

## **Career Explorations Lesson Plan**

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Date of Workshop: 4/17/16

Activity: Career Exploration; Holland's SDS Assessment

Population: STAR Student Athletes

### **ASCA Mindsets & Behaviors:**

2 (7) Identify long- and short-term academic, career and social/emotional goals

2 (9) Gather evidence and consider multiple perspectives to make informed decisions

### **Learning Objectives:**

SAWBAT:

1. Identify family, friends, and other environmental influences that shape their career decisions
2. Identify values and interests most important to them
3. Explore career clusters most aligned with those values and interests

### **Materials:**

1. Career Exploration Powerpoint presentation
2. Career Explorations Handout
3. Holland's SDS assessment
4. Exit Survey

### **Procedure:**

1. In the introduction, ask student athletes to reflect on these questions: What kinds of jobs or majors do you think are acceptable? Why do think these things? What messages have you received about work, money, success, how to be a good person, and advice that has stuck with you? How has that influenced who you are?
2. Explain what a genogram is: how do you create one? Why is it important?
3. Show athletes the sample genogram and ask: What influences do you think led to Heather becoming a teacher and counselor? What messages do you think she received about money, success, and how to be a good person? What else would be helpful to know that we don't see here?
4. On the second part of the Career Explorations Worksheet, there are two options for student athletes to choose from (Major and Career Influences or Values Surrounding Career). They should select one option, write their responses, and then share their thoughts with a partner.
5. We will then begin to talk about Holland's SDS assessment. Discuss where it is from, why the athletes are taking it, what they will learn, and how they will use it. Explain that

they should take their time on the assessment as it should take 15-20 minutes (if not longer) for them to complete it.

6. Distribute Assessment
7. After they complete the assessment, the athletes will have an opportunity to reflect how they felt about their results on the Career Explorations Worksheet.
8. After they reflect on their results, the athletes can share their results with a partner if they choose to do so.
9. After everyone finishes the assessment, the leaders will move into a discussion about career clusters. We will explain Holland's RIASEC model and what each "code" stands for. We will then discuss the different careers that might align with each code or personality type.
10. The leader will direct the student athlete's attention to the second page of the Career Explorations handout where it provides a brief description of each code in RIASEC along with possible career options for each type.
11. To close, the leaders will ask the following questions: What careers are you most oriented to? Did this surprise you? Why or why not? What should push us into career paths? We will then encourage athletes to visit (University Career Services) UCS or talk to their advisor about different career options.

#### **Plan For Evaluation:**

##### **1) Process Data**

- 15-40 UVA student athletes
- Members of the STAR tutoring program

##### **2) Perception Data**

- Introductory discussion/reflection on students' perceptions of acceptable majors and careers
- Pre-assessment discussion/reflection of influences in career decision making
- Pre-assessment discussion/reflection of messages and advice received about majors and careers
- Post-assessment identification of career clusters and potential career choices

##### **3) Outcome Data**

- Each student will be able to identify career(s) for which their values and interests are suited and identify the classification for that career

#### **Follow Up**

- 1) Provide students athletes with an exit survey about what they learned during the workshop. We will ask for positive and constructive feedback.