cFWD Viewing Guide

This guide is designed to give you a better understanding of the cFWD course.

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**Module 1: *The Big Question***

***Question 1: How Can I Create My Future?***

There are a number of resources listed for Question 1.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 1:  How can I create my future?**

* **V** - How Do People Choose a Career Path  ***(approx. 3:30)***

1. There are five things to consider when choosing a Career Path, what are they?
   1. values
   2. interests
   3. skills
   4. abilities
   5. intersection
2. To begin, start listing some of the items the Video recommends that you begin thinking about. You can add as many as you think of

* **V** - Guy Ram, Warner Brothers***(approx. 6:00)***

1. In this interview with Guy Ram, he implemented some of the principles that People do to Choose a Career Path.
   1. How would Guy Ram encourage someone to get started?
   2. What did he use to develop his own career path?
   3. What is the nature of his work, and how did Guy use his interests to determine where he wanted to go?
   4. Is Guy’s position at Warner Brothers something you would be interested in? Why or Why not?

* **V** - Jay Kristoff, Radio DJ ***(approx. 3:30)***

1. In the interview with Jay Kristoff, he found that he wanted to be a DJ when he was in high school.
   1. What interests did Jay have that led him to his current position?
   2. How do his interests help him in his current position?
   3. What is his work day like?
   4. How do you think one would go about getting a position at a radio station?
   5. If you were Jay, what advice would you give to someone trying to develop their career path?

* **V** - Molly Jacobstein, IT Specialist ***(approx. 4:45)***

1. Molly Jacobstein had several jobs before her current position.
   1. How did Molly Jacobstein get started in her career path?
   2. How important was communication to Molly’s career path?
   3. If Molly were to advise a student in high school, what do you think she would say to an *Inquiring Mind* trying to figure out their career path?

* **V** - Connecting School and Work ***(approx. 5:00)***

1. The video ***Connecting School and Work*** provides some very practical ways that school affects our future work lives.
   1. List some of the ways that school and your future work could be connected?
   2. How much of an advantage is it for you to graduate from high school? From college?
   3. How would you encourage someone who is interested in dropping out of school?

* **V** - Insight:  What Can Work Do for Me? ***(approx. 2:30)***

1. This video gave several examples of what work can do for you. List as many as you remember.

**Module 1: *The Big Question***



***Question 2: Where Can I Find Help?***

There are a number of resources listed for Question 2.

View the resources assigned and fill in the information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 2:  Where can I find help?**

* **V** – Who Can I Turn to for Help?  ***(approx. 1:00)***

1. Who is in your social network?

* **V** – How Can My Teachers Help?***(approx. :45)***

1. This video highlights how your classroom teachers can help you.
   1. What are they aware of?
   2. What can they help you improve?
   3. How do you get their help?

* **V** – Linda Rowe, English Teacher ***(approx. 5:30)***

1. What grades does Ms. Rowe teach?
2. How important is communication in today’s world? Why do we need good communication skills?
3. How do we improve our communication skills?
4. What effect does communication have on career opportunities?
5. What resources and opportunities are available to you right now? How can communication help you right now?

* **V** – How Can My School Counselors Help? ***(approx. :45)***

1. What is the role of counselors in school?
2. How can counselors help you?

* **V** – Jay Miller, Director of School Counseling & Testing ***(approx. 2:45)***

1. What does the counseling program at Mr. Miller’s school offer? How do these programs direct students?
2. How are students able to develop short- and long-term goals?
3. What resources does Mr. Miller’s district use to guide students in their career search? What does it do?

* **V** – How Can My Parents Help? ***(approx. 1:00)***

1. What can parents (your parents/guardians or those of your friends) do to help you in pursuing your career path?

* **V** - Gina Hirsch, parent ***(approx. 3:45)***

1. What resources can parents (your parents/guardians or those of your friends) provide?
2. What advice can parents give to their children, if they are asked?
3. How can parents help their children improve their skills?

* **V** - How Can My Friends Help? ***(approx. 1:15)***

1. From what you just viewed, explain how your friends can help you as you develop your career path.
2. In what ways have your friends been a help to you so far?

