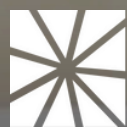
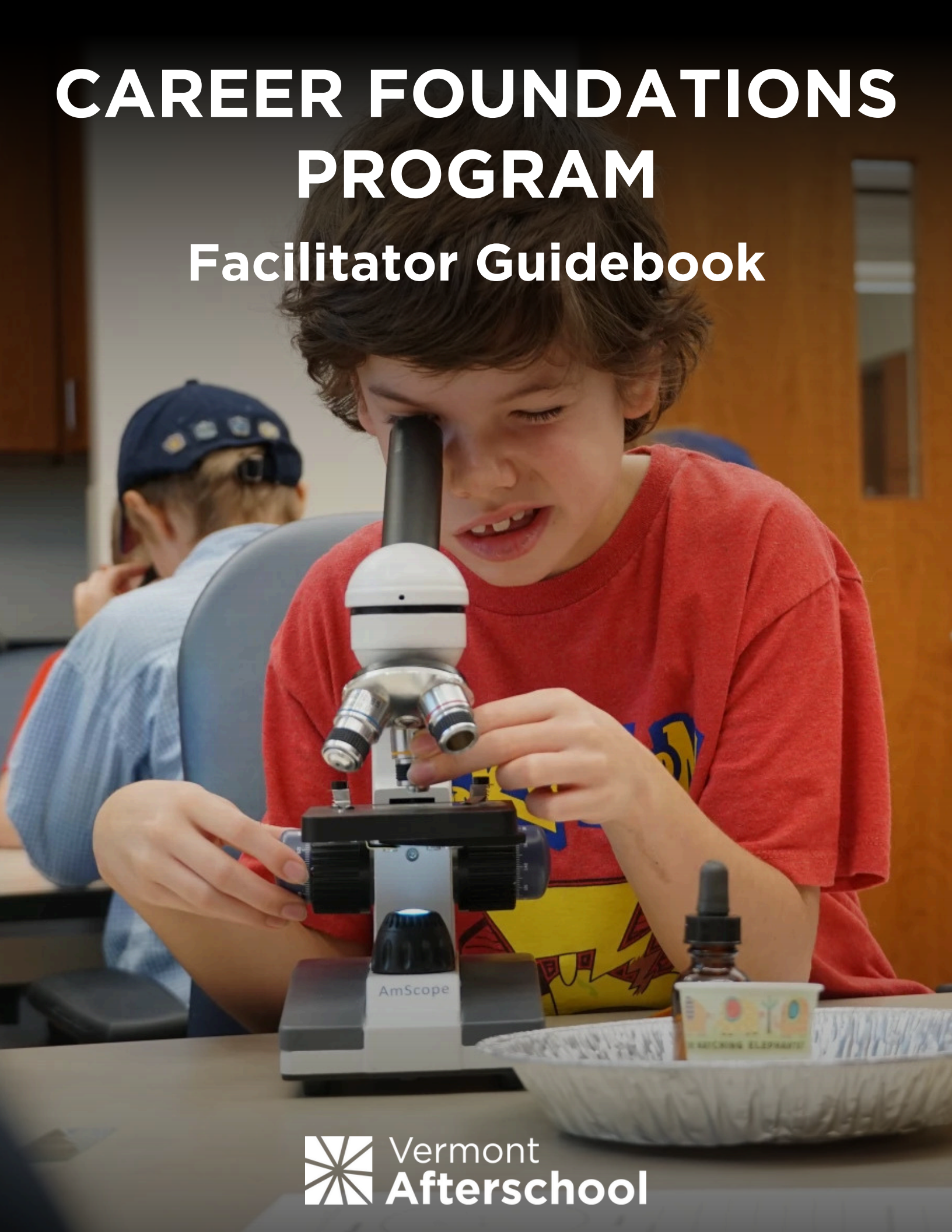


# CAREER FOUNDATIONS PROGRAM

## Facilitator Guidebook



Vermont  
**Afterschool**

# ABOUT

Career exploration is essential for youth to know what exists in the world and what their future could look like, and middle school is a defining moment for that exploration. Vermont is predominantly rural and many young people do not have the opportunity to explore what interests them and broaden their visions of their future. Career foundations works to support youth in developing their interests and expose them to the real possibilities that could exist in their future, and how to get there.

Career Foundations follows a model of 50% curriculum and 50% community. We want afterschool sites to use these activities, along with community trips and guest speakers, to show young people in Vermont the possibilities in their future. This program is meant to be an exploration of interests and possibilities, it is not career readiness. There are several resources to go deeper and to delve into career readiness, but this particular program is not made for that—it is made for young people to explore.

Community exposure also plays a large role in this program, with sites taking community trips and inviting guest speakers to show youth what exists in their very own community. Showing youth real world applications of what they are learning creates more investment into their future and allows them to physically see what opportunities are out there. This combination of activities, learning with hands-on experiences, and exposure to the workforce will prepare youth to plan their futures better and have more opportunities to succeed.

***Vermont Afterschool created this program in partnership with the Youth Career Exploration Subcommittee, part of the Universal Afterschool and Summer Advisory Council. Other key partners include Jobs for the Future, Advance Vermont, and the Community College of Vermont.***

# Table of Contents

Program Overview	4
Materials	9
Equity and Access	10
Session Preparations	11
Photo Release Form	13
Youth Survey (Pre and Post)	14
Sessions	
Session 1 – The Me I Choose	16
Session 2 – Community Connections	19
Session 3 – Connecting Career to Personal Interests	22
Session 4 – Exploring Careers	25
Session 5 – My Interaction Style	28
Session 6 – Power of Belonging	30
Session 7 – Cooperation Countdown	33
Session 8 – What is Communication	35
Session 9 – Communication Skills that Pay the Bills	37
Session 10 – Budgeting	39
Program Extensions/Resources/Next Steps	41
Simplified Activities Version	42
Community Trip and Guest Speaker Resources	43
Contacts and Virtual Resources	43
Community Trips / Guest Speaker Prep for Youth	46
Community Trips / Guest Speaker Planner for Adults	47
Resources for Guest Speakers and Hosts of Community Trips (Businesses)	49
Partner Resources	53
Community College of Vermont (CCV)	53
Vermont's Most Promising Jobs from the McClure Foundation	54
Advance Vermont	55
Special Thanks	57

# Program Overview

## PROGRAM SITES RECEIVE

1. Full curriculum guidebook with Google slides for each session.
2. Support adapting the guidebook to your specific program and community opportunities.
3. Possible coaching for your site.
4. Resources from our partners: Community College of Vermont, Advance Vermont, and Jobs for the Future.

## PROGRAM DESIGN

- 10 one-hour activities that can be implemented flexibly (once a week, 10x a week, etc.) in afterschool or summer programs.
- One or more staff running the program.
- Full guidebook with slides to follow each session.
- Resources to support the community exposure piece of the program.
- Resources that allow staff to dive deeper into the concepts and extend career exploration or go into career readiness.

## SESSION FLOW

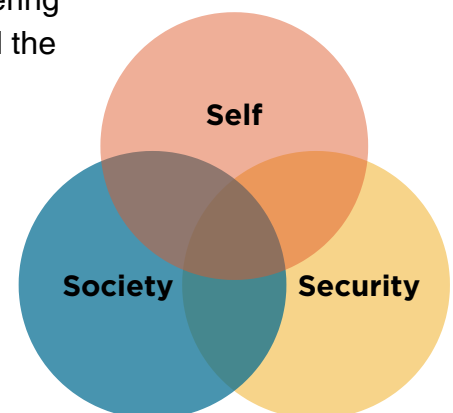
Each activity could take 45-60 minutes, with the option to go longer and dive deeper. The structure of each session is:

- 10 mins – Welcome/check-in activity, debrief from last session (lessons learned, family engagement)
- 30 mins – Activities
- 10 mins – Reflection, family engagement, upcoming community trips/guest speakers

## SESSIONS OVERVIEW

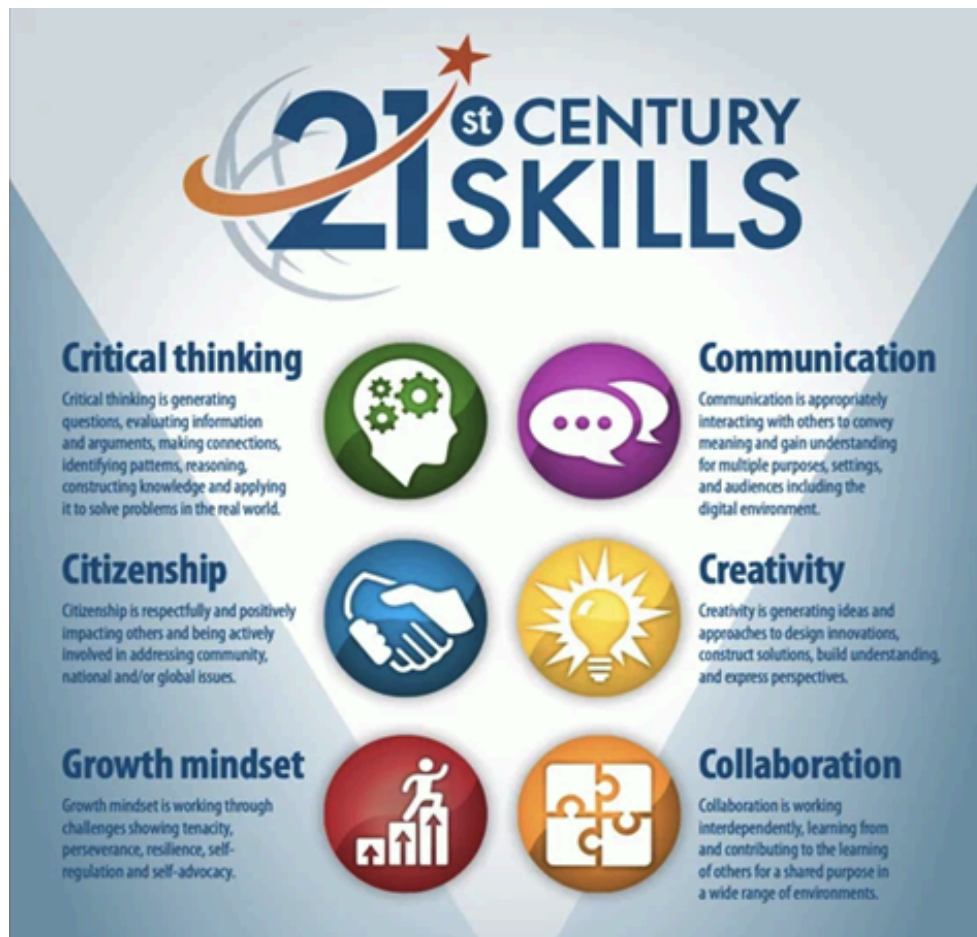
The activities focus on youth identifying personal interests and strengths (self), reflecting on potential ways to contribute to society (society), considering the life they want to lead and what that might look like (security), and the soft skills (21st-century skills) they need to succeed in the future, specifically collaboration and communication.

Each session has a social-emotional skill, a transferable 21st Century skill (soft skill), and family engagement component.



