

# Career Exploration Curriculum Resource

By Transfr

## Quick Reference: Lesson Topics

*\*Note: Each Day in this Guide links to its corresponding Lesson at a Glance*

Learning Plan
<b>Career Awareness (CA):</b> By developing a basic understanding of various careers, students can make a plan for their WBL journey and career pathway. The first two weeks of instruction focus on the career awareness piece of the WBL continuum.

### Week 1: Establishing Foundations

- [Day 1: Introduction to Career Awareness](#)
  - Students are introduced to career awareness and explore why it's important for middle and high school students to become career aware. Students begin building the skills they need to plan their future.
- [Day 2: Introduction to Portfolios](#)
  - Students are introduced to portfolios as a tool for self-reflection and showcasing their learning. They will set up a portfolio and complete a practice reflection activity as a model portfolio artifact. The class will begin work on the *My Career Sphere* interview project, which is due at the end of Lesson 5.
- [Day 3: Introduction to Transfr](#)
  - Students are introduced to the station model (that is recommended for this class). They are also introduced to the Transfr headset (either Oculus (Quest 2) or Pico) via video. They will take notes using a Guided Notes handout, following along with the teacher's slideshow and headset video. They will be able to practice the station rotations and play their first simulation in Lesson 4.
- [Day 4: Station Rotations \(Goals, My Career Sphere, and Simulations\)](#)
  - Students participate in their first Station Rotation activity series, where they complete a teacher-led goal setting exercise, work independently on their Career Sphere art project, and complete their first Transfr Career Exploration sims.
- [Day 5: Station Rotations and Vision Board](#)
  - Students will complete their first Station Rotation activity series, completing a teacher-led goal setting exercise, working independently to complete their Career Sphere art project, and playing their first Transfr Career Exploration simulation. After finishing the rotations, students create a SMART goal aligned vision board.

### Week 2: Exploring Career Clusters

- [Day 6: Self Assessment](#)
  - Students begin the process of translating skills, values, and interests into a career option by exploring career clusters. They rotate through three station experiences: presenting their Me In 10 Years vision boards in small groups, completing the Which Careers Could Be For Me? personal inventory, and exploring and reflecting on a career through a Transfr sim and sim reflection form.
- [Day 7: Introduction to Career Clusters](#)
  - Students begin the process of translating skills, values, and interests into a career option by exploring career clusters. They rotate through three station experiences: presenting their Me In 10 Years vision boards in small groups, completing the Which Careers Could Be For Me? personal inventory, and exploring and reflecting on a career through a Transfr sim and sim reflection form.

- [Day 8: Career Cluster Investigation](#)
  - Students continue to build awareness of their career options by exploring career clusters in more depth. By matching the suggested careers from their interest inventory to career clusters, they will begin to investigate a wider range of options for their future.
- [Day 9: Introduction to Pathways](#)
  - Students will be introduced to career pathways and continue to investigate career clusters, with a goal to select their top 3 career clusters of interest. They will also explore and reflect on a career through a Transfr sim and reflection form.
- [Day 10: My Top 3 Career Clusters](#)
  - Students will continue to investigate career clusters and pathways with a goal to select their top 3 career clusters of interest. They will also explore and reflect on a career through a Transfr sim and reflection form.

**Career Exploration (CE):** The purpose of this stage aims to support students in understanding their interests, strengths, and preferences while also motivating them to make informed career pathway choices in high school and beyond. The following weeks pertain to this piece of the WBL continuum.

### Week 3: Exploring Career Clusters

- [Day 11: Types of Jobs](#)
  - Students will analyze their interest data to find careers that match their RIASEC profiles, initiating their journey into career exploration.
- [Day 12: Career Research](#)
  - Students will start investigating specific careers in more depth. They will explore labor market information and education and skills required for their chosen careers. They will explore a career with a Transfr sim and reflection form.
- [Day 13: Career Research Continued](#)
  - Students will continue investigating specific careers in more depth. They will explore labor market information as well as education and skills required for their chosen careers. They will also explore and reflect on a career through a Transfr sim and reflection form. Then they will reflect on the information they learned about each career to rank them from their least favorite to their most favorite out of 6 careers.
- [Day 14: Career Decision Tree](#)
  - Students will continue the process of narrowing down their career options by examining how their Top 6 Careers align with their values and interests. They will also explore and reflect on a career through a Transfr sim and reflection form.
- [Day 15: My Top 3 Careers](#)
  - Students will continue the process of narrowing down their career options by examining how their Top 6 Careers align with their values and interests. They will also explore and reflect on a career through a Transfr sim and reflection form. By the end of class, they will narrow their list of 6 to their Top 3 career options.

### Week 4: Career Planning

- [Day 16: Education Option Discovery](#)
  - Students will learn the different types of postsecondary education available as they become aware of the education and training needed to achieve certain careers. They will research what education and

training is needed for their top 3 careers from high school courses through post secondary. They will also explore a career by playing a VR simulation.

- [Day 17: Education Pathways Exploration](#)



- Students will continue to research what education and training is needed for their top 3 careers from high school courses through post secondary. They will also explore and reflect on a career through a Transfr sim and reflection form.

- [Day 18: Me Now. Me in the Future](#)

- Students will choose their top career choice. They will analyze the education and training research for their chosen career, and develop a pathway that details the preparation required to prepare for that future role.

- [Day 19: My Career](#)



- Students will write a new SMART goal with a focus on steps they can take toward their chosen career by the end of high school. They will present their Career Pathway in small groups to share how they envision getting a job in their career. They will create a vision board as a way to creatively express their thoughts about their chosen career. Students will continue to explore careers through playing and reflecting on VR simulations.