* **V** - How Can Other Adults Help? ***(approx. 1:00)***

1. Who would you include in your “Social Network”?
2. In what ways could they help you as you develop your career path?
3. Placing their names (or titles) in order, who would you contact first?
4. *BE SURE TO FOLLOW UP WITH A “THANK YOU!” ☺*

* **V** - Jonathan Lauer, Mentor ***(approx. 5:45)***

1. What are Mr. Lauer’s responsibilities at his place of work? How does he help students?
2. How would you define yourself? What do you believe your “call” in life might be? (Some of us know, and some of us are still figuring that out – either is okay!)
3. How important is it to improve your communication skills? How can communication help you?
4. Why is it important to value the differences in others? What can others teach us?

* **PDF** - Networking in the News

1. Summarize, in your own words, the advice that the article provides to you about “Networking.”
2. How do you plan to put that advice into practice?

* **PDF** - Using My Connections

*You may want to print this activity file and use it as a guide.*

**Module 1: *The Big Question***



***Question 3: How Does Work Fit in My Life?***

There are a number of resources listed for Question 3.

View the resources assigned and fill in the information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 3:  How does work fit in my life?**

* **V** – Watching Where Your Money Goes ***(approx. 1:45)***

1. Why is it important to have a plan for your finances? What can happen?
2. Why does John have difficulties paying his bills?
3. What makes Carrie more successful in paying her bills each month?
4. Do you see yourself more like John or Carrie? Why?
5. If you see yourself more like John, what are some things you can do to help manage your money more successfully?

* **V** – Budget and Income***(approx. 1:15)***

1. What is a budget, and why would you want one?
2. What does a budget contain?

* **V** – Preparing a Budget: Salary Calculator ***(as long as it takes!)***

You will want to do a search on the types of jobs you can see yourself in down the road. Select up to three. Use the career website button in the top of the Salary Calculator box. ***DO NOT PUT COMMAS IN THE ANNUAL SALARY COLUMN (i.e., 40,000 must be 40000). THE CALCULATOR WILL NOT WORK OTHERWISE.***

* In the careers that you selected, were you surprised by what your monthly income would be after taxes? Why or why not?
* **V** – Gross vs. Net Income ***(approx. 2:00)***

1. What is GROSS income?
2. What is NET income?
3. Explain how taxes, Social Security and retirement figure into GROSS v. NET income.

* **V** – Understanding Expenses ***(as long as it takes!)***

Use the calculated incomes that you researched in the Salary Calculator activity and put your monthly income AFTER TAXES into the space above the budget.

Working your way through the budget, decide which items you will NEED first, and then click on some of the items you will WANT.

The coins in your jar in the upper right corner will begin to disappear.

* Describe how you did with your monthly budget. Were you surprised? Why or why not?

**PDF** – Create Your Own Budget

*Here is an example of a budget sheet. Print this sheet and complete the sheet based on*

*your best guesses about future expenses and your expected income from the career you*

*have chosen in this challenge section. This information will provide you with a realistic*

*budget for your lifestyle beyond high school.*

**Income:**

Annual Income $ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Monthly Gross Income $ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Weekly Gross Income $ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

***Monthly Taxes***

Federal Income Tax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

State Income Tax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

FICA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Total Taxes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Monthly Net Income $ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Weekly Net Income $ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

**Monthly Expenses**

***Budget Items Student Approx. Revised Budget***

Food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Rent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Utilities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Cable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Car Payment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Car Maintenance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Gas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Clothing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Personal Care \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Medical Expenses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Insurance (Health) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Insurance (Life) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Insurance (Auto) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Insurance (Home/Renters) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Savings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Retirement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Gifts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Entertainment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Vacations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Donations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

Subscriptions/Memberships \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

$ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

**Monthly Net Worth $ -** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_­\_\_

*NOTE: Monthly Income = Annual Income/12; Weekly Income = Annual Income/4; Monthly net income = monthly gross*

*income - total taxes; Weekly net income = monthly net income/; Monthly Net Worth = Monthly Income - Monthly Expenