interests and skills influence your career and educational choices? And how do you determine what's required of your career interests?

Career Path: Video 2 Talking Points

- Video 2 starts by acknowledging that as people grow into adulthood, they will need to envision their future and start exploring future career options.
- The video then outlines several steps to follow that will help participants embrace exploring their career interests and achieve the future they want.

1) Reflect on your personal skills, aptitudes, and work preferences for tasks

- Think about what skills you have developed over the years and what you may be naturally good at. Skills can be categorized as hard or soft skills.
 - Hard skills are technical skills you need to do a job such as using specific software programs, writing, reading, researching, math, speaking another language, etc.
 - Soft skills are the qualities you have that help you interact with people, such as confidence, logical thinking, problem solving, creativity, effective communication, being organized, etc.
- Also think about how you prefer to work. Do you like collaborating with a team, or working alone? Do you need structure and guidance in your work, or do you like freedom and autonomy? Etc.

2) Identify personal interests and values

- Think about what you like to do – are you interested in music, video games, sports, technology, etc.?
- Think about where you like to be – will you want to stay local, or travel to new places?
- Think about what subjects you like to study and how you like to learn. Do you like math and science most? Are you interested in the arts and being creative? Do you like building things or working with animals? Etc.
- Think about what you value and what your priorities are. Considering your family life, your schedule, and the role you want your career to play in your life are great ways to start thinking about your future.

3) Connect your interests, skills, preferences, and aptitudes to careers

- The next step is to connect your interests, skills and values to potential careers, or career clusters—groups of jobs or occupations that have similar features. Within each career cluster, there are many pathways you can take and many career options within each pathway.
- Think about what you're interested in and how your skills might align with some of these pathways. For example, if you like to take things apart, you could be suited for a career in Skilled and Technical Sciences. If you want to help others understand the importance of taking care of their mental health, you could consider Human Services and Education.
- Your interests and skills are not set in stone and will change over time as you grow and have different experiences.

4) Explore career pathways of interest

- Once you have selected a career cluster that interests you, it's time to narrow down to a specific career pathway. For example, engineering is a career pathway within the Skilled and Technical Sciences cluster.
- Once you identify a specific pathway, it's time to research. Start with the following questions:
 - Career Requirements: What are the education and experience requirements? What would your responsibilities be?
 - Career Outlook: What is the demand for this career pathway today, and what might it look like as you advance in your career? Will you be able to grow and if so, what will requirements be?
 - Specific Careers: Career clusters and pathways ultimately lead to specific careers. Remember, each person's career journey is different!

5) Analyze the cost of job requirements vs. a potential salary

- Once you have selected a career pathway that interests you and/or is connected to your skill set and personal goals, research the earning potential for specific careers. You will also need to research possible education costs associated with those careers.
- Knowing how much you can expect to earn in any given career pathway is essential because it allows you to compare potential education costs to expected earnings over the long term.
- Will your investment of money paid for education costs and time invested in gaining experience be justified over time? Or will the return on this investment be difficult to realize for this career pathway?
- The video then talks about how to approach the research. While you can research online and read about specific careers, there are also lots of videos, blogs, and resources from individuals within a specific field. You can also seek out professionals in the field to interview or even job shadow if allowed. Another option is to find volunteer opportunities that can connect one to the field or a specific career pathway. Many schools also have a college or post-secondary counselor who can help you.
- The video concludes with a statement: change isn't easy, but with time, research, and exploration of how your skills and interests connect to possible careers, your personal and financial future are within reach.