



UpperCampus
Career Playbook

MODULE 3:
FUTURE PLANNING
High School Edition



In these unprecedented and challenging times, educators are being asked to navigate uncertainty like never before. UpperCampus is a career-tech platform that reimagines employer branding, recruiting & talent acquisition, making it easier than ever to establish quality connections with students & candidates. The goal is to help students find fulfilling careers and enable schools and employers to more effectively support and be part of that exploration journey.

We designed the Playbook with the goal of bringing clarity, creativity, and fun to the career exploration process. We have divided our activities into three separate learning modules: **Self Discovery**, **Career Exploration**, and **Future Planning**. The modules work together to help students identify what they are passionate about, the career paths that apply to those passions, and the steps they can take next to turn dream jobs into reality.

There are many questions that do not seem to have answers these days. We want students to know that *"What career path is right for me?"* and *"How do I make my dream job a reality?"* are not among them. The answers to those questions are within the student waiting to be discovered! The UpperCampus Playbook will help them do that and will enable counselors to guide their students towards making those plans a reality.

Welcome to the Playbook. Let's get started!

—The UpperCampus Team

Using Playbook with the UpperCampus App & Web Application

The Playbook activities utilize UpperCampus' unique functionality and custom content to make career exploration and discovery an enjoyable and rewarding experience.

Students can access UpperCampus Explore on their desktop by visiting explore.uppercampus.com

Students can access UpperCampus Explore on their mobile device by downloading from their app store:



<http://appstore.uppercampus.com>



<http://playstore.uppercampus.com>

Support

If you have any questions please contact our support team at support@uppercampus.com or visit us at uppercampus.com for more information.

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3.1: Preparing for Your Dream Career

Background:

The purpose of the following exercises is to educate students on how to best prepare for careers of interest. The following exercises will help build a foundation for students to create a plan of action as they begin to make important educational or career-related decisions.

Target students:

- Students who are later in their academic careers or career exploration journeys (typically Junior-Senior level students)

Possible Use Cases:

All of the Playbook activities are flexible. They can be distributed as in-class or remote exercises, as homework assignments, as extra credit, or as preparation for advising sessions. The possibilities are endless!

Lessons:

1. Exploring Majors
2. Exploring Education Requirements
3. Exploring Colleges
4. Exploring Trade and Vocational Schools
5. Developing Skills
6. Setting Goals

Lesson 1: Exploring Majors

Background:

This exercise is designed to help students explore the different majors they could choose at the postsecondary level and the career paths and career opportunities related to different majors.

Modes of delivery:

Duration: 20-25 minutes

- Virtual/remote exercise
- Classroom exercise
- Take-home exercise
- Advising preparation

Possible Use Cases:

- A student intends to attend college but is unsure what to major in
- A student is unsure of what majors exist
- A student is unsure how different majors relate to career possibilities

Lesson 1: Exploring Majors

Student Instructions:

Many students hold the preconceived notion that when they choose a major, they choose the career that they will have for the rest of their lives. While this can be true for a small number of majors, the fact of the matter is that you are never stuck in one career forever. All majors will give you opportunities to learn transferable skills that employers look for. When thinking about what you want to major in, you may not be 100% sure what perfect major for you might be. This is normal! While you think through this exercise, consider what interests and excites you, what you would enjoy learning about, and what could give you viable employment opportunities after graduation.

Exercise:

1. List three fields you're considering majoring in
2. Using UpperCampus, identify five careers that each major may qualify you for and list them in order from most-interested to least-interested
3. Explore posts related to each career and identify one post per career you list. Provide the title of the post for each.

The chart on the following page is provided for your convenience.

	Field #1: <i>Ex. Marketing</i>	Field #2: Biology	Field #3: Accounting
Career #1 (most interested)	<i>Ex. Marketing Manager</i>	<i>Ex. Marine Biologist</i>	<i>Ex. Auditor</i>
<i>Post Title</i>	<i>Ex. Exploring Marketing at P&G</i>	<i>Ex. Protecting the Ocean as a Marine Biologist</i>	<i>Ex. The Skills of Disney's Audit Team</i>
Career #2			
<i>Post Title</i>			
Career #3			
<i>Post Title</i>			
Career #4			
<i>Post Title</i>			
Career #5 (least interested)			
<i>Post Title</i>			

Lesson 2: Exploring Education Requirements

Background:

The goal of this exercise is to inform students of the education requirements of career paths that interest them. Students will be able to make educated decisions regarding what majors they want to pursue after considering their willingness to complete the desired education requirements of certain careers.