Lenses on the Future





Session Title and Guiding Questions	Session Overview	Enduring Learning Targets
<p><b>Session 1: The Me I Choose</b></p> <p>How Do My Choices Create My Identity?</p> <p><i>(Self)</i></p>	<p>Young professionals will develop understanding of their personal identities by reflecting on their interests and traits.</p> <p><b>SEL – Self-Awareness</b> <b>Skill – Creativity</b></p> <p>Activity: Collage poster of who you are or personal identity wheel</p>	<ul style="list-style-type: none"> <li>• See that my traits, interests, choices are all my own and create who I am.</li> </ul>
<p><b>Session 2: Community Connections</b></p> <p>How can my interests connect to the community?</p> <p><i>(Self/Society)</i></p>	<p>Young professionals will explore what opportunities exist in their own communities based on their interests.</p> <p><b>SEL – Social-Awareness</b> <b>Skill – Citizenship</b></p> <p>Activities: Interest Inventory and Community Bingo</p> <p><i>*Staff note: can connect these results and the results from next session to picking the community trips/guest speakers.</i></p>	<ul style="list-style-type: none"> <li>• Start connecting my interests to possible careers.</li> <li>• See the opportunities that exist in my own community.</li> </ul>
<p><b>Session 3: Connecting Career to Personal Interests</b></p> <p>How can I connect my interests to my career?</p> <p><i>(Self/Society)</i></p>	<p>Young professionals will start recognizing how their unique interests and talents can align to careers.</p> <p><b>SEL– Self-Awareness</b> <b>Skill – Critical Thinking</b></p> <p>Activity: Career interest survey handout OR Career interest survey on Advance Vermont's MyFutureVT career and education exploration website, which features the Vermont Employer Pathfinder*</p> <p><i>*Personal profile – can act as a type of personalized journal throughout the program and after</i></p>	<ul style="list-style-type: none"> <li>• Explore some careers I would be interested in and what skills I have for them.</li> </ul>

Session Title and Guiding Questions	Session Overview	Enduring Learning Targets
<b>Session 4: Exploring Careers</b>  What careers are out there that I might like and how do I get to them?  <i>(Self)</i>	Young professionals will broaden their horizons and explore the careers that exist in their interest areas, and what it would take to attain that career.  <i>SEL – Self-Management</i> <i>Skill – Growth Mindset</i>  Activity: Career cluster activities OR Vermont Employer Pathfinder	<ul style="list-style-type: none"> <li>Discover the kinds of careers that exist in the world (career clusters).</li> <li>Recognize what it would take to achieve certain careers.</li> </ul>
<b>Session 5: My Interaction Style</b>  What are my skills and how do I work with people?  <i>(Self/Society)</i>	Young Professionals will explore their interaction style to understand how they interact with people and see what they have for skills, as well as challenges.  <i>SEL – Social-Awareness</i> <i>Skill – Critical Thinking</i>  Activity: Interaction/Leadership style quiz	<ul style="list-style-type: none"> <li>Identify how I interact with people.</li> <li>Analyze skills and challenges I have interacting with people.</li> </ul> <p><i>*Staff note: can reflect back on their session one poster or identity wheel.</i></p>
<b>Session 6: Power of Belonging</b>  How does belonging help you do well in life?  <i>(Soft skill)</i>	Young professionals will explore what it means to belong and what it means to feel excluded. They will investigate the impact the feeling of belonging can have.  <i>SEL– Social Awareness</i> <i>Skill – Empathy</i>  Activity: Belonging case studies	<ul style="list-style-type: none"> <li>Identify what it means to feel like you belong or are excluded.</li> <li>Brainstorm ways to increase a sense of belonging.</li> </ul>
<b>Session 7: Cooperation Countdown</b>  Why is communication important?  <i>(Soft skill)</i>	Young Professionals will try to follow directions and work together to reach a common goal.  <i>SEL – Relationship Skills</i> <i>Skill – Collaboration</i>  Activity: Cooperation countdown	<ul style="list-style-type: none"> <li>Appreciate that communication is hard and takes work.</li> <li>Reflect on my own communication skills and what I need to work on.</li> </ul>

Session Title and Guiding Questions	Session Overview	Enduring Learning Targets
<p><b>Session 8: What is Communication?</b></p> <p>How can I talk to you?</p> <p><i>(Soft skill)</i></p>	<p>Young Professionals will understand what communication is, and how to communicate more effectively by learning strategies.</p> <p><b>SEL – Self-Management</b> <b>Skill – Communication</b></p> <p>Activity: Murals and monologues / PAQ</p>	<ul style="list-style-type: none"> <li>• Define communication and describe how listening is also involved.</li> <li>• Learn and use strategies that can help me communicate and listen in a better way.</li> </ul>
<p><b>Session 9: Communication Skills that Pay the Bills</b></p> <p>What skills will make me employee of the month?</p> <p><i>(Soft skill)</i></p>	<p>Young Professionals will solidify their new learning on communication by providing their future selves with some advice to help them succeed in their first job.</p> <p><b>SEL – Responsible Decision-Making</b> <b>Skill – Adaptability</b></p> <p>Activity: Employability skills and perception</p>	<ul style="list-style-type: none"> <li>• Recognize the benefits of having strong communication skills.</li> <li>• Describe how my communication skills can make me successful in my career.</li> </ul>
<p><b>Session 10: Budgeting</b></p> <p>How do I create a financially stable life?</p> <p><i>(Security)</i></p>	<p>Young professionals will develop a deeper understanding about the economic realities that will face them as young adults, by creating a budget based on their decisions and dealing with unexpected realities.</p> <p><b>SEL – Responsible Decision-Making</b> <b>Skill – Problem Solving</b></p> <p>Activity: Jellybean game and reality checks</p>	<ul style="list-style-type: none"> <li>• Recognize that in order to be successful, I need to learn how to budget.</li> </ul>

# Materials

Each session involves printouts/handouts that can be found in each materials section, but here is the overall list of physical materials needed. Every session will require a screen to project slides if you use them.

<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Magazines and media to cut pictures from (can also use a computer to search images and print)</li> <li>• Poster board</li> <li>• Glue sticks</li> <li>• Scissors</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Pieces to play bingo with and prizes</li> </ul>
<b>Session 3</b>	<ul style="list-style-type: none"> <li>• Computers for youth to use</li> </ul>
<b>Session 4</b>	<ul style="list-style-type: none"> <li>• Computers for youth to use</li> </ul>
<b>Session 5</b>	<ul style="list-style-type: none"> <li>• Handouts</li> </ul>
<b>Session 6</b>	<ul style="list-style-type: none"> <li>• Handful of sticky notes in 2 different colors</li> <li>• Poster paper</li> </ul>
<b>Session 7</b>	<p>Paper grocery bags - ONE PER GROUP (should have 4 youth in a group) containing:</p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• 1 blue pen</li> <li>• 2 paper plates</li> <li>• 3 sheets white paper</li> <li>• 1 paper bag</li> <li>• 3 sticky name tags</li> <li>• 4 markers (not blue)</li> <li>• Tape</li> <li>• 1 zip lock bag</li> </ul> <p>Optional prize for the winning team</p>
<b>Session 8</b>	<ul style="list-style-type: none"> <li>• Computer to show video</li> </ul>
<b>Session 9</b>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>
<b>Session 10</b>	<ul style="list-style-type: none"> <li>• Jellybeans, or anything similar in size</li> </ul>



# Equity and Access

## VERMONT AFTERSCHOOL EQUITY STATEMENT

Young people make Vermont better. This core tenet of our mission reflects our belief that Vermont and its communities are at their strongest when all voices—inclusive of every dimension of diversity, and most especially the voices of youth—are nourished, uplifted, and empowered. In service to these values of justice, equity, diversity, and inclusion (JEDI), our staff and board have pledged a continuous commitment of our collective time and resources to challenging the systems, services, and policies—both internally and throughout the third-space realm—that have created inequitable, oppressive, and disparate opportunities for historically marginalized communities.

To provide the most equitable and inclusive experience for youth, we ask that all staff work toward promoting the following practices through modeling behaviors and actions when working alongside youth. Practices include:

- Willingness to understand: Asking questions and a willingness to suspend judgment, even if you don't share their perspective is important. Instead of dismissing others' views, you have to dig deeper to try to appreciate where those views originated. Ask questions to understand what youth are saying.
- Recognize common humanity and approach this work with modesty and humility: Understand that people have their own needs, values, goals, worldviews, and challenges. Accepting that you don't have all the answers but are willing to make progress involves risk-taking and exposing vulnerability.
- Reflect on implicit biases/ Inner work: Understanding your implicit biases and how they impact your interactions is crucial in equity and inclusion work. Don't shy away from difficult conversations.
- Seek and promote counter-stereotypical information.
- Set good intentions and evaluate the impacts of your work.
- Don't deny the existence of the challenges and barriers. Simply because you don't see them doesn't mean they don't exist.
- Avoid persuasion: Your role isn't about convincing students about your viewpoint.
- Set a high expectation for your students and provide necessary resources and support to help them achieve their goals.
- To truly promote equity and inclusion, the work needs to be done at the system and institutional level. Acknowledge the presence of systemic injustice and be willing to challenge those who suggest otherwise.
- Focus on the relationship and promote the sense of belonging: Make sure youths, their needs, and well-being are at the center of everything you do. Create a space for youths to voice their concerns and give them choices.

# Session Preparations

## BEFORE SESSIONS START

While you are planning, it will be really helpful to ***start connecting to more generalized guest speakers and schedule community trips (healthcare, police, town offices, farm, etc.) before the sessions start*** because planning and logistics can take a long time. Then during the sessions, you can reach out to more specific places and people based on youth interest.

## FACILITATING LEARNING

Staff are the ***facilitators*** of youths' learning process. Allow a ***maximum amount of talking and idea generation to come from the YOUTH.***

- Establish **GROUP NORMS**. Such as ...
  - **Be fully present.**
  - **Embrace thinking about possibilities—it's okay to think of career possibilities even though you don't know where you will end up.**
  - **Practice both “stepping up” and “stepping back” in conversations.**
  - **Career exploration is about EXPLORING. You don't have the answers yet and that is okay.**
- Remember the equity practice of inviting all students to share in a way that makes them feel comfortable (writing, drawing, speaking, etc.)



Make sure you put a lot of movement breaks into the sessions—this work can make young people feel antsy and uncomfortable, and movement breaks can help them focus and center.

## MIDDLE SCHOOL DEVELOPMENTAL REMINDERS.

The middle school age is a distinct period in human growth and development. During this stage, students experience a rapid and significant developmental change. They begin to question the role of adults in their lives, are loyal to their peer group, and their decisions are often emotionally charged. Understanding and responding to the unique developmental needs of middle school students means knowing:

**Physically:** Vacillates between periods of high energy and lethargy.

**Intellectually:** Short attention span, responds to having choices, needs relevance in learning.

**Emotionally:** Extreme self-consciousness, fluctuating emotions and anxiety levels.

**Socially:** Sensitive, desires independence and acceptance, looks for role models.

## GUEST SPEAKERS AND COMMUNITY TRIPS

- There are recommendations at the end of each session for which guest speakers and community trips will go nicely with each session, and which ones you should be planning in the future.
- You can reach out to whichever guest speakers and community places you think are suitable based on your youth and their interests—use the community bingo activity AND their career interest results to identify places to visit.
- Don't forget that virtual guest speakers and field trips are always an option (there is a resource for this in the simplified activities section and the contacts section).
- It is up to you how many you want to involve, but the hope is you will have 50% activities and 50% guest speakers/community trips.
- There are resources at the end of this guidebook to help you in finding, reaching out, and planning for guest speakers and community trips. There are also resources for youth to utilize.







## Individual Photo & Video Release Form

*Vermont Afterschool (VTA) is a statewide nonprofit dedicated to ensuring Vermont's children and youth are able to benefit from the power of afterschool, summer learning, and third space programs during the out-of-school time hours. VTA uses compelling images of Vermont kids and third-space professionals in its efforts to educate the general public on the importance of third-space programs and advocate for increased public investment in these programs*

*Thank you so much for allowing us to capture and share your visual story!*

I hereby grant VTA, together with its affiliates, the irrevocable and unrestricted right to use, reproduce, distribute, and/or alter still photographs and live-action videos of me in all forms and media and in all manners, including promotional, educational, display, editorial, and exhibition. I waive any right I may have to inspect or approve the finished product or any written copy that may be used in connection therewith. I agree that VTA shall remain the exclusive owner of all such media and any reproductions thereof, with the right to copyright educational materials and to use and to license in perpetuity.

