

# Facilitator Guide



## Preparing for Life after High School





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Think back to when you were in high school. What were your specific career dreams? What did you want to study in college in order to prepare you to live out those dreams? Perhaps, you had no idea what kind of career would best suit you or what direction you should take in your college studies.

Whether you knew exactly what your path should be or not, how different would your life be now if you had been given the opportunity to Explore who you were before having to make decisions about college and your career path?

High school students today are hungrier than ever to discover who they are and what they should do with their lives during and after their high school experiences. Using these materials and resources, you will be able to equip them with useful tools, which will make their lifelong career process more exciting rather than intimidating. Most importantly, you will have the opportunity to point students to a God who loves and created them to do good works. As it says in Ephesians 2:10:

*You are God's workmanship, created in Christ Jesus for good works, which God prepared beforehand that you would walk in them.*

For such a time as this, God has prepared and placed you in this particular leadership role in order to make a difference in the lives of high school students. As you begin this journey, I encourage you to keep your eyes focused on Christ and to allow Him to be the catalyst of change in the lives of your students.

Let the journey of Exploration begin!

Suzanne Voigt  
Crossroads Career Network



## Facilitator Guidelines

- This learning module can be used by high schools, churches and other Christian ministries.
- Modules can be presented in a 3-hour workshop, weekend retreat, individually taught chapter lessons or 1-on-1 coaching formats.
- Each module uses the six-step process from Crossroads Career Network's workbook and course: "Maximize Your Career." The 6 steps are: Attitude, Aptitude, Altitude followed by Search, Sort, and Select.
- For each of the 6 lessons, there will be an objective for that particular lesson, leader instruction, and a practical activity that corresponds to the section.
- The lesson will be appropriate for a large group, small group and 1-on-1 formats.
- In the final section, Select, there will be lists of resources that form an action plan for students and parents to use in their continuing exploration.

### Workshop Setup:

Large Group = 10 + students

Small Group = 1-10 students

Individual Coaching = 1-on-1



## Preparing for Life after High School

### Set Up:

- Introduction of the group leaders and explorers
- Large group (10 +) – Divide explorers among tables or separate seat circles within the larger setting. Explorers will get to know each other better in a smaller setting.
- Small group (2-10) – Try to stay as one group so that every explorer will have an introduction to the others in the small group.
- Individual coaching (1 on 1) – Take a few minutes and get to know each other.

### Ice Breaker Activities:

Choose one that you prefer for your group and setting

- **Questions** - If your life was a movie, which movie would it be and why? (Good for small groups or 1-on-1 coaching)
- **Career Scavenger Hunt** - Handout (Good for large or small groups)

### Chapter Activities

- **Minute-to-Win-It Games** - <http://www.nbc.com/minute-to-win-it/how-to/>
- Use each game to help illustrate the concepts of each chapter.

## Networking Scavenger Hunt Instructions

**Purpose:** To introduce participants to the concept of “networking”

**Resources:** Scavenger hunt list for every participant and pens

**Set Up:** Print out 1 scavenger hunt page for each student

**Instructions:** The participant should answer each question before the game begins. Once it starts, each participant will network with others in the room by connecting the question in each box to someone who has the same answer. Whoever is able to fill each of their question boxes first is the ‘Networking Genius.’

**Example:** In one box, the question could be, “Who likes the same vacation spot as you?” The participant already answered ‘Beach’ and begins to find someone who answered the question in the same way. Once they find someone, the participant then writes the name of the person with the same answer after the words Networking Contact.

1. Who likes the same vacation spot as you?
Answer: Beach
Networking Contact: <i>Suzie Connley</i>



## Networking Scavenger Hunt

1. Answer the questions below first.
2. Find someone who can help you answer the question in each box.
3. Write the name of your networking contact in the box under each question. *Example: You talked to Joe who likes the same kind of pizza as you. (Networking Contact: Joe)*

