

# My Dream Career Practitioner Overview



# My Dream Career

## Workbook titles in this series include:

### My Dream Career

Examining My Online Identity and Digital Media Use

How I Communicate in Different Places

My Role Models



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# Examining My Dream Career

## Practitioner Overview

This module focuses on helping learners identify their dream career. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 12 task-based activities and is divided into five sections.

1. Overview and Introduction to My Dream Career
2. Barriers to Employment
3. Career Research
4. Career Research Extension
5. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding
- basic Internet search skills
- word processing software skills
- presentation software skills (extension activity only)



Learning Objectives	Materials Needed
<p>The learning objectives are to</p> <ul style="list-style-type: none"> <li>• understand the difference between a job and a career</li> <li>• identify current skills and knowledge</li> <li>• identify the requirements of a dream career</li> <li>• understand barriers to employment</li> <li>• learn more about a dream career</li> </ul>	<p>The materials needed, are</p> <ul style="list-style-type: none"> <li>• Learner Workbooks for each learner</li> <li>• notes or PowerPoint on barriers to employment (see Appendix A)</li> <li>• Internet access</li> <li>• word processing software</li> <li>• presentation software</li> <li>• class blog or wiki</li> </ul>



The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction**.

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 3-4 hours.



Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
<p><b>1</b> Complete the “Before” section of the self-assessment to determine your current skill level</p>	<p>a. Explain to the learners that in this module, they will be thinking and talking about dream careers.</p> <p>b. Review the learning outcomes with them.</p> <p>c. Explain that the module will start and end with a self-assessment.</p> <p>d. Have the learners complete the “Before” section of the self-assessment.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>
<p><b>2</b> Discuss in a group, prior employment and the difference between a job and a career</p>	<p>a. Open the module with a prior knowledge discussion.</p> <p>b. Use the questions listed in Task #2, to help lead the discussion.</p> <p>c. Have the learners share what types of work they have done in the past.</p> <p>d. If they haven’t had paid employment, discuss what types of things they have done that might be similar to work, such as volunteering, having regular duties in the home, etc.</p> <p>e. Record the responses (e.g., on a white board/flip chart/smart board).</p> <p>f. Ask the learners to discuss the difference between a job and a career.</p> <p>g. Use the provided definitions to help learners understand the difference.</p>	<p>B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions</p> <p>Level: Beginner-Intermediate</p>

“EL” refers to employment link.

“LR” refers to learner reflection.

3	Brainstorm and record a list of skills required for your dream career	<p>a. Ask the learners to think about what their dream careers would be.</p> <p>b. Have the learners brainstorm the types of skills that they think they will need to have for their dream careers.</p> <p>c. Record their ideas on the sheet provided.</p> <p>d. Complete the brainstorming activity.</p> <p>e. Ask each group to share their dream careers with the group.</p>	B2.1 Write brief texts to convey simple ideas and factual information  Level: Beginner
EL			
4	Find and complete an online career quiz to determine suitable careers	<p>Discuss how the completed activities are linked to employment.</p> <p>a. Explain to the learners that before they make a career choice, they should really learn about themselves and what they are good at.</p> <p>b. Explain that interests, values and skills can make some careers more suitable than others.</p> <p>c. Explain that online self-assessment career quizzes or tests can help them find suitable careers. There are many free quizzes or tests available.</p> <p>d. Have learners search for tests online and complete a variety of tests to see what different areas or careers are identified.</p> <p>e. It might be helpful to find a few quizzes that are relevant for the clients you are working with, prior to having them complete this activity. If they have trouble finding appropriate quizzes, then you can share your suggestions.</p> <p><b>Suggested link:</b>  <a href="http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/program/wizard.html">www.tcu.gov.on.ca/eng/postsecondary/careerplanning/program/wizard.html</a></p>	D2 Perform well-defined, multi-step digital technology tasks  Level: Intermediate