In giving this consent, I release and discharge VTA together with its affiliates from liability for any violation of any personal or proprietary right I may have in connection with such use, reproduction, distribution or alteration. I approve the foregoing without further consent from or royalty, payment or other compensation to me.

I represent and warrant to VTA that I am eighteen years of age or older and have full right, power, and authority to enter into this Release and grant the rights hereunder.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_

I am the parent or guardian of the minor named below, and have the legal authority to execute the above consent and Release. I approve the foregoing and waive any rights in the premises.

Name of Minor: \_\_\_\_\_

Signature of Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_

Please scan or photograph this document and email to [seth@vermontafterschool.org](mailto:seth@vermontafterschool.org) or mail to Vermont Afterschool, 150 Kennedy Drive, South Burlington, VT 05403.

# Career Foundations Youth Survey (pre & post)

Thank you for being in Career Foundations! Please take the time to answer these questions and if you need help, you can ask an adult.

1. Program: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. I know a lot about the jobs in my community.

- ☐  Yes      ☐  Sort of      ☐  No

4. I know my interests and what I might want to do when I am older.

- ☐  Yes      ☐  Sort of      ☐  No

5. I know how to be responsible with my money.

- ☐  Yes      ☐  Sort of      ☐  No

6. I know how to live a successful life when I get older.

- ☐  Yes      ☐  Sort of      ☐  No

7. I am confident in my communication skills with other kids and adults.

- ☐  Yes      ☐  Sort of      ☐  No

8. I am confident working with others.

- ☐  Yes      ☐  Sort of      ☐  No

9. I feel ready for my future.

- ☐  Yes      ☐  Sort of      ☐  No

10. What path are you thinking of taking when you get older? (circle as many as you want)

Tech Center    Trade School    Community College    University/College

Work after high school    Military    Other: \_\_\_\_\_

11. Any idea what career you might want when you get older? \_\_\_\_\_

**STOP HERE IF JUST STARTED CAREER FOUNDATIONS—FLIP OVER IF FINISHED PROGRAM**



# Career Foundations Youth Survey (cont.)

12. I learned a lot from the activities/lessons we did.



Yes



Sort of



No

13. The field trips were helpful for me.



Yes



Sort of



No

14. The guest speakers were helpful for me.



Yes



Sort of



No

15. I would be part of this program again.



Yes



Sort of



No

16. If you were to do this again, would you choose to have more or less **community trips**?

More

Less

17. If you were to do this again, would you choose to have more or less **guest speakers**?

More

Less

18. Share some things that **you liked** about this program.

19. Share some things that you think we **should change**.

20. What would you like to do next?

Get a job

Get training to have a job

Another program like this

Other: \_\_\_\_\_

# Session 1: The Me I Choose

## WELCOME/CHECK-IN (Slides #2–4) [Slides available at [bit.ly/SlidesForSession1](https://bit.ly/SlidesForSession1)]

**(10 mins)** *These are just prompts so do whatever you think is best.*

- Quick round the room emoji check-in or just thumbs (up, down, to the side) to share/show how they are feeling at the moment.
- Welcome to Career Foundations! Explain the layout of the program (10 activities, community trips, guest speakers, etc.).
  - Explain your “why” of leading this program and have everyone go around and explain their “why” of why career exploration is important to them.

*OR (if you are a new group or youth are shy)*

- Play a name game (throw a ball in a circle saying the person’s name you are throwing to and then go in reverse). Then throw the ball in the same way but with one word explaining what they hope to get out of the program or why they are part of the program.



Have youth take the pre-survey [[forms.gle/j9GeRz146TnJPiTz8](https://forms.gle/j9GeRz146TnJPiTz8)] OR hard copy on page 14 (make sure they only fill out the first page). If hard copy, scan them or take pictures and send them to [katie@vermontafterschool.org](mailto:katie@vermontafterschool.org).

## GROUP NORMS (Slide #5) (10 mins)

- Create group norms that you will all follow—start with the group norms listed on page 11 and have youth add what they would like.
- Write them on a poster and hang them somewhere in your space for every session.

## ACTIVITY (Slides #6–8)

**(30 mins)** *Post these somewhere youth can see them.*

- Guiding Question: *How Do My Choices Create My Identity?*
- Description: *Young professionals will develop understanding of their personal identities by reflecting on their interests and traits.*
- Objective FOR YOUTH: *I can see that my traits, interests, choices are all my own and create who I am.*
- Social Emotional Skill: *Self-Awareness.*
- 21st Century Skill: *Creativity.*

## GOAL

- Create a collage poster of who you are OR create your own personal identity wheel.



Or you could have them write an ode to their future self or draw themselves 20 years in the future.

## MATERIALS

- Magazines and media to cut out pictures from (can also use a computer to search images and print)
- Poster board
- Glue sticks
- Scissors

OR

- [Personal Identity Wheel \[bit.ly/PersonalIdentityWheel\]](https://bit.ly/PersonalIdentityWheel) handout from JFF (x2 for this activity and for the family engagement activity)

## STEPS

1. Explain the point of this activity, the “Why”—to start thinking about who you are and what your interests are so you can know yourself better.
2. Decide if you want to have youth create a collage poster, fill out the personal identity wheel, or both—**this is an individual activity** (they can work together but each person needs to create their own).



Hanging youths’ work each session creates a space they feel comfortable in and reminds them they are doing something fun, instead of feeling like school.

*Collage poster—youth create a collage poster that expresses who they are (interests, traits, dislikes, etc.)*

- Spread out magazines or other supplies that youth can cut pictures out of or have them go on computers and print out images that resonate with them.
- Give each youth a poster board, glue stick, and scissors to cut out and glue their pictures onto their collage.

### *Personal Identity Wheel*

Hand out the “Personal Identity Wheel” and have them fill in the pieces of the wheel thinking about themselves (there is also a word bank to use if you want to add that).

## REFLECTION (Slide #9)

**(10 mins) -These are just prompts so do whatever you think is best.**

- Have everyone come back together and share as much of their personality college/personal identity wheel they feel comfortable with.
  - If they need support as they share, ask them: *What were some big takeaways you learned about yourself? What was your favorite part of this activity?*
  - If possible, give them the option of hanging their posters or wheels in the space as you continue with Career Foundations.



Reflection time is important, so try your best to leave at least 10 minutes at the end

## FAMILY ENGAGEMENT TAKE HOME (Slide #10)

*Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).*

- Interview an adult and fill in a personal identity wheel for them OR ask an adult these questions:
  - *What do you like to do? What are your strengths and weaknesses?*

## CHECK-OUT (Slide #11)

- Do a quick round-robin of the emoji check-out, or again you can do thumbs to show how they are feeling.

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION

- Youth are learning about who they are, so you could have someone visit that you know took an interesting journey to get to their career.
- If you have youth that are already certain about what career they want, you could visit those places now.
- Plan your CCV Free Access Day now so you can make sure to get in their calendar before career foundations finishes. Email Dana Oliver at [del12210@ccv.vsc.edu](mailto:del12210@ccv.vsc.edu).
- *There are several resources to use to support you and your youth with guest speakers and community trips starting on page 43 of this guidebook.*



Start preparing for guest speakers and community trips by using the resources towards the back of this guidebook.



Incorporate youth into this planning as much as you feel comfortable with – have them call the company, ask people they know, find a place they want to visit, etc.



# Session 2: Community Connections

**WELCOME/CHECK-IN (Slides #2–4) [Slides available at [bit.ly/SlidesForSession2](https://bit.ly/SlidesForSession2)]**

*(10 mins) These are just prompts so do whatever you think is best.*

- Quick round the room emoji or mood point coordinate check-in to share how they are feeling at the moment.

**DEBRIEF FROM LAST SESSION (Slides #5–6)**

- *Don't forget to hang the group norms if they aren't already up (and maybe the collage posters).*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #7–9)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *How can my interests connect to the community?*
- Description: *Young professionals will explore what opportunities exist in their own communities based on their interests.*
- Objectives FOR YOUTH: *(1) I can start connecting my interests to possible careers. (2) I can see the opportunities that exist in my own community.*
- Social Emotional Skill: *Social-Awareness*
- 21st Century Skill: *Citizenship*

**GOAL**

- Continue thinking about interests and fill out the interest inventory to figure out how your interests could connect to careers, then play community bingo to explore careers that exist in your community.

**MATERIALS**

- [Interest Inventory Handout \[bit.ly/InterestInventoryHandout\]](https://bit.ly/InterestInventoryHandout) (x2 for this activity and for the family engagement activity)
- [Community Bingo Handout \[bit.ly/CommunityBingo\]](https://bit.ly/CommunityBingo)
- Pieces to play bingo with and maybe prizes



## STEPS

1. Explain the point of this activity, the “Why”—to start thinking about how your interests can connect to careers so you can have a happier life where you enjoy what you do.
2. Have youth fill out the interest inventory individually and once they get to the last question, have them pair up to brainstorm ideas. Circulate around to help them because they will need support on this.

***\*You can start coordinating community trips and guest speakers based on what youth say at the end of their interest inventory.***

3. Then, move on to Community Bingo where you can use the pre-filled topics, or the blank sheet to have youth brainstorm what exists near them. Feel free to adapt the bingo sheet as you see fit. They can work in pairs or groups.
4. Collect everyone’s bingo sheets and write down all of the answers (or photocopy them) OR have everyone share out their answers and write them on the white board/paper to use when you call out the answers.
5. Pass them all back and play bingo!



You could also play a game to find the careers no one has heard of that exist in your community—young people are unaware of a lot of careers.

## REFLECTION (Slide #10)

***(10 mins) These are just prompts so do whatever you think is best.***

- Have everyone come back together and share either what they put in the last question of the interest inventory, or careers from the bingo sheet they are interested in. Youth can start sharing what they might be interested in for careers. This is when creating a safe space for them will really come in handy because they will feel comfortable to share their dreams, which can be really scary for some youth.
  - If they need support as they share, ask them: *What were some big takeaways you learned about yourself? What was your favorite part of this activity? What would you do if you could do anything in the world with no problem?*

## FAMILY ENGAGEMENT TAKE HOME (Slide #11)

***Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).***

- Have a trusted adult fill out the interest inventory for themselves and talk about what they write down.

## CHECK-OUT (Slide #12)

- Do a quick round-robin of the one-word check-out.

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION

- Youth are learning about their community and interests, so you could visit places in the community that are very well known (e.g. farms, local businesses, healthcare, etc.).
- Start planning visits based on what youth said at the end of their interest inventory.
- ***You can also use VIRTUAL field trips to get youth more aware of what exists for them***

(more resources in the contact section on page 42): [\[discoveryeducation.com/community/virtual-field-trips/\]](https://discoveryeducation.com/community/virtual-field-trips/)



People in the trades (electricians, plumbers, etc.) are a great resource for guest speakers and community trips!



You can create a list of questions to ask guest speakers as a group, which can create more buy-in and prepare for the visit. You can even share that list with the guest speaker ahead of time.



# Session 3: Connecting Career to Personal Interests

**WELCOME/CHECK-IN (Slides #2–3) [Slides available at [bit.ly/SlidesForSession3](https://bit.ly/SlidesForSession3)]**

*(10 mins) These are just prompts so do whatever you think is best.*

Quick round the room share of a high and a low.

**DEBRIEF FROM LAST SESSION (Slides #4–5)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #6–8)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *How can I connect my interests to my career?*
- Description: *Young professionals will start recognizing how their unique interests and talents can align to careers.*
- Objective: *I can explore some careers I would be interested in and what skills I have for them.*
- Social Emotional Skill: *Self-Awareness*
- 21st Century Skill: *Critical Thinking*

**GOAL**

- See how your interests and skills connect to careers you would enjoy, and start exploring what those careers look like.



Make sure to incorporate community trips and guest speaker visits into the activities, with check-ins, reflection time, check-outs, etc.