<p>Whose best subject is the same as yours?</p> <p>Answer:</p> <p>Networking Contact:</p>	<p>Who likes the same video/computer game as you?</p> <p>Answer:</p> <p>Networking Contact:</p>
<p>Who has the same hobby as you?</p> <p>Answer:</p> <p>Networking Contact:</p>	<p>Who plays the same sport/musical instrument as you?</p> <p>Answer:</p> <p>Networking Contact:</p>
<p>Who goes to school the same way as you? (bus, car, etc)</p> <p>Answer:</p> <p>Networking Contact:</p>	<p>Who has the same favorite TV show as you?</p> <p>Answer:</p> <p>Networking Contact:</p>
<p>Who likes the same type of music or band that you do?</p> <p>Answer:</p> <p>Networking Contact:</p>	<p>Who is on the same networking site that you are? (Facebook, Twitter, etc)</p> <p>Answer:</p> <p>Networking Contact:</p>

# Introduction to Explore!

**Objective:** To introduce students to the workbook, the 6 steps, Hearing and Following God's Calling, Weekly Progress Review and Preview, and CPR's.

**Leader:**

- Go over introduction to workbook.
- Briefly, go through the 6 steps that they will be covering.
- Have students discuss unwise or wise reasons to choose a career.
- Quickly review Hear & Follow God's Calling – Have students check each number that they currently do well, put a minus sign where they do not do well and a plus sign where they need more focus.
- Go over and complete the Weekly Progress Review & Preview exercise.
- Discuss and complete the CPR's – both praise & prayer.





# Attitude

Reach Forward to What Lies Ahead

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**Objective:** To help students connect with their current attitude towards life after high school.

**Activity: Minute-to-Win-It Game: Back Flip**

Have students try to flip pencils off the pack of their hand and then grab them before falling to the ground. Each student begins with one pencil. As they complete the toss, catching the pencil(s), the player continues to add pencils until they cannot toss the highest number. Each player has 1 minute to attempt to toss and catch as many pencils as possible. Go to the Minute-to-Win-It game site for visual examples.

<http://www.nbc.com/minute-to-win-it/how-to/episode-221/back-flip/>

**Application:** Have students observe each other’s attitudes as they play this fun and challenging game. How do participants respond? Nervous, frustrated, angry, excited or focused? Allow this activity to lead you into section 1 on Attitude.

**Leader:**

- Talk about God’s calling – Upward, Inward, Outward
- Go through ‘Attitude Award Winners of the Bible’ to help students see how a person’s positive attitude can impact their future.
- Discuss ‘In Depth & In Breadth’
- Have students individually fill out ‘Face the Fear’ exercise





# Aptitude

Discover & Develop Your Strengths

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**Objective:** To help explorers discover more about themselves and how their uniqueness can help them better determine their college decision and future career path.

## Activity: Minute-to-Win-It Game: Blow Ball

Have 2 colors of ping pong balls on a tray, 3 of one color and 10 of another color(s). Have each student blow off all of the 10 ping pong balls on the tray, leaving only 3 ping pong balls of the other color remaining. Go to the Minute-to-Win-It game site for visual examples. <http://www.nbc.com/minute-to-win-it/how-to/episode-240/blow-ball-1/>

**Application:** Everyone has different skills and abilities. Help students to understand that they are unique and that they can use this uniqueness to help them determine a possible direction for their career. This activity leads into Chapter 2 on Aptitude.

## Leader:

- Go over the '5 Factors in Your Unique Design.'
- Discuss the statistics of people who choose to work at something they love rather than money.
- Introduce the 'X Factor.'
- Have each student fill out 'Self-assessment Experiences' and 'You are A+ VIP' exercise.
- Put students in a circle (in their small group) and tell about one experience that they circled (liked), why they enjoyed that type of work and if it lined up with their abilities, values, interests and personality.



**Objective:** To help students imagine what their ideal work would be and why.

**Activity: Minute-to-Win-It Game: Blind Ball**

Place 4 balls on 4 different cups. Space them out in a square formation. Center the player in the middle of the square. Blindfold the player and spin them around 4 times. Player's goal is to find all 4 balls, keeping each ball in hand upon discovery. Player only has 1 minute to get as many of the 4 as possible without them touching the ground. Go to the Minute-to-Win-It game site for visual examples. <http://www.nbc.com/minute-to-win-it/how-to/episode-122/blind-ball/>

**Application:** This game is about imagining where the ball is so that it can be collected as quickly as possible. Similarly, when someone dreams about what they would like to do for a career, it is helpful to strategize about how to achieve those desires.