Modes of delivery:

Duration: 15-20 minutes

- Virtual/remote exercise
- Classroom exercise
- Take-home exercise
- Advising preparation

Possible Use Cases:

- A student has expressed interest in a particular career path and needs to learn more about the education requirements
- A student has expressed interest in a major but is having a hard time deciding what career path they want to pursue with that major
- A student is unsure of the benefits of earning a college, master's, or doctorate degree

Lesson 2: Exploring Education Requirements

Student Instructions:

It's common for students to choose a major with only a vague idea of what they want to do with that major in mind. Common as it may be, this thought process can be problematic later on. Under this train of thought, students don't often consider the potential postgraduate education that may be necessary for a fruitful and lasting career in their chosen field, which could leave them in emotional and financial stress upon graduation. It's important to understand education requirements early on in the career exploration process to make educated decisions when choosing a major or degree path.

Let's consider the field of psychology. Many students take a psychology course in high school or watch *Mindhunter* on Netflix and become fascinated by the idea of being a professional psychologist. While psychology is most certainly a fascinating and rewarding career path, many students choose to pursue a degree in psychology without realizing a graduate degree is paramount for success.

If spending additional years in the classroom isn't the right choice for you, then it's important to understand that early on and make adjustments accordingly. Maybe you decide to choose another major, or you pair your psychology degree with a minor like marketing and begin exploring careers in business. The purpose of this exercise is to become informed on the education requirements of careers that interest you so that you don't accidentally limit your postgraduate opportunities.

Exercise:

1. List up to 3 fields you are interested in, and at least 3 career paths that are associated with each of those fields. This may push you to do a little research depending on how far along you are in your career exploration process.

Below are some examples to get you started:

Law: Lawyer, Paralegal, Politician; Medicine: Doctor, Physician Assistant, Nurse Practitioner; Psychology: Psychologist, HR Associate, Advertising Agent; Writing: Journalist, Copywriter, Content Marketer

Answer the following for each career you listed:

- a. What is the minimum required education level? (GED, Trade School, Bachelor's, Master's, Doctorate)

- b. Would I need to pursue higher education beyond a bachelor's degree before starting in this career? (ex: lawyer, doctor, physician assistant)
 - c. Would I be able to go to work immediately and consider graduate school later on to advance? (ex: business)
 - d. Are there any other degrees I can get while pursuing my bachelor's (a minor, a second major) that would allow me to stand out or give me an advantage come graduation?
2. How long are you willing and/or able to go to school?
 - a. In what scenario would you consider continuing your education after receiving your bachelor's degree? (ex: I would need to work for a few years before pursuing another degree)

Lesson 3: Developing Skills

Background:

The goal of this exercise is to help students discover the skills and knowledge that will best prepare them for their desired career paths and begin to plan for how they'll go about pursuing the development of the skills.

Target Students:

- Junior-senior level high school students

Mode of delivery:

- Virtual/remote exercise
- Classroom exercise
- Take-home exercise
- Advising preparation

Duration:

20-25 minutes

Possible Use Cases:

- A student isn't aware of the skills or knowledge that are necessary to possess in their career interest areas.
- A student knows what he/she wants to do but is unsure of how they can best prepare themselves for success in the field.
- A student is eager to begin learning new knowledge or acquiring skills related to their career interest areas.

Lesson 3: Developing Skills

Student Instructions:

It's been said that one's true education happens outside of the classroom. This is especially true for students who are approaching transitions, whether that transition is from high school to college or from college to career. Whether you're a junior in college or a sophomore in high school, it's a great idea to begin thinking about the skills that are crucial to develop to increase your chances of landing your dream career.

Your high school and college courses will certainly help you acquire the knowledge and skills necessary to succeed in your career. However, it's what you do outside the classroom that can make a huge difference in your ability to set yourself apart from your peers when attempting to land your first career. The goal of this exercise is to get you to think about how you can spend your time outside of class to further develop and hone your skills and best prepare you for future success.