**MATERIALS**

- Computers to explore MyFutureVT and set up accounts with the Vermont Employment Pathfinder (VEP) tool found on MyFutureVT (*\*recommended*)

**OR**

- Handouts of [Career Interest Survey \[bit.ly/CareerInterestSurveyHandout\]](https://bit.ly/CareerInterestSurveyHandout) from Key Bank *(only give them first page to fill out, and then once they are done, hand out rest of pages – answer key)*

## STEPS

1. Explain the point of this activity, the “Why”—*to start seeing what careers you are well suited for based on your interests and skills. Also, to critically think about if these are right for you.*
2. Have youth navigate to [www.myfuturevt.org/vep/](http://www.myfuturevt.org/vep/) and have them create an account (**it is free**). There are also steps on how to create an account, and a video tutorial to help and show what the site features.

*\*The Vermont Employment Pathfinder will leave them with an account started and ready to go back to in the future. The information they compile in VEP will generate a Word document started for their resume to use as they get older. VEP can act as a kind of personal online journal throughout Career Foundations, and as they move through high school and beyond.*

3. Have them go the career tab and take the Career Interest Survey. This will give them some insight into their interests and what careers would be best suited to them. Take some time to let them explore and understand their interest profile. Here is a video tutorial to help with this step and the next step [[bit.ly/MyFutureVTTutorial](http://bit.ly/MyFutureVTTutorial)].
4. Then you can have them go the skills tab and add skills, the best area for them to add skills would be “life experience” because most of them probably have not had previous jobs or training. Then it will start generating jobs that match to their interests and skills.



You can continue to coordinate community trips and guest speakers based on what their career interests are.

OR

1. Hand out the first page of the Career Interest Survey and have them fill that in, then give them the rest of the pages for the answer key to see what careers they might be interested in.
2. Depending on timing, have them research the top jobs that showed up on the answer key [[vaview.net/clusters/](http://vaview.net/clusters/)].

## REFLECTION (Slide #9)

*(10 mins) These are just prompts so do whatever you think is best.*

- Have everyone come back together and share their top career possibilities based on their survey results. Ask them: *What do you think about these careers? Are they interesting to you? Would you pick something else?* Talk about what the survey might have gotten wrong or right.

## FAMILY ENGAGEMENT TAKE HOME (Slide #10)

*Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).*

- Show a trusted adult your career interest survey results and have them answer these questions: *Is this surprising to you? Why or why not? What career do you think I would be interested in, either on the list or not on the list?*



## CHECK-OUT (Slides #11–12) *Pick one*

- Depending on time, go around and share a rose, thorn, and a bud.

OR

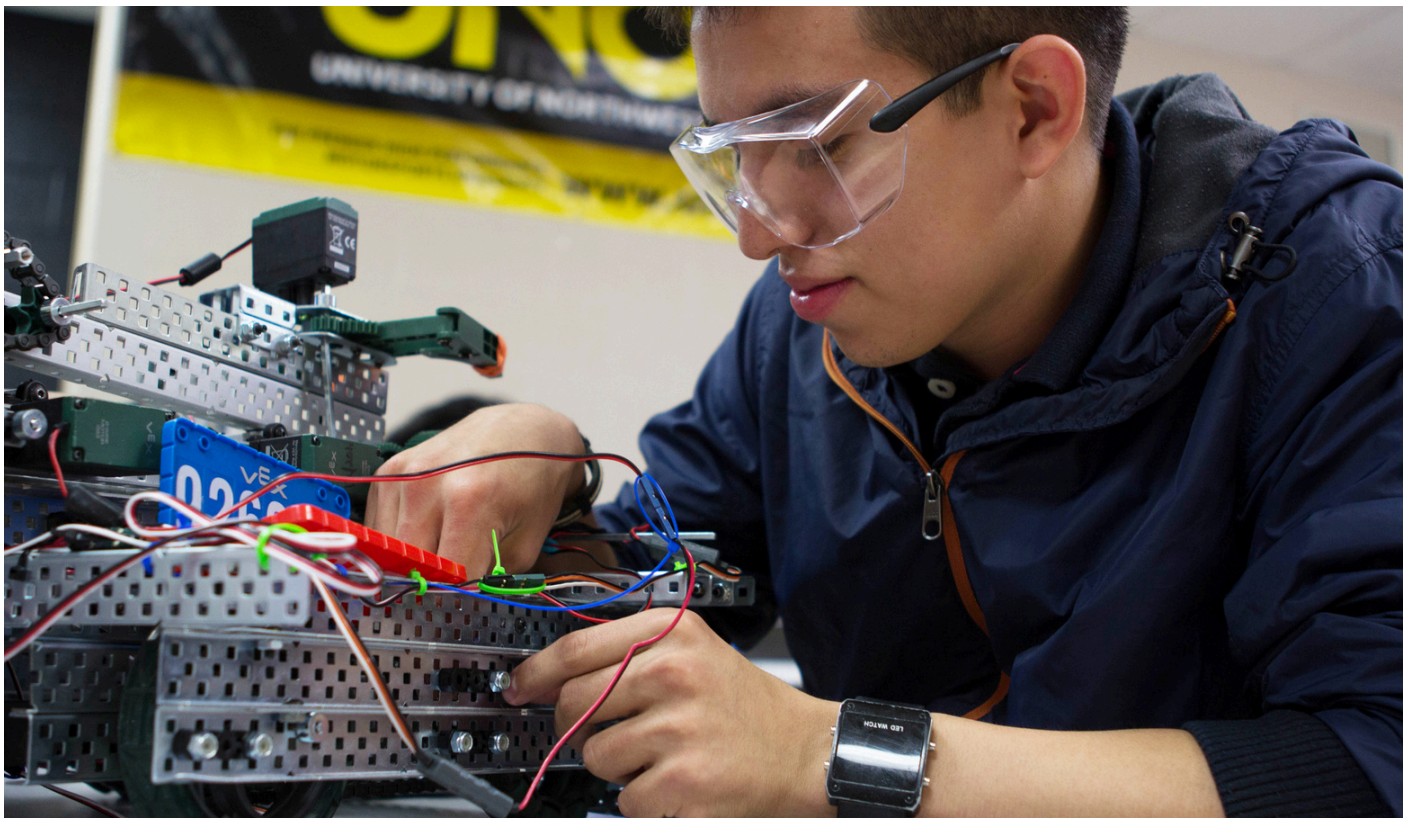
- If running low on time, do a quick round robin of the one word check-out.

## EXTENSIONS

- **Career Assessment Workbook** [[bit.ly/CareerAssessmentWorkbook](http://bit.ly/CareerAssessmentWorkbook)]. Fillable workbook with 4 different interest/personality quizzes (first one, Holland Code was done in this session).

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- Hopefully, you have some visits planned based on youth interests, and you can continue scheduling those based on youths' career interest survey results.
- Youth are learning about what careers go with their interests, so you could plan guest speakers and community trips that have very clear professional interests (e.g., bakery owners, small business owners, entrepreneurs, people that are most likely doing what they love).





# Session 4: Exploring Careers

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession4](https://bit.ly/SlidesForSession4)]**

*(10 mins) These are just prompts so do whatever you think is best.*

Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *What careers are out there that I might like and how do I get to them?*
- Description: *Young professionals will broaden their horizons and explore the careers that exist in their interest areas, and what it would take to attain that career.*
- Objectives: (1) I can discover the kinds of careers that exist in the world. (2) I can recognize what it would take to achieve certain careers.
- Social Emotional Skill: *Self-Management*
- 21st Century Skill: *Growth Mindset*

**GOAL**

- Start to research what these careers you are interested in actually look like and how you get into those careers.

**MATERIALS**

- Computers to explore MyFutureVT / Vermont Employment Pathfinder (*\*recommended*)
- OR can print out handouts for each career cluster from [vaview.net/clusters/](https://vaview.net/clusters/) “Print It” page
- **Family Engagement Career Journey Handout** [[bit.ly/CareerJourneyHandout](https://bit.ly/CareerJourneyHandout)]

## STEPS

1. Explain the point of this activity, the “Why”—*to start researching the careers you find interesting and what they actually look like and what it would take to get into that career. Start thinking about the reality of pursuing a career.*
2. Have youth explore careers on their account [[myfuturevt.org/vep/](https://myfuturevt.org/vep/)] and be ready to share about at least one career they researched. They can explore careers based on their interests and skills, or careers that they just find interesting, or both.

*Some ideas for interactive games while they explore: (1) Find the other young people who have the most similar jobs to you based on your interest survey; (2) Find a job you’ve never heard of and share; (3) Find a job that interests you and find another young person with a similar job; (4) Find the most random job.*

OR if you do not have computers for young people:

Click on each section [[vaview.net/clusters/](https://vaview.net/clusters/)] and print out activities from the “Print It” section at the bottom of each for young people to complete. You can also print out one activity from each cluster you can find here: [vaview.net/68/career-clusters-whats-that/explore-career-clusters](https://vaview.net/68/career-clusters-whats-that/explore-career-clusters)



Encourage youth to explore this straightforward [career discovery tool](https://bit.ly/CareerDiscoveryTool) [[bit.ly/CareerDiscoveryTool](https://bit.ly/CareerDiscoveryTool)] if they are interested in STEM careers.

## REFLECTION (Slide #11)

**(10 mins) These are just prompts so do whatever you think is best.**

- Have everyone come back together and share one career they researched and what it would be like to have that career, including what it would take to get there. Ask: *Is this something you are still interested in? What kind of education do you need for the career you are interested in? Do you see yourself being able to do this?*

## FAMILY ENGAGEMENT TAKE HOME (Slide #12)

**Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity)**

Talk with a trusted adult about their career journey using [this handout](https://bit.ly/4bJq6RI) [[bit.ly/4bJq6RI](https://bit.ly/4bJq6RI)].

- *What is your career now?*
- *How did you end up in this career?*
- *Do you enjoy it?*
- *What did it take to get here? (college, trade school, etc.)*



Make sure to incorporate community trips and guest speaker visits into the activities, check-ins, reflection time, check-outs, etc.

### **CHECK-OUT (Slides #13–15) *Pick one***

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.

### **EXTENSIONS**

- There are hundreds of activities and games for them to explore [[vaview.net/68/](http://vaview.net/68/)].
- The **Career One Stop** website [[careeronestop.org/GetMyFuture/default.aspx](http://careeronestop.org/GetMyFuture/default.aspx)] reviews many different next steps in a youth-facing way.
- Older youth getting ready for work experiences (internships, work readiness, etc.) [[explore-work.com/trainers-guide/](http://explore-work.com/trainers-guide/)].

### **SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:**

- Youth are starting to do more research on careers and what they need for qualifications, so this would be a great time to schedule college and university visits. Hopefully, you have already scheduled your CCV Free Access Day, but if you haven't, contact Dana Oliver at [del12210@ccv.vsc.edu](mailto:del12210@ccv.vsc.edu)
- It would also be a good idea to bring in people that work in the trades to talk about certifications.
- For the next session, you can continue to schedule college/university/trades visits.

# Session 5: My Interaction Style

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession5](https://bit.ly/SlidesForSession5)]**

*(10 mins) These are just prompts so do whatever you think is best.*

- Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *What are my skills and how do I work with people?*
- Description: *Young Professionals will explore their interaction style to understand how they interact with people and see what they have for skills, as well as challenges.*
- Objectives: *(1) I can identify how I interact with people. (2) I can analyze skills and challenges I have interacting with people.*
- Social Emotional Skill: *Social-Awareness*
- 21st Century Skill: *Critical Thinking*

**GOAL**

- Become more aware about the skills you have and how you work with people, so you can start developing those people skills you need in the workforce.