**Leader:**

- Read 'Career Daydream' script (on the next page) to students while their eyes are shut.
- Give the students time between each question to develop images in their mind.
- Have students get into pairs or remain in the small group and discuss each other's daydreams, briefly.
- Questions: Why do you think you have this specific career daydream? Does it come from something you have experienced before or is this a new idea?



# Career Daydream Script

**Leader:** Reads script aloud

(Pause a few seconds between each question to allow for daydream development)

- You wake up in your bed and look over at your clock. What time does it say?
- You get up and get ready for work. (Pause) After your morning routine, how do you dress for work?
- When you are ready, do you head off to work or remain at your home office?
- If you leave your house, what type of transportation do you take to work?
- You arrive at your work place. Where is it located?
- You walk into your work setting. What does it look like?
- You begin your work. What type of work are you doing?
- Are you working with other people or independently?
- While you are doing your work, how are you feeling?
- Your work day is coming to an end. How are you feeling about leaving work?
- Overall, did you enjoy your work day?

**Leader:**

- Have students open their eyes and discuss what their daydream was.
- Discuss with students if their daydream could become a reality and what might they do right now to develop their skills and experience in this area.

Experience is so very important in further developing an understanding of what you are passionate about and what you most enjoy. Gaining some experience during high school will allow you to have a clearer view of the types of majors you might want to pursue in college that lead to certain careers.

**Objective:** To help students establish experiences to explore, which could give insight to possible majors and future careers

### Activity: Minute-to-Win-It Game: Chocolate Unicorn

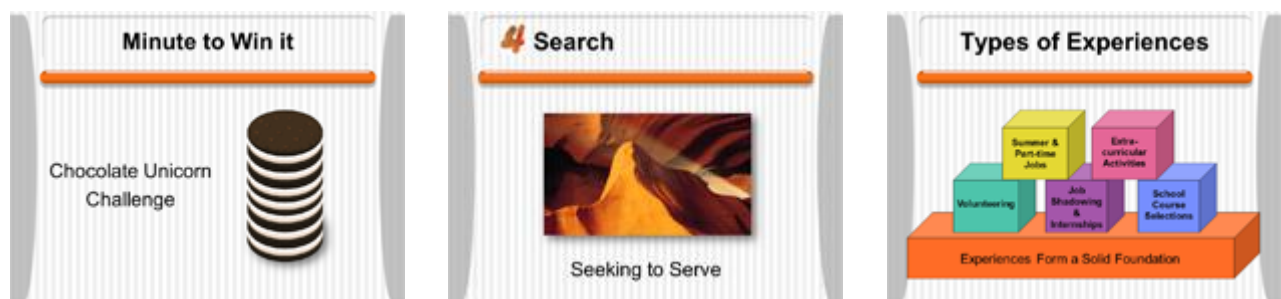
After giving the player 7 flat, chocolate cookies/Eskimo pies, the player must stack as many as they can on their forehead while leaning backwards. Each player has only 1 minute to get as many of the 7 cookies as possible onto their forehead, resembling a unicorn horn. Go to the Minute-to-Win-It game site for visual examples.

<http://www.nbc.com/minute-to-win-it/how-to/episode-243/chocolate-unicorn/>

**Application:** Player uses balance and focus to help them achieve the stack of cookies on their forehead. As in life, having balance and focus will help students pursue opportunities where they can gain experience for continued career exploration. This activity leads into Chapter 4 on Searching.

### Leader:

- Discuss different types of experiences that explorers can have.
- Talk about ‘Target Opportunities – Could your career interests become a reality?’
- Have students express 1 experience that they hope to have in the near future, what they desire to do within that setting, and who they plan to contact about it.



**Objective:** To introduce students to the interview process and allow them time to practice their interviewing skills.

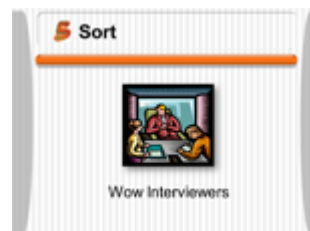
**Activity: Minute-to-Win-It Game: Office Tennis**

In teams of 2, have each player hold a clip board. Taking 1 tennis ball at a time out of a basket, they must hit the tennis ball back and forth, across the room about 10 feet and get the tennis ball to another basket. Repeat as many times as possible in 1 minute. Go to the Minute-to-Win-It game site for visual examples. <http://www.nbc.com/minute-to-win-it/video/office-tennis-in-action/1260842>

**Application:** Gaining experience and working as a team is the key to this game. The more experience you have at hitting the ball as well as knowing your teammate, the better you become at this game. Likewise, the experiences you have in life and the ability to work well with others will help students target opportunities for their career exploration.