Exercise:

1. Choose at least three careers that you're interested in pursuing and explore content related to each career on UpperCampus.
Examples: Watch videos you've saved, watch new videos related to each career, or explore content on the career profile such as work activities or additional reading.
2. List and describe three skills or knowledge you currently possess that relate to each career of interest. Also, provide examples of how you can continue to build and hone your skills.
Tip: It may be helpful to complete the Identifying Your Skills exercise in the Self Discovery Module
3. List and describe at least three skills or knowledge that you don't currently possess that relate to each career. This may require some additional exploration outside of UpperCampus.
Tip: Feel free to utilize the example table on the next page to create your list.
4. Refer to your list from question 3; list and describe how you plan to acquire the skills or knowledge you don't currently possess.
Examples: List books you can read to acquire new knowledge, internships, job shadows, ancillary courses you can take, certifications you can earn, youtube channels that help inform you on the subject matter, etc.

Example:

Related Career	Skill/ Knowledge	Description	Plan
1. Ex. Graphic Designer	Ex. Adobe Illustrator	Ex. Ability to effectively use Adobe illustrator to create graphics, flyers, marketing materials, etc.	Ex, Become an Adobe certified associate in graphic design and illustration. Educate myself by watching YouTube videos and by trial/error.
2.			
3.			

Snap a pic of your plan/goals and add it to your Blueprint for future reference!.

Feeling inspired? Keep going!

Activities to do next:

Future Planning Module

Lesson 6: Setting Goals

Lesson 4: Setting Goals

Background:

This exercise is designed to help students set goals and implement practices that will help to achieve them in their daily lives. Students will take a unique approach to the traditional method of goal-setting that will also improve their time management skills.

Modes of delivery:

- Virtual/remote exercise
- Take-home exercise
- Student-Counselor exercise
- Student-Parent Exercise

Duration: 30+ minutes

Possible Use Cases:

- A student is having a difficult time setting realistic and attainable goals
- A student has goals they want to achieve, but they are unsure how to achieve them
- A student is looking to create attainable goals but is worried about maintaining a healthy and realistic balance in their daily lives.

Class Discussion Questions:

- A student isn't aware of the skills or knowledge that are necessary to possess in their career interest areas.
- A student knows what they want to do but is unsure of how they can best prepare themselves for success in the field.
- A student is eager to begin learning new knowledge or acquiring skills related to their career interest areas.

Required Materials:

- Either access to a Word Doc or Pencil/paper, depending on student or teacher preference.
- A personal planner or calendar

Lesson 4: Setting Goals

Student Instructions:

Goal setting can be an intimidating and overwhelming process. When we think of goal-setting exercises, we imagine writing down a goal we hope to achieve someday on a piece of paper, and... well, the process can sometimes end there. We then walk away feeling discouraged because we have no idea where to start to achieve this goal.

At UpperCampus, we believe that when it comes to goal setting, Mark Twain said it best: **“The secret of getting ahead is getting started. The secret of getting started is breaking all of your complex, overwhelming tasks into small, manageable tasks, and then starting with the first one.”** By breaking down your goals into smaller, manageable, daily practices and implementing them into your daily routine, you'll create habits that put your goals in reach.

Goals can be broken down into two general categories: long-term and short-term. Long-term goals are usually goals that will take longer to achieve and are more “big picture”. Examples include getting into a certain college or landing a specific internship or job. Short term goals are the stepping stones that will lead you to these big goals. For example, if your long-term goal is to get into a specific college, your short term goals will be to reach certain test scores, maintain a certain GPA, or maintain a healthy balance of extracurricular activities.

In this exercise, you will break down a long term goal by setting smaller, short-term goals, and make an ordered list of what tasks you will need to implement into your daily routine to achieve them.

Exercise:

1. Take out your planner or calendar that you use to keep track of your daily tasks. If you do not use a personal planner or calendar, *now is the time to start*.
2. Write down what your typical week looks like, being as specific or general as you'd like. Put your planner to the side for now.