**MATERIALS**

- [Leadership Style Questions Handout \[bit.ly/LeadershipStyleQuestions\]](https://bit.ly/LeadershipStyleQuestions) (x2 for this activity and for the family engagement activity)
- [Answer Key and Activity Handout \[bit.ly/LeadershipStyleResults\]](https://bit.ly/LeadershipStyleResults) (x2 for this activity and for the family engagement activity)

**STEPS**

1. Explain the point of this activity, the “Why”—*now that you have researched careers, let's become more aware of how you work with people and the skills you have and need support with. **We are starting to develop your soft skills.***
2. Hand out the interaction/leadership style questionnaire and have youth fill it out *independently.*

3. Once they are done, hand out the answer key for them to tally up their results and read about their style.
4. Share what they think about their style, what do they notice, does it feel right or wrong?
5. Go to the last page of the answer key and do the activity - meet with your group and answer the questions.

### REFLECTION (Slide #11)

**(10 mins) These are just prompts so do whatever you think is best.**

- Have everyone come back together and share their interaction/leadership style and what they think about it. Ask: *does it make sense to you? Are there things that you don't agree with? How did it feel to meet with your group and talk to other people with the same interaction style?*

### FAMILY ENGAGEMENT TAKE HOME (Slide #12)

**Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).**

- Have a trusted adult take the interaction/leadership style questionnaire and talk with them about their results.

### CHECK-OUT (Slides #13–15) **Pick one**

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.





# Session 6: Power of Belonging

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession6](https://bit.ly/SlidesForSession6)]**

*(10 mins) These are just prompts so do whatever you think is best.*

- Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *How does belonging help you do well in life?*
- Description: Young professionals will explore what it means to belong and what it means to feel excluded. They will investigate the impact the feeling of belonging can have.
- Objectives: *(1) I can identify what it means to feel like you belong or are excluded. (2) I can brainstorm ways to increase a sense of belonging.*
- Social Emotional Skill: *Social-Awareness*
- 21st Century Skill: *Empathy*

**GOAL**

- Learn what belonging does for yourself and those around you and how you can increase belonging for yourself and others.

**MATERIALS**

- Sticky notes that are 2 different colors
- Optional [Intro Belonging Individual Activity Handout](https://bit.ly/BelongingIndividualHandout) [[bit.ly/BelongingIndividualHandout](https://bit.ly/BelongingIndividualHandout)] from JFF
- [Belonging Case Studies Handout](https://bit.ly/BelongingCaseStudies) [[bit.ly/BelongingCaseStudies](https://bit.ly/BelongingCaseStudies)] from JFF
- Poster paper



Make sure to incorporate community trips and guest speaker visits into the activities, check-ins, reflection time, check-outs, etc.

## STEPS

1. Explain the point of this activity, the “Why”—we have looked at how you interact with people, now we are going to start developing those soft skills that will help you be successful in life, starting with why they are important.
2. Have a conversation with your group about belonging and what it means to them. Ask: *What is the definition of belonging? What does it look like? Feel like? Sound like?*

***\*Having a conversation during this whole hour session may be enough for youth, it is up to you if you feel you need the activities. Discussing the idea of belonging and exclusion is the goal of this session!***

3. There are 2 different ways you can do the introduction activity:
  - a. If your group is comfortable with each other - Hand out 2 different colored sticky notes, and on one color have them write down an example of a time they felt they belonged and on the other color, an example of a time they felt excluded. Then have them put them up on the wall and explain them. Ask: *What happened? What made you think you did or did not belong? What were some thoughts or feelings you had? How did those affect you?*
  - b. If your groups would do better independently—Have youth fill out the “Reflect-Write-Share” handout for themselves (they could also share this if some wanted to).
4. Move on to the main activity now and hand out the case studies. Assign one case study per group, A, B, or C, or have groups pick which one they want to do. Let them know they are creating a poster to share with the rest of the group, and they can follow the directions from the handout.
5. Have each group share their poster.

## REFLECTION (Slide #11)

***(10 mins) These are just prompts so do whatever you think is best.***

- Have everyone come back together and share their feelings and thoughts about belonging. Ask: *Is it surprising what feeling like you belong can do for people? How do you think people are affected if they feel excluded? Do they act differently? Are you going to do anything differently to make people around you feel more like they belong?*

## FAMILY ENGAGEMENT TAKE HOME (Slide #12)

***Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).***

- Have a trusted adult talk to you about a time they felt they belonged and a time they felt excluded, and how it affected them and their actions.



Make sure to incorporate community trips and guest speaker visits into the activities, check-ins, reflection time, check-outs, etc.

### CHECK-OUT (Slides #13–15) *Pick one*

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.

### SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- Youth are starting to learn about interacting with other people, so this would be a good time to visit places that have a lot of teamwork involved and require a lot of communication between employees and/or customers (e.g. manufacturing companies, hospitals, banks, retail stores, restaurants).



Please fill out this [Career Foundations Demographic Survey \(bit.ly/CareerFoundationsDemographicSurvey\)](https://bit.ly/CareerFoundationsDemographicSurvey).



# Session 7: Cooperation Countdown

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession7](https://bit.ly/SlidesForSession7)]**

**(10 mins) These are just prompts so do whatever you think is best.**

- Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- **Don't forget to hang the group norms if they aren't already up.**
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

**(30 mins) Post these somewhere youth can see them.**

- Guiding Question: *Why is communication important?*
- Description: Young Professionals will try to follow directions and work together to reach a common goal.
- Objectives: (1) *I can appreciate that communication is hard and takes work.* (2) *I can reflect on my own communication skills and what I need to work on.*
- Social Emotional Skill: *Relationship Skills*
- 21st Century Skill: *Collaboration*

**GOAL**

- Learn why good communication is so important and helps you in life, your career, school, etc.

**MATERIALS**

**This activity requires a lot of setup beforehand.**

- **Cooperation Countdown Handout [[bit.ly/CooperationCountdown](https://bit.ly/CooperationCountdown)]**
- Paper grocery bags (ONE PER GROUP of 4) containing:

- |                        |                                       |
|------------------------|---------------------------------------|
| ▪ Scissors             | ▪ 1 blue pen                          |
| ▪ 2 paper plates       | ▪ 3 sheets white paper                |
| ▪ 1 paper bag          | ▪ 3 sticky name tags                  |
| ▪ 4 markers (not blue) | ▪ Tape                                |
| ▪ 1 zip lock bag       | ▪ Optional prize for the winning team |

## STEPS

1. Explain the point of this activity, the “Why”—*we have looked at how you interact with people and how important it is to feel like you belong, now we are going to look at communication and how important that skill is to have successful interactions with people.*
2. Ask them what communication means to them? What do they think it involves?
3. Follow the directions from the Cooperation Countdown Handout—it seems like a lot but it is simple once you can get a grasp on it. **There is a bit of prep work beforehand to get ready!**



Make sure to incorporate community trips and guest speaker visits into the activities, check-ins, reflection time, check-outs, etc.

## REFLECTION (Slide #11)

**(10 mins) These are just prompts so do whatever you think is best.**

- Have everyone come back together and talk through the questions in the reflection section of the handout.
  - *What did this teach you about communication?*
  - *What did you like about this activity? What did you dislike? Why?*
  - *What was necessary for success? How did your team achieve success?*
  - *Describe some of the different leadership and work styles you saw in your group. Were there any conflicts?*

## FAMILY ENGAGEMENT TAKE HOME (Slide #12)

**Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).**

- Have a trusted adult talk to you about why they think communication is important. Try to bring back 3 main words to share for the next session.

## CHECK-OUT (Slides #13–15) **Pick one**

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- You can continue visiting places that require a lot of communication and remind youth to ask questions about how they are able to communicate and tips they have for being successful in the workplace. Also, meet with supervisors to ask about leading teams of people.



# Session 8: What is Communication?

## WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession8](https://bit.ly/SlidesForSession8)]

*(10 mins) These are just prompts so do whatever you think is best.*

- Choose between a share out of emoji, a high and a low, or mood coordinates.

## DEBRIEF FROM LAST SESSION (Slides #6–7)

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

## ACTIVITY (Slides #8–10)

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *How can I talk to you?*
- Description: Young Professionals will understand what communication actually is, and how to communicate more effectively by learning strategies.
- Objectives: *(1) I can define communication and describe how listening is also involved. (2) I can learn and use strategies that can help me communicate and listen in a better way.*
- Social Emotional Skill: *Self-Management*
- 21st Century Skill: *Communication*

## GOAL

- Learn what communication is and how to communicate, and listen, in a successful way.

## MATERIALS

- [Murals and Monologues Handout \(bit.ly/MuralsAndMonologues\)](https://bit.ly/MuralsAndMonologues) from JFF (x2 for this activity and for the family engagement activity)
- [PAQ Handout \(bit.ly/CommunicationPAQProtocol\)](https://bit.ly/CommunicationPAQProtocol) from JFF
- Computer to show 5-minute video clip

## STEPS

1. Explain the point of this activity, the “Why”—*we have looked at why communication is so important, now we are going to learn how to be successful at it.*
2. Play Murals and Monologues *(10 mins)*

- Provide a simple phrase or word SECRETLY to each youth (e.g., The cow jumped over the moon; dinner is on the table).
  - Each youth draws a picture to represent that word/phrase (in “Mural: Section 1”).
  - They pass their paper to another person who has to guess what the word/phrase is (“Monologue: Section 2”), then they fold their paper so the next person can only see what they wrote down (not the picture before) and pass it to the next person.
  - The next person draws a picture to represent that word/phrase from section 2 (“Mural: Section 3”), then they fold the paper so the next person can only see their drawing.
  - The next person writes what they think the word/phrase is (“Monologue: Section 4”).
  - Each person can go around sharing what they put for section 4, and youth can have fun figuring out what it was actually supposed to be from what you gave them for a word/phrase at the beginning of the activity.
3. Show this video about what communication is and how to be successful at it (5 mins): [\[bit.ly/WhatIsCommunicationVideo\]](https://bit.ly/WhatIsCommunicationVideo)
  4. Go through the PAQ protocol (paraphrase, acknowledge, question) and make sure everyone understands it.
  5. Have volunteers come up and role-play different scenarios to show PAQ in action. Ask everyone: *Can I have a pair that would be brave enough to go through this? One person needs to come up with something to talk about and the other needs to follow the PAQ protocol. For example: has anything frustrated you lately? Has anything been really amazing? Think of a hypothetical situation that might happen at your workplace when you are older?*
  6. Go through volunteers until you run out of time, OR if no one volunteers, have them write/react to you sharing a story using their handout of the PAQ.

## REFLECTION (Slide #11)

(10 mins) *These are just prompts so do whatever you think is best.*

- Have everyone come together and ask what they thought of the activity. Could they see themselves using this in their life? What is a major takeaway they have about communication?

## FAMILY ENGAGEMENT TAKE HOME (Slide #12)

*Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).*

- Play Murals and Monologues with a trusted adult or friend and see if it's any easier with someone who knows you.

## CHECK-OUT (Slides #13–15) *Pick one*

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- You are nearing the end of the activities, so make sure you have incorporated at least one place that each youth had an interest in, to the best of your ability. If you have youth who haven't seen any places they are interested in, try to schedule those now.

# Session 9: Communication Skills that Pay the Bills

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession9](https://bit.ly/SlidesForSession9)]**

*(10 mins) These are just prompts so do whatever you think is best.*

- Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *What skills will make me employee of the month?*
- Description: Young Professionals will solidify their new learning on communication by providing their future selves with some advice to help them succeed in their first job.
- Objectives: *(1) I can recognize the benefits of having strong communication skills. (2) I can describe how my communication skills can make me successful in my career.*
- Social Emotional Skill: *Responsible Decision-Making*
- 21st Century Skill: *Adaptability*

**GOAL**

- Learn how to use my new communication skills, and other soft skills, to be successful in my first job.

**MATERIALS**

- Mystery Data Handouts **#1** [[bit.ly/MysteryData1](https://bit.ly/MysteryData1)], **#2** [[bit.ly/MysteryData2](https://bit.ly/MysteryData2)], and **#3** [[bit.ly/MysteryData3](https://bit.ly/MysteryData3)] from JFF
- **Perception Is Everything Handout** [[bit.ly/PerceptionIsEverythingHandout](https://bit.ly/PerceptionIsEverythingHandout)] from JFF
- Sticky notes



Make sure to incorporate community trips and guest speaker visits into the activities, check-ins, reflection time, check-outs, etc.