**Leader:**

- What types of people do employers look for?
- Talk about their elevator speech.
- Go over informational interviewing handouts – ‘Telling your story’ and ‘Discovering their story.’
- Pair up students. One will be the employer, asking questions of the interviewee and then they will switch.
- Have each student employer go through the Interview handouts, asking the questions. It might be helpful for interviewees to take short notes, before their interview, about how they could best respond to each question.





## Select

### Walk in Work Made for You

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Discovering your unique career paths can be very challenging if you do not take time to learn more about yourself, to gain various experiences, and, most importantly, to focus your attention on God and where He is leading you.

**Objective:** To wrap up what has been learned throughout the previous 5 sections and to help students understand the next action steps they need to take.

#### **Activity: Minute-to-Win-It Game: Breakfast Scramble**

Cut up the front of a cereal box into 16 square pieces. Have player assemble as many pieces as possible in one minute to recreate the cereal box front. Go to the Minute-to-Win-It game site for visual examples. <http://www.nbc.com/minute-to-win-it/how-to/episode-232/breakfast-scramble/>

**Application:** It is so important to see the bigger picture when trying to put together the individual pieces. While an understanding of individual pieces of career development is important, it is more important for students to visualize the bigger picture of what God is painting in and through them.

**Leader:** Brief review of Attitude, Aptitude, Altitude, Search and Sort sections for parents who are now present.

- What is my attitude as I move forward into the next opportunity?
- What are my strengths that I can use to both glorify God and serve others?
- What do I dream about on a daily basis that could become reality?
- What opportunities could I pursue in order to further develop my strengths?
- Which experiences could provide me with a better understanding of particular careers and if they could be a good fit for me after college?
- Go over the 'Questions for College Exploration' handout.
- Go through the main resource topics that students can use to research online.



# Crossroads Career Network's Online Teen Resources

In order to access all of these resources for Teens, go to [www.crossroadscareer.org/teens](http://www.crossroadscareer.org/teens). Here are some of the 80+ resources that you will find on the Crossroads website.

## Find Colleges

- College Board
- Christian Colleges & Universities
- Community Colleges
- Guide to Colleges & Graduate Schools
- List of Colleges
- College Search
- College Navigator

## Discover Majors & Minors

- College Board
- A2Z Colleges
- The Princeton Review
- What Can I Do With This Major?
- Top Online Colleges

## How to Pay For College

- Free Scholarship Search & Grants
- Athletic Scholarships
- Financial Planning
- Paying for College
- The College Trap – Gordon Wadsworth

## College Admissions

- Guide to College Admissions
- College Admissions
- How College Admission Works
- Guide to College & University Admissions
- Admissions Guide Information

## SAT & ACT Help

- About the SAT Test
- About the ACT Test

## **Finding Experiences That Matter**

- Summer & Part-time Jobs
- Internships
- Volunteering

## **Gap Years**

## **Investigating Careers**

- O\*Net
- Occupational Outlook Handbook
- Dictionary of Occupational Titles
- International Jobs
- Overseas Jobs
- Jobs Abroad

## **Job Outlook & Salary Information**

- CareerOneStop
- Bureau of Labor Statistics
- *The Wall Street Journal*
- Economic Research Institute
- Highest Paying Jobs in the US
- Monster Salary Wizard
- Salary Wizard

## **Writing Resumes & College Admission Essays**

- Teen Resume Writing 101
- Teen Resume Writing Video
- Writing College Admission Essays

## **The Interview**

- Interview Tips
- What to Wear to Your Interview

## **Networking**

- Making Yourself Marketable
- Networking & Finding Opportunities

## **Preparing for College Athletics**

- NCAA
- Athletic Scholarships
- Sport's Associations

## **Personal Assessments for Further Exploration**

- CareerDIRECT
- O\*Net Interest Profiler
- PLACE (Spiritual Gifts)
- Choosing Your Path
- *What Color is Your Parachute? For Teens*