3. Pull out a sheet of paper or open a word document and identify two long-term goals, one that is academic and one that is personal. Make a T chart with a goal on either side of the chart.
 Example Goals: going to a certain college; achieving an academic honor like Dean's List or Cum Laude; becoming more involved at school; finding a career path that interests you; deciding on a specific college major or field of interest; achieving something in athletics whether it be running a certain time or securing a starting spot; being more present in your day-to-day life; becoming an active listener; eliminating procrastination habits, etc.
4. Think about what the so-called "requirements" are to achieve these goals. Write them down in the appropriate column, leaving space to write below each. These are your short-term goals.
Tip: Sometimes it's difficult to identify "requirements" for personal goals. Take "Becoming more present" for example. It helps to instead ask yourself, "when I think about someone who is present, what qualities do they have or activities do they do to be this way?"
5. Looking at your short-term goals, think about what you need to do to achieve them. This might involve identifying your weaknesses. Write them down under your short term goals, drawing arrows between if you prefer.
6. Below that, identify at least one thing you can do at least once a week to improve and meet these requirements.
Tip: Be honest with yourself and be as realistic as possible when writing down the changes you plan to implement into your daily routine. This is key in achieving goals because we often decide we are going to make drastic changes to our daily lives but they do not turn out to be sustainable, leaving you feeling burned out quickly
7. Take out your calendar or planner again and looking at your weekly schedule, adjust it, and fill in some of your spare time with the weekly tasks you've identified.

Example:

Academic Goal: Graduate Cum Laude	Personal Goal: Be More Present in my Daily Life
Maintain a 3.8 GPA → My current GPA is 3.7. To graduate with a 3.8 two years from now, I have to bring up my grades in Spanish and Science, my weakest subjects. ◆ <u>Spend an additional 2 hours per week studying Spanish and an additional 1 hour on Science</u>	Eliminate Distractions → Cut one hour of social media time per day ◆ <u>Set daily time limits for certain apps on your phone.</u> ◆ <u>Limit amount of TV/Streaming per week</u>

	<p>Journal</p> <ul style="list-style-type: none"> → I know I won't have the discipline to write full journal entries to begin with... <ul style="list-style-type: none"> ◆ <u>At the end of each day, write 1-3 sentences in the "Notes" section of my phone about the high and low of my day, write weekly intentions</u>
	<p>Meditate</p> <ul style="list-style-type: none"> → I've never done this before, and the idea of doing so intimidates me... <ul style="list-style-type: none"> ◆ <u>Download an app like Calm or Headspace and try out the short, 5 minute meditations before going to bed a few nights a week.</u>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Weekend Homework, typically 3 hours</p> <p>1 hour of extra Spanish review</p> <p>High/Low of the day Intentions for the next week</p>	<p>School 8:30-3:30 Practice 4-5:30 Dinner at 6 Homework from 7-9:00 TV until 10:30</p> <p>High/Low of day, Bedtime Meditation</p>	<p>School 8:30-3:30, Practice 4-5:30 Dinner at 6 Homework from 7-9:00 TV until 10:30 Review Spanish for 30 extra minutes High/Low of day Bedtime meditation</p>	<p>School 8:30-3:30, Practice 4-5:30 Dinner at 6 Homework from 7-9:00 TV until 10:30 Review Science for 1 extra hour High/Low of day Bedtime meditation</p>	<p>School 8:30-3:30, Practice 4-5:30 Dinner at 6 Homework from 7-9:00 TV until 10:30 Review Spanish for 30 extra minutes High/Low of day Bedtime Meditation</p>	<p>School 8:30-3:30, Practice 4-5:30 Dinner with friends</p> <p>High/Low of the day</p>	<p>Practice 9:30-11</p> <p>High/Low of the day</p>

The most important and often the hardest part of goal setting is **trusting the process**. Sometimes curveballs are thrown our way or things don't turn out the way we plan them to. When this happens it's easy to want to throw in the towel and let yourself believe that all the hard work and time you put in was a waste. In these moments, you must trust that all the work you've done, all the short-term goals you crushed so far, are going to pay off. They may not pay off in the ways you thought they would, but remember that hard work is rarely a waste of time, and even if the result is different than you anticipated, it's the result that is right for you. **Trust the timing of your life.**

Feedback

UpperCampus Playbook is designed for *you*. Therefore, your feedback is important to us. Our Academic Advisory Council is in place to accurately assess the value of our activities in an academic setting. In addition to this, we ask that you send us any feedback, thoughts, ideas, and/or questions you may have for Playbook.

To get in touch, please email us at support@uppercampus.com.