- [Day 20: My Career Vision](#)



- Students will present their Career Pathway in small groups to share how they envision getting a job in their career. They will create a vision board as a way to creatively express their thoughts about their chosen career. Students will continue to explore careers through playing and reflecting on VR simulations.

## Week 5: Day in the Life

- [Day 21: My Life in My Career](#)



- Students begin exploring how their career choice will impact their lifestyle options as adults. After working as a class to create a sample budget, each student will use the salary for their chosen career to make an imaginary budget. Students will also complete an activity to learn about professional dress for different careers. They will also explore and reflect on a career through a Transfr sim and reflection form.

- [Day 22: My Life in My Career \(Continued\)](#)



- Students continue exploring how their career choice will impact their lifestyle options as adults. In stations, students will use the salary for their chosen career to make an imaginary budget. Students will also complete an activity to learn about professional dress for different careers. They will also explore and reflect on a career through a Transfr sim and reflection form.

- [Day 23: Me as a Candidate](#)



- Students will learn what a resume is and the parts that make up a good resume. They will analyze the skills, experience, and achievements they have that can contribute to their resume.

- [Day 24: What Job Is for Me?](#)

- Students will create a resume that communicates the skills and achievements they already possess. They will learn how to search for a job and read a job posting, looking for key parts listed on job postings. Students will fill out a sample job application. Students continue to explore careers by completing and reflecting on VR simulations.

- [Day 25: What Job is for Me? \(Continued\)](#)



- Students will continue the station work from the last class. They will create a resume that communicates the skills and achievements they already possess. Students will fill out a sample job application. Students continue to explore careers by completing and reflecting on VR simulations.

## Week 6: Employability Skills

- [Day 26: Presenting Myself as a Professional](#)
  - Students will be introduced to what professional language is and how and when they should use it. They will answer common interview questions using professional language, preparing for mock interviews later in the week. Students will continue to explore careers through playing and reflecting on VR simulations.
- [Day 27: Preparing for the Interview](#)
  - Students continue to practice professional language. They will answer common interview questions using professional language, preparing for mock interviews later in the week. Students will continue to explore careers through playing and reflecting on VR simulations.
- [Day 28: Interviewing for the Job](#)
  - Students will participate in mock interviews asking and answering common interview questions using professional language. They will also graph their career exploration data that they've been collecting throughout the unit. Students will continue to explore careers through playing and reflecting on VR simulations.
- [Day 29: Portfolio Preparation](#)
  - Students will participate in mock interviews, asking and answering common interview questions using professional language, and will complete their final VR simulations for the unit. Students will prepare their final Career Exploration Learner Portfolio.
- [Day 30: My Career Journey Portfolio Presentation](#)
  - Students celebrate their personal growth in career readiness skills by sharing their Career Exploration Learner Portfolio in a Portfolio Presentation.

## Week 7 & 8: Work-Based Learning Extension Experiences (*Found in the Instructional Guide*)

- **Career Fair**
  - Students are afforded the opportunity to explore the industries and careers in their area while practicing their networking skills. They are also able to gather information that can help them make more informed career pathway decisions.
    - **Career Fair Extension Activity Resources**
      - [Coordinator Career Fair Checklist](#)
      - [Employer Engagement Resource](#)
      - [Instructor Career Fair Tip Sheet](#)
      - Guest Speaker Student Activities:
        - [Career Fair: Career Passport Activity Guide](#)
        - [Career Fair: Student Post-Experience Reflection Activity](#)
- **Guest Speaker(s)**
  - Help students connect theoretical learning with practical applications within a workplace. After students have completed Transfr simulations in a specific career field, instructors can invite professionals from that career field to talk about their experiences, educational path, career insight, and more.
    - **Guest Speaker Extension Activity Resources**
      - [Coordinator Guest Speaker Checklist](#)
      - [Guest Speaker Engagement Resource](#)
      - [Instructor Guest Speaker Tip Sheet](#)
      - Guest Speaker Student Activities:
        - [Guest Speaker: Preparation Research Activity](#)
        - [Guest Speaker: Guided Notes Template](#)

- [Guest Speaker: Student Post-Experience Reflection Activity](#)
- **Workplace Tour(s)**
  - After students have completed Transfr simulations in a specific career field, instructors can arrange to take students to a relevant workplace in the area. Workplace tours can increase student understanding of careers in various industries via in-person exposure to careers.
    - **Workplace Tours Extension Activity Resources**
      - [Coordinator Workplace Tour Checklist](#)
      - [Instructor Workplace Tour Tip Sheet](#)
      - Workplace Tours Student Activities:
        - [Workplace Tour: Preparation Research Activity](#)
        - [Workplace Tour: Learner Checklist Template](#)
        - [Workplace Tour: Student Post-Experience Reflection Activity](#)
- **Job Shadow**
  - After students have completed their Career Exploration curriculum, instructors can arrange for students to observe industry professionals in the industries of interest and gain insight into the day-to-day tasks and responsibilities of the job.
    - **Steps:**
      1. Identify and [engage with local businesses](#) willing to participate.
      2. Complete a [Partnership Agreement](#) with scope of experience and expectations.
      3. Assign students based on their field of interest.
      4. Secure necessary permissions.
      5. Conduct a debrief session with the students after the shadowing experience.
      6. Allow students time to complete their portfolio and [experience journal](#).
- **Portfolio Presentations**
  - Upon completion of the portfolio, students can be assessed for the presentation of their portfolio in a showcase that reflects their personal styles and preferences for presentations.
  - Suggested [Learner Portfolio Presentation Rubrics](#)