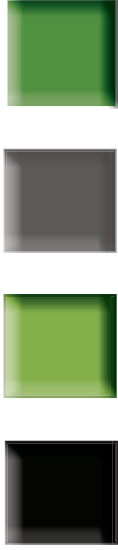


<b>EL</b>		Discuss how the completed activities are linked to employment.	
<b>5</b>	Listen to a presentation to learn about barriers to employment	<p>a. Introduce the concept of barriers.</p> <p>b. Use the provided presentation or your own materials.</p> <p>c. Explain that barriers could include a lack of hard skills and education, a lack of soft skills, labour market conditions, past actions or circumstances.</p> <p>Note: The learners will need to have the information from the presentation prior to attempting the activity.</p>	<p>A3 Extract information from films, broadcasts and presentations</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>Level: Beginner</p>
<b>6</b>	Read a case study to identify barriers to employment	<p>a. Have the learners choose a partner or assign partners for the activity.</p> <p>b. Give the learners time to read the case study and to ask questions about it.</p> <p>c. Ask the learners to determine what barriers the person in the case study might have in pursuing his dream career.</p> <p>d. Record their answers in the space provided.</p>	<p>A1.2 Read texts to locate and connect ideas and information</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>Level: Beginner-Intermediate</p>
<b>7</b>	Identify and record your barriers to employment	<p>a. Allow learners to complete this activity on their own. They may feel uncomfortable “sharing” their barriers with the group.</p> <p>b. Check in with learners individually to help them identify ways to address barriers.</p>	<p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>E.2 Set realistic goals, begin to use limited learning strategies, and monitor own learning</p> <p>Level: Beginner-Intermediate</p>

<b>8</b>	Learn about informational interviews by watching videos	<p>a. Introduce learners to informational interviews.</p> <p>b. Explain that an informational interview can be a great way to understand an occupation. It allows them to get some first-hand information from someone who is in the occupation.</p> <p>c. Show videos to the learners to help them understand what an informational interview is.</p>	A3 Extract information from films, broadcasts and presentations Level: Beginner
<b>9</b>	Review steps and questions for an informational interview Prepare a set of questions	<p>a. Review with the learners, the steps of an informational interview.</p> <p>b. Have the learners brainstorm a list of questions that they would ask in an informational interview.</p>	<p>A1.3 Read longer texts to connect, evaluate, and integrate ideas and information</p> <p>B3.2 Create simple documents to sort, display and organize information</p> <p>Level: Intermediate-Advanced</p>
<b>10</b>	Conduct an informational interview	<p>a. Discuss how learners could find someone in the community who is already working at his/her dream job. For example, other learners may know someone. They could consult the phone book or look in a local newspaper. They could search online for someone.</p> <p>b. If it is not feasible for learners to conduct actual informational interviews, have them pair up and do a practice informational interview using the information they know about a current job or their dream career.</p>	<p>B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics</p> <p>F Engage with others- collaboration</p> <p>Level: Advanced</p>







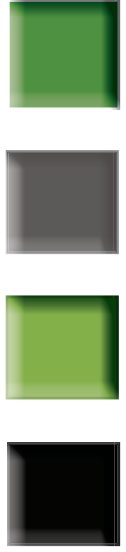
<b>11</b>	Career research project-short report or presentation	<p>a. Depending on the current ability of the learners, this activity can be introduced.</p> <p>b. For learners who are unable to conduct an Internet search of this scope on their own, the task can be modified as required. For example, the activity could also be done in pairs, matching a learner who can complete the task independently with one who requires support.</p>	<p>A1.2 Read texts to locate and connect ideas and information</p> <p>B2.2 Write texts to explain and describe information and ideas</p> <p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>
<b>EL</b>		Discuss how the completed activities are linked to employment.	
<b>LR</b>	Reflect on your learning	<p>a. Choose a method for learners to reflect on what they have learned in the module.</p> <p>b. Set up a class-based wiki, blog, etc. for use.</p> <p>c. See the Practitioner Introduction for guidance.</p> <p>d. Encourage learners to answer the provided reflection questions.</p>	<p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>
<b>12</b>	Wrap-up discussion and completion of post self-assessment	<p>a. Have learners complete their reflections</p> <p>b. Bring them back together as a group.</p> <p>c. Discuss what they have learned throughout the process.</p> <p>d. Remind them of the employment connection for all of the task-based activities they completed during the module.</p> <p>e. Have the learners complete the “After” section of the self-assessment.</p> <p>f. Discuss whether they feel their skills have improved.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>

## Appendix A

# Barriers to Employment

## What are Barriers to Employment?

- Barriers are things that prevent you from being able to get or keep a job
- There are many different things that can be barriers to employment



## Barriers

- Basic Needs
- Health
- Relationships
- Participation Factors

## Basic Needs Barriers

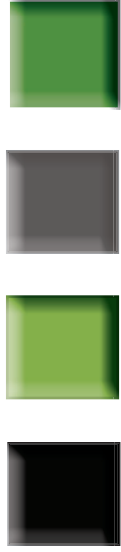
- Lack of housing
- Lack of nutritious food
- Lack of appropriate clothing

## Health Barriers

- Substance abuse
- Mental health issues
- Unhealthy lifestyle

## Relationship Barriers

- Lack of family support
- Unhealthy relationships
- Lack of childcare





## Participation Barriers

- Lack of education
- Lack of transportation  
Lack of work experience
- Criminal record