## STEPS

1. Explain the point of this activity, the “Why”—*now that you are developing your communication skills, we are going to learn how to use those skills and other soft skills to be successful in your first job.*
2. Show the first data slide, you can also hand it out, and ask them to *guess what the title of the graph is and what the data is, what are the percentages of?*
3. Show and/or hand out the second data slide and ask them to *guess what the percentages are now that they know the title of the graph.*
4. Show and/or hand out the third data slide and ask *if they guessed it correctly, are they surprised by any of the attributes?*
5. Perception Activity **(20 mins)**
6. Have youth work in groups and pick 1–2 scenarios from the handout to work on. Have them read the scenario and write down in the boxes: What the employee was thinking (their perspective), what the employer was thinking (their perspective), and what the employee could change to be more successful.
7. Come back together as a group and talk about the scenarios and what employees can change.
8. Give them a sticky note and have them write down 2 pieces of advice they would give their future self to be successful in getting and excelling at a new job.

## REFLECTION (Slide #14)

**(10 mins)** *These are just prompts so do whatever you think is best.*

- Have everyone come together and have them share their pieces of advice to themselves, or if they don't want to share that, have them share what soft skills (attributes from the mystery graph) they think are most important in their first job.

## FAMILY ENGAGEMENT TAKE HOME (Slide #15)

***Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).***

- Share with a trusted adult the two pieces of advice you gave yourself for your first job. Ask them:
  - What is another recommendation you would make to be successful on your first day at a new job?
  - What is one thing you should not do at a new job?

## CHECK-OUT (Slides #16–18) **Pick one**

- Choose if you want to do a share out of rose/thorn/bud, one word, or emoji.

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- Youth are learning about skills they need in the workforce, this would be a good time to visit a company's human resources department or have them be a guest speaker, so they can talk about the skills they look for in employees.
- Continue to try to schedule places and people that youth said they were interested in.

# Session 10: Budgeting

**WELCOME/CHECK-IN (Slides #2–5) [Slides available at [bit.ly/SlidesForSession10](https://bit.ly/SlidesForSession10)]**

*(10 mins) These are just prompts so do whatever you think is best.*

- Choose between a share out of emoji, a high and a low, or mood coordinates.

**DEBRIEF FROM LAST SESSION (Slides #6–7)**

- *Don't forget to hang the group norms if they aren't already up.*
- Lessons learned. Ask what youth remember from last session and what they took away that sticks with them.
- Family engagement. Ask any volunteers to share their family engagement piece from last session.
- Did you go on any community trips or have any guest speakers visit since your last session?

**ACTIVITY (Slides #8–10)**

*(30 mins) Post these somewhere youth can see them.*

- Guiding Question: *How do I create a financially stable life?*
- Description: Young professionals will develop a deeper understanding about the economic realities that will face them as young adults, by creating a budget based on their decisions and dealing with unexpected realities.
- Objectives: *(1) I can recognize that in order to be successful, I need to learn how to budget.*
- Social Emotional Skill: *Responsible Decision-Making*
- 21st Century Skill: *Problem Solving*

**GOAL**

- Learn how to budget so I can be smart with my money as I get older.

**MATERIALS**

- [Jellybean Game Handout \[bit.ly/JellyBeanGame\]](https://bit.ly/JellyBeanGame)
- Jellybeans if you want to use food or any small objects similar in size
- [Reality Checks Handout \[bit.ly/RealityCheckHandout\]](https://bit.ly/RealityCheckHandout) (only for the adults leading)

**STEPS**

1. Explain the point of this activity, the “Why”—*making money is a huge part of getting older and working, and learning how to use that money smartly can help you live a successful life.*
2. Ask them what budgeting means to them? Have them think about what they already know about it.
3. Have youth split into teams of 2 and hand out the Jellybean game with 20 jellybeans per group (you can use anything that is small if you don't want to use jellybeans).
4. Follow the directions for round 1, with each box being a placeholder for a jellybean. Youth will find it hard to only be able to fill 20 boxes.



5. Go through the discussion questions.
6. Follow the directions for round 2, having them cut out 7 jellybeans, then go through the discussion questions.
7. Feel free to go through the bonus rounds AND/OR surprise them with the reality checks!

## REFLECTION (Slide #11)

*(10 mins) These are just prompts so do whatever you think is best.*

- Have everyone come together and share how budgeting was for them—*Was it a surprise how hard it was? Was it easy? Did it help you understand a little more about budgeting? Did it make you think about how life is going to have unexpected things come up?*

## FAMILY ENGAGEMENT TAKE HOME (Slide #12)

*Explain that this can be family or any trusted adult (this is a way to bring their learning with them outside of just this activity).*

- Share with a trusted adult or friend what you learned about yourself from being part of Career Foundations.

## CHECK-OUT (Slides #13)

- Share one thing you are taking away from Career Foundations.
- Share one thing you are going to do for a next step in your career exploration journey.
  - *Examples: ask an adult to find me someone I can talk to about nursing, set up a visit at the farm near me, pick my high school classes thinking about what my interests are.*

- **HAVE YOUTH TAKE THE POST-SURVEY** [[bit.ly/CareerFoundationsPostSurveyor](https://bit.ly/CareerFoundationsPostSurveyor) or hard copy on pages 14–15]. If hard copy, scan them or take pictures and email them to [katie@vermontafterschool.org](mailto:katie@vermontafterschool.org).

## EXTENSIONS

- **Middle School Course** [[bit.ly/MiddleSchoolCourse](https://bit.ly/MiddleSchoolCourse)] resources from Next Gen Personal Finance
- **Money Smart for Young People Resources** [[bit.ly/MoneySmartForYoungPeople](https://bit.ly/MoneySmartForYoungPeople)] from FDIC

## SUGGESTED COMMUNITY TRIPS / GUEST SPEAKERS TO GO WITH THIS SESSION:

- This is the last activity and youth learned about financial wellness, maybe take a visit to a bank to have someone talk to youth about how to be financially successful (e.g. Key Bank).
- Plan a fun activity that allows youth to celebrate career foundations, and at the same time you could talk to the people that work there if it is a trip somewhere.



Please fill out this **Career Foundations Program Staff Survey** ([bit.ly/CareerFoundationsProgramStaffSurvey](https://bit.ly/CareerFoundationsProgramStaffSurvey)).

# Overall Program Extensions

- **Jobs for Youth** [[vermontafterschool.org/jobs-for-youth/](https://vermontafterschool.org/jobs-for-youth/)] from Vermont Afterschool – Vermont- specific, next steps for youth, including career/college exploration opportunities and a list of employers hiring youth currently in Vermont
- **Youth Workforce Development Guidebook** [[vermontafterschool.org/wp-content/uploads/2020/11/Youth-Workforce-Development-Guidebook.pdf](https://vermontafterschool.org/wp-content/uploads/2020/11/Youth-Workforce-Development-Guidebook.pdf)] – walks you through employing youth
- **Guidebook for Youth in the Workforce** [[bit.ly/YouthInWorkforceGuidebook](https://bit.ly/YouthInWorkforceGuidebook)] – Youth-facing guidebook to help them in the workforce in their first job (second half of the workforce development guidebook but simpler and more directed towards youth)
- **Jobs for the Future Possible Futures Curriculum** [[jff.org/idea/possible-futures/](https://jff.org/idea/possible-futures/)] –Some of these activities are used in Career Foundations.
- **Careers Clic and Dept of Labor “Supporting Teens on their Career Search” List of Resources** [[bit.ly/SupportingTeensonCareerSearch](https://bit.ly/SupportingTeensonCareerSearch)]
- **AMLE Middle school playbook** [[amle.org/career-exploration-in-the-middle-grades-a-playbook-for-students/](https://amle.org/career-exploration-in-the-middle-grades-a-playbook-for-students/)] – Canva templates for identity/values, skills, career clusters, career recipe cards, choices and actions, communication, self-advocacy, self-care, stress management, informational interviews
- **Explore Work Trainer’s Guide** [[explore-work.com/trainers-guide](https://explore-work.com/trainers-guide)] – Career exploration course for adults to implement
- **CCR Toolkit** [[mostnetwork.org/initiatives/ccr/](https://mostnetwork.org/initiatives/ccr/)] from Maryland and **training** [[collabornation.net](https://collabornation.net)] to go with it – Engaging Middle School (or High School) Youth in College and Career Readiness (hour course), CollaborNation Course
- **VSAC** [[vsac.org](https://vsac.org)] – For grants, scholarships, educational loans, and general information about pathways.

# Simplified Activities Version

This is meant to be a separate option for sites that **CANNOT** run the full Career Foundations—these are simplified activities that can run as singular sessions on their own.

## ACTIVITY ONE

Have youth take this well-known quiz to see their interest profiler (realistic, investigative, artistic, social enterprising, and conventional) and get an idea of what careers they might like. They can find careers they might like based on their interest profiler AND how much preparation they need for the job in an easy-to-use format.

- [Career Interest Quiz \[mynextmove.org/explore/ip\]](https://mynextmove.org/explore/ip)

## ACTIVITY TWO

Take your youth on a virtual field trip, each with multiple sessions and several supporting resources.

- [On-demand Virtual Field Trips \[discoveryeducation.com/community/virtual-field-trips/\]](https://discoveryeducation.com/community/virtual-field-trips/)

## ACTIVITY THREE

Play bingo (from session 2 of the guidebook) to learn more about their community and the careers that exist near them. This can get them to start thinking about shadowing and work readiness opportunities.

- [Community Bingo \[bit.ly/CommunityBingo\]](https://bit.ly/CommunityBingo)

## ACTIVITY FOUR

Play this game (from Session 10 of the guidebook) with youth to have them practice budgeting in a low-risk setting.

- [Jellybean Game Handout \[/bit.ly/JellyBeanGame\]](https://bit.ly/JellyBeanGame)

# Community Field Trip / Guest Speaker Resources

## CONTACTS

- **List of STEM offerings** by county you can contact (spreadsheet shows if they do guest speaking and/or field trips, and scroll to the right to see the contact info for each)  
[\[bit.ly/3JoZWGn\]](https://bit.ly/3JoZWGn)
- Community trips/guest speakers that have been used in Career Foundations previously:

### White River Valley Area

Organization	Contact	Email
Lucy Mackenzie	Amy Woodman	awoodman@lucymac.org
UVAC (upper valley aquatic center)	Erin Buck - fitness director	ebuck@uvacswim.org
CCV	Erin Wetherell	
Vermont State University	Jack Lareau Rachel Smith	Jack.Lareau@VermontState.edu rachel.smith@vermontstate.edu
King Arthur	Amy Cohn Jeremiah Ryan	Amy.Cohn@kingarthurbaking.com jeremiah.ryan@kingarthurbaking.com
Cartoon College	Dave Lloyd	lloyd@cartoonstudies.org
Hypertherm	Stacey Chiocchio	stacey.chiocchio@hypertherm.com

### Burlington Area

- Maple Landmark Tour
- Ben & Jerry's Factory
- Teddy Bear Factory

## Richford

- Fire/Ambulance Station
- Pleasant Valley Farms
- First Aid and CPR

Organization	Contact	Email
Franklin Foods	Aaron Clark	aclark@franklinfoods.com
Hannaford	Kelsey Caforia	kelsey.caforia1@hannaford.com
Vermont Woodworking	Josh Garvis	jgtrucking317@gmail.com
Notch	Lianne Trombley	ltrombley@notchvt.org
Franklin County Sheriff's Office	Andre Labier Jim Lynch	andre.labier@fnesu.org jim.lynch@fnesu.org

## Whitingham

Organization	Contact	Email
Brattleboro Development Credit Corporation	Alex Beck	abeck@brattleborodevelopment.com
Game Warden	Richard Watkins	Richard.Watkin@vermont.gov
Circus Minimus	Kevin O'Keefe	kevin@circusminimus.com
Hatch Spaces	Lars-Hasselblad-Torres	lars@hatchspace.org
Rescue Inc.	Emily Wilson	emily.wilson@rescueinc.org



## LIST OF POSSIBLE GUEST SPEAKERS/COMMUNITY TRIP IDEAS

- animal shelter
- college campus
- community rec center
- cultural center
- historical site
- makerspace
- museum (art, historical, science, etc.)
- performance art or concert
- sporting event or facility
- tourist attractions
- electrician/plumber/handyman services
- Gardens, parks, trails or waterfronts
- Food bank, soup kitchen, senior center, etc.
- public or college library
- town hall
- grocery store
- convenience store
- gas station
- pharmacy
- fire station
- police office
- coffee shop
- diner
- fast food
- bike shop
- ski shop
- pizza place
- ice cream shop
- bed and breakfast
- auto repair shop
- beauty salon
- car wash
- dry cleaner
- florist
- daycare
- real estate
- funeral home
- hospital
- doctors office
- hardware/garden store

- Each area has a **Chamber of Commerce** [[www.uschamber.com/co/chambers/vermont](http://www.uschamber.com/co/chambers/vermont)]. Contact your local one to see if they can help you connect to local businesses and professionals.

## VIRTUAL OPTIONS

- **Vermont Career Connect** [[vsac.org/vermont-career-connect](http://vsac.org/vermont-career-connect)] – VSAC hosts a virtual career fair and all of the recordings and dozens of videos from professionals in VT are housed here with a reflection activity.
- **On-demand Virtual Field Trips** [[discoveryeducation.com/community/virtual-field-trips/](http://discoveryeducation.com/community/virtual-field-trips/)]
- **STEM Professionals Info Sheets** [[milliongirlsmoonshot.org/find-a-stem-model](http://milliongirlsmoonshot.org/find-a-stem-model)]
- **Women in STEM role models** [[ifthencollection.org](http://ifthencollection.org)]
- **NASA Careers** [[nasaclips.arc.nasa.gov/video/ourworld/our-world-careers-at-nasa-more-than-just-astronauts](http://nasaclips.arc.nasa.gov/video/ourworld/our-world-careers-at-nasa-more-than-just-astronauts)]
- **Virtual Field Trips with Amazon** [[amazonfutureengineer.com/careertours](http://amazonfutureengineer.com/careertours)]
- **Career Options in the Field of Construction** [[nice-kc.org/resources/](http://nice-kc.org/resources/)]

## COMMUNITY TRIP / GUEST SPEAKER PLANNER FOR YOUNG PROFESSIONALS

### Preparation Before the Visit

- What clothing is OK for this work environment? If you don't know, where might you start?
- What are some guidelines you want to remember when visiting a workplace/hosting a guest speaker?
  - Listening, focus, being quiet, cell phone expectation, following directions given by employer (similar to having a job)
- What do you want to learn while you are there? What are three questions you want to ask while there?

***\*Make sure you have a clipboard to take with you on the trip so you can write answers down.***

### Questions

1. \_\_\_\_\_  
\_\_\_\_\_

**Answer:**

2. \_\_\_\_\_  
\_\_\_\_\_

**Answer:**

3. \_\_\_\_\_  
\_\_\_\_\_

**Answer:**

### Example Questions

- How did you get to the job you have now?
- Tell us about your background—what you were interested in and how you found this career/job.
- What advice would you give to someone who is early on in their career exploration process?
- What are you looking for in an employee?
- How would you describe your work environment?
- What makes you excited to come to work?
- How might these jobs change in the next 5–10 years? How has it changed in the recent past?
- When do employees work independently and when are they a part of a team?
- Do you have any job openings right now? Opportunities for students my age?
- What are the qualifications for an entry level job here?
- What advice would you give your past self about career exploration?
- What are the different career pathways in this business?

### Information for After the Visit

- Social media considerations – what to and not to post
- Thank you note! Or thank you email/phone call.
- What did you learn? Is this a career area you want to pursue? Why or why not?

## COMMUNITY TRIP / GUEST SPEAKER PLANNER FOR ADULTS

### Purpose

A workplace tour is a career exploration activity that gives youth a chance to learn about a specific business or industry. Help the youth research the businesses prior to a visit and brainstorm questions in advance.

### Preparation

- **Selecting a workplace/guest speaker:** Use contacts within your own network and/or identify a reputable organization whose work overlaps with the interests of the youth.
- **Contacting a workplace:** Start with the organization's receptionist, a member of the human resource department, or a manager to find out to whom you should direct your tour request. A 20 to 40-minute visit is the approximate amount of time needed for a tour. Request a behind-the-scenes tour if possible. Inquire if there is a dress code for visitors, such as closed-toe shoes.

OR

- **Contacting a guest speaker:** coordinate logistics with the guest speaker, including time, location, how to find you in the building, etc. If you feel its appropriate, send them this [Handout \[bit.ly/CommunityTripHelpfulHints\]](https://bit.ly/CommunityTripHelpfulHints) (pg. 49) to help them prepare for their visit.
- **Preparing youth for the visit:** (can use youth handout from previous page)
  - Conversation around clothing—what clothing is OK for this work environment?
  - What are some guidelines they want to remember when visiting a workplace/hosting a guest speaker?
    - Listening, focus, being quiet, cell phone expectation, following directions given by employer (similar to having a job)
  - How long will they be there, what to expect when they are there, etc.
  - What do they want to learn while they are there? Have them write down 3 questions they want to ask. Have them practice their questions with each other or other adults.  
*Provide a way from them to write the information down at the site if they would like, (eg., clipboards).*

### Example Questions

- How did you get to the job you have now?
- Tell us about your background—what you were interested in and how you found this career/job.
- What advice would you give to someone who is early on in their career exploration process?
- What are you looking for in an employee?
- How would you describe your work environment?
- What makes you excited to come to work?
- How might these jobs change in the next 5–10 years? How has it changed in the recent past?
- When do employees work independently and when are they a part of a team?

- Do you have any job openings right now? Opportunities for students my age?
- What are the qualifications for an entry level job here?
- What advice would you give your past self about career exploration?
- What are the different career pathways in this business?
- What was your dream job—and if this is not what you envisioned, how did things shift for you?

## **Ideas to Help Engage Youth**

*You can remind youth of these things to engage them more in the visit*

*During the tour look for examples of:*

- Work environment, safety considerations, dress code and culture
- Different jobs and skills represented within the organization
- Communications within the business; among co-workers and clients
- School subject areas applied in a work setting

*Look for transferable skills / 21st century skills /soft skills:*

- Critical thinking: acquiring information and evaluating it to reach a logical conclusion
- Problem solving: working through details of a problem to reach a solution
- Creativity: generating ideas, alternatives, or possibilities that may be useful
- Communication and collaboration: exchanging information and working with one or more individuals

*Information for After the Visit*

- Social media considerations – what to and not to post
- Thank you note! Or thank you email / phone call.
- What did they learn? Is this a career area they might want to pursue? Why or why not?
- What is the most memorable information they took from the experience?



## HELPFUL HINTS FOR COMMUNITY TRIP HOSTS AND GUEST SPEAKERS

*Share these helpful hints from HireAbility VT with guest speakers and businesses you visit beforehand to prep them for the visit.*

### **Do This:**

1. **Make it Interactive:** Engage students with hands-on activities, demonstrations, or simulations related to different career paths. Interactive experiences are more memorable and effective in sparking interest.
2. **Use Real-Life Examples:** Share your story! Highlighting real people and their journeys can make career options more relatable and inspiring.
3. **Highlight Diversity:** Showcase a variety of career options across different industries and fields. Emphasize that there are many paths to success and encourage exploration of diverse interests.
4. **Emphasize Skills:** Focus on the skills and qualities needed for various careers rather than just job titles. Help students understand how their strengths and interests can align with different professions.
5. **Provide Resources:** Offer resources such as websites, books, or workshops where students can learn more about different careers on their own time. Encourage them to explore and research further.
6. **Encourage Questions:** Create a welcoming environment where students feel comfortable asking questions about different careers. Answer questions honestly and enthusiastically to foster curiosity.

### **Not That:**

1. **Don't Rely Solely on Lectures:** Avoid long, monotonous lectures about career options. Passive learning is less effective, especially for younger audiences.
2. **Avoid Gender Stereotypes:** Be mindful of gender biases when presenting career options. Encourage all students to consider a wide range of professions regardless of traditional gender roles.
3. **Don't Oversimplify or Overcomplicate:** Avoid oversimplifying careers or using overly technical language that may confuse students. Find a balance between accessibility and accuracy in your explanations.
4. **Avoid Pressure:** Don't pressure students to choose a specific career path or make decisions prematurely. Instead, focus on fostering curiosity and exploration.
5. **Avoid Ignoring the Importance of Soft Skills:** Don't solely focus on technical skills or academic requirements. Emphasize the importance of soft skills such as communication, problem-solving, and teamwork in all careers.



## HELPFUL HINTS FOR COMMUNITY TRIP HOSTS AND GUEST SPEAKERS (by CAREER FIELD)

### MANUFACTURING

#### 1. Keep it Engaging

- Use interactive demonstrations or visuals to explain the manufacturing process. For example, you could bring in simple machinery or models to demonstrate how products are made.
- Incorporate hands-on activities where students can assemble or create small items to understand the process better.

#### 2. Relate it to Their World

- Connect manufacturing to products they use daily. Discuss how items like smartphones, clothing, or even food are manufactured.
- Highlight the role of technology in modern manufacturing, emphasizing how robotics and automation have transformed the industry.

#### 3. Showcase Career Opportunities

- Introduce a variety of roles within the manufacturing industry beyond just assembly line work. Highlight careers in engineering, design, logistics, quality control, and management.
- Share stories of individuals who have successful careers in manufacturing, emphasizing the diverse paths people can take to enter the field.

#### 4. Emphasize Skills and Creativity

- Discuss the skills needed in manufacturing, such as problem-solving, attention to detail, creativity, and teamwork.
- Highlight how manufacturing involves both technical and creative aspects, from designing products to optimizing production processes.

#### 5. Address Misconceptions

- Address common misconceptions about manufacturing, such as it being dull or dirty work. Highlight modern manufacturing facilities that prioritize safety, sustainability, and innovation.
- Discuss the advancements in technology and the opportunities for growth and innovation within the industry.

#### 6. Encourage Questions and Discussion

- Create an open and welcoming environment where students feel comfortable asking questions and sharing their thoughts.
- Foster discussions about the future of manufacturing, including topics like sustainability, digitization, and the global supply chain.

By approaching the topic of manufacturing in an engaging and relatable manner, you can help 6th–9th graders develop a better understanding of the industry and the career opportunities it offers.

## HEALTHCARE

### 1. Start with the Basics

- Begin by explaining what healthcare is and why it's essential. Discuss the different sectors within healthcare, such as medicine, nursing, allied health professions (like physical therapy or radiology), and research.

### 2. Relate it to Their Lives

- Connect healthcare to their everyday experiences. Discuss common health issues among adolescents, preventive care, and the role of healthcare professionals in promoting wellness.
- Use examples from popular culture or media to illustrate the work of healthcare professionals, such as doctors in TV shows or medical advancements in movies.

### 3. Highlight Diverse Career Paths

- Showcase the variety of careers available in healthcare beyond being a doctor or nurse. Introduce roles such as medical researchers, pharmacists, medical technicians, therapists, and healthcare administrators.
- Emphasize that healthcare offers opportunities for people with different interests and skill sets, whether they're interested in science, technology, helping others, or leadership.

### 4. Discuss Education and Training

- Outline the educational paths required for different healthcare careers, from undergraduate degrees to graduate programs and specialized training.
- Address the importance of academic preparation, but also highlight the value of practical experience, volunteering, and extracurricular activities in building a strong foundation for a healthcare career.

### 5. Explore the Impact

- Discuss the impact healthcare professionals have on individuals, families, and communities. Share stories or testimonials of healthcare workers making a difference in people's lives.
- Highlight the global impact of healthcare and opportunities for international work or humanitarian efforts.

### 6. Address Challenges and Rewards:

- Be honest about the challenges of working in healthcare, such as long hours, emotional demands, and dealing with illness and death. However, also emphasize the rewards of making a positive impact on others' lives and the satisfaction of helping people in need.

### 7. Encourage Exploration:

- Provide resources and opportunities for students to explore healthcare careers further, such as informational websites, career fairs, job shadowing programs, or volunteering at hospitals or clinics.
- Encourage students to ask questions, express their interests, and seek guidance from teachers, counselors, or healthcare professionals.

By approaching the topic of healthcare careers with enthusiasm, empathy, and practical information, you can inspire 6th–9th graders to consider the rewarding opportunities available in the healthcare field.

### 1. Start with the Basics

- Introduce the concept of finance by explaining its role in managing money, investments, and resources. Define terms such as budgeting, saving, investing, and banking in simple language.
- Use real-life examples that students can relate to, such as budgeting their allowance or saving up for a desired purchase.

### 2. Relate it to Their Interests

- Connect finance to areas that interest them, such as entrepreneurship, technology, or even hobbies like gaming or sports. Discuss how finance plays a role in these fields.
- Use examples of successful entrepreneurs or businesses and how financial decisions impact their success.

### 3. Showcase Career Options

- Introduce a variety of careers in finance beyond traditional roles like bankers or accountants. Highlight roles in investment banking, financial planning, corporate finance, risk management, and financial analysis.
- Discuss how finance professionals work in different industries, such as tech, healthcare, entertainment, and nonprofits.

### 4. Highlight Skills and Qualities

- Emphasize the skills and qualities needed for success in finance, such as analytical thinking, problem-solving, attention to detail, communication, and teamwork.
- Discuss how students can develop these skills through education, extracurricular activities, and real-world experiences.

### 5. Discuss Education and Training

- Explain the educational paths for careers in finance, including undergraduate degrees in finance, accounting, economics, or business administration, and advanced degrees or certifications like an MBA or CFA (Chartered Financial Analyst).
- Discuss the importance of internships, networking, and gaining practical experience in the field through internships or entry-level positions.

### 6. Explore the Impact

- Discuss the broader impact of finance on society, such as funding businesses, supporting economic growth, and addressing social issues through impact investing or philanthropy.
- Highlight the role of finance in addressing global challenges like poverty, climate change, and healthcare access.

### 7. Encourage Exploration

- Provide resources for students to explore finance careers further, such as finance-focused websites, online courses, workshops, or career fairs.
- Encourage students to seek out mentors or professionals in the finance industry for guidance and advice.

By framing the discussion around relatable examples, highlighting diverse career options, and emphasizing the skills needed for success, you can inspire 6th–9th graders to consider careers in finance and understand the impact they can make in this field.

# Partner Resources

## COMMUNITY COLLEGE OF VERMONT RESOURCES FOR MIDDLE AND HIGH SCHOOLERS



### Resources to Use During Career Foundations

**(Field Trip) Spend a Day at CCV – CCV Access Days** [[gotocollegevt.org/opportunities/access-days/](https://gotocollegevt.org/opportunities/access-days/)] provide students an opportunity to learn what college is like through mini college classes, student and employer panels, and meetings with CCV advisors. Students learn how to pay for college, where to go for questions, and how to begin college for FREE in high school. Contact Dana Oliver ASAP to schedule ([del12210@ccv.vsc.edu](mailto:del12210@ccv.vsc.edu)).

### Resources for Middle School Youth NOW

**Introduction to College & Careers (ICC) (students in grades 8–12) – Introduction to College & Careers** [[gotocollegevt.org/opportunities/intro-to-college/](https://gotocollegevt.org/opportunities/intro-to-college/)] is a free, non-credit course that helps students identify their interests and abilities, set goals that align with their PLP's, and develop skills for being successful in college and employment. CCV offers ICC every semester, and the course can also be provided for groups of 10–18 students from your school in modules that allow flexibility based on the needs of your students.

### Resources for Middle Youth DOWN THE ROAD (or Your High Schoolers)

**Go to College at Your Tech Center – Take college classes** [[gotocollegevt.org/opportunities/fast-forward/](https://gotocollegevt.org/opportunities/fast-forward/)] right in your school if you're attending a Vermont Technical Center, have not graduated from high school, and are enrolled in a qualifying technical center program.

**Earn College Credits in High School** – If you're **currently going to a public high school** [[gotocollegevt.org/opportunities/dual-enrollment/](https://gotocollegevt.org/opportunities/dual-enrollment/)] in Vermont, you can take two free college courses during your junior or senior year that also count as credit toward graduation from high school.

**Spend Your Senior Year at College – Spend your entire senior year** [[gotocollegevt.org/opportunities/early-college/](https://gotocollegevt.org/opportunities/early-college/)] of high school at CCV and earn free college credits that also count as credits toward high school graduation.

**Free Degree Promise Program** – This program is a **pathway to a free college degree** [[ccv.edu/freedegree/](https://ccv.edu/freedegree/)] for Vermonters who complete the CCV Early College program with 20 or more successful credits and then continue at CCV to complete their associate degree. Supported by the J. Warren & Lois McClure Foundation, all members of Vermont's high school classes of 2024–2026 are eligible to benefit. Students receive free tuition and \$500–\$1,000 stipends each semester they are enrolled full-time for up to 5 semesters after completing Early College.

**Career Pathway Entry Program** – During the summer months enroll in **on-ramp for career seekers** [[ccv.edu/workforce-career-development/career-pathway-entry-program-cpep](http://ccv.edu/workforce-career-development/career-pathway-entry-program-cpep)] to explore industries, participate in job shadows with local employers, gain college credit and an industry credential, and earn cash while you learn. Participating employers benefit from a diversified talent pipeline and skilled workers to fill roles in high-demand fields like manufacturing, healthcare, and human services

**802 Program, Free Tuition Possibility** – The **802 Opportunity Grant** [[ccv.edu/financial/tuition/](http://ccv.edu/financial/tuition/)] provides tuition- and fee-FREE college to any student in a degree program whose family income is \$75,000 or less and does not already have a bachelor's degree.

## J. WARREN & LOIS MCCLURE FOUNDATION RESOURCE

**Vermont's Most Promising Jobs – Vermont's Most Promising Jobs** [[mcclurevt.org/most-promising-jobs/](http://mcclurevt.org/most-promising-jobs/)] provides reliable information about high-demand jobs that pay well in Vermont. It is designed to be a simple, hopeful conversation starter that supports young people and job seekers to find careers in Vermont that fit their interests, values, and lifestyle.





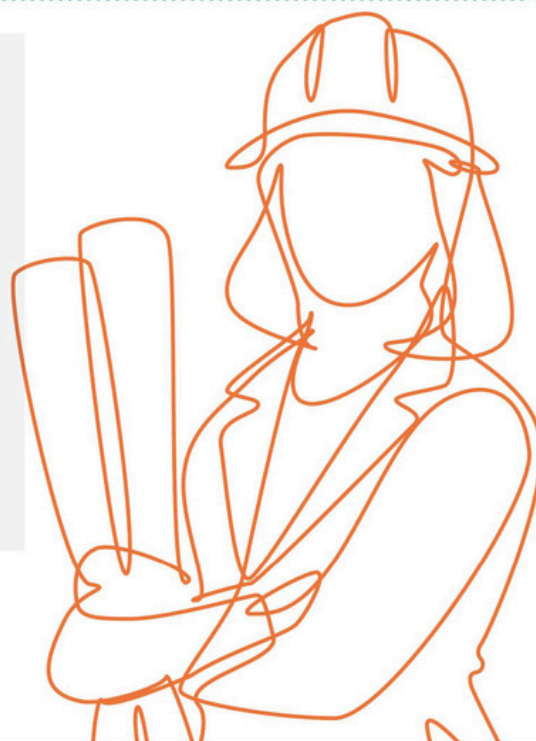


# Your career journey

So you're interested in exploring, starting, or changing a career. Congratulations! This is an exciting place to be.

You likely have a lot of questions: *How do you find the right career? How do you find a job in a new industry? How do you change your career track?*

Here is a step-by-step process that uses resources on MyFutureVT to answer these questions.



## 1 ▶ Discover your interests

The goal is to find a career that pays the bills *and* makes you happy. Work is the most enjoyable when you can focus on tasks that are interesting to you.

Interests quizzes can help you to identify the common qualities between the things that you already like to do — which can then be used to pick out career paths that match. Find one by taking the career interest profiler on MyFutureVT.

## 2 ▶ Explore careers that match your interests

Head over to our searchable career database at MyFutureVT. Filter by the interest area from your quiz results — or choose what sounds most appealing to you.

## 3 ▶ Learn more about careers

You have now narrowed your search. Time to learn about these careers. MyFutureVT's career database contains information about required skills, daily tasks, median salary, projected openings, and more.



## Next Steps ▼▼▼

Once you find some careers that interest you:

**Investigate.** There's no rush to make this decision. You can test-drive your options through job shadows, informational interviews, internships, and more.

**Prepare.** All careers require different kinds of preparation — including varying levels of education and training. Looking at job listings for the job you want can help give you a sense for what is required.

**Take the leap.** Search job boards for opportunities, create a resume and cover letter, and prepare for an interview.

**Need to break this down even more?** Visit MyFutureVT for information on how to try out different jobs, and how to prepare and apply. You can also connect to the many resources and supports that exist throughout Vermont to help guide education and job seekers. You're not alone in this!

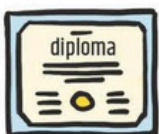
Congrats! You're taking important steps toward finding a great new career. We're proud of you.



## Your education and training journey

Thinking about post-high school education and training options can be both exciting and overwhelming.

You might have questions like: *What will I study? What kind of program do I need? What credential should I earn?* The answers to these will depend on your lifestyle and goals.



### 1 ▶ Identify your goals

*What kind of training or credential do you need to move closer to your target career?*

*How can an education or training program best fit into your life?*

You might be focused on earning a credential as quickly as possible, or pursuing a specialized career path. Or perhaps your focus is on fitting a program into your schedule and lifestyle. Think about your needs, whether they relate to work, finances, time, method of learning, or other circumstances.

### 2 ▶ Learn about pathways

MyFutureVT has everything you need to know about the education and training options available, so you can learn what works for you. Get the details and learn the difference between certificates, types of college degrees, Registered Apprenticeships, and more.

### 3 ▶ Explore programs

Explore Vermont education and training programs on MyFutureVT. Filter options by the needs you identified earlier (cost, program duration location, and more). Try out different combinations of filters until you find programs that could work for you, and then explore your options.

### 4 ▶ Try to not get overwhelmed by cost

Education can be expensive, but most students don't pay the full sticker price and there are lots of resources available. MyFutureVT has the details about all the ways to make your education journey more affordable — from grants, to loans, to scholarships, and beyond.

**Investigate.** Visit program websites and see if you can picture yourself in that program.

**Prepare.** Talk to the people close to you about your interests. Reach out to the Vermont Student Assistance Corporation (VSAC.org) for financial aid help. Speak with a program representative to learn more and visit.

**Take the leap.** Apply!

## Next Steps ▶▶▶

Once you find programs that interest you...

MyFutureVT is an initiative of  **Advance Vermont**

# THANK YOU

## Special Thanks to Our Partners in This Work

Youth Career Exploration Subcommittee of the  
Afterschool and Summer Learning Advisory Committee



Please contact [katie@vermontafterschool.org](mailto:katie@vermontafterschool.org) with any inquiries and/or to sign up for career exploration professional development offerings!



To learn more about Vermont Afterschool, please visit [vermontafterschool.org/](http://vermontafterschool.org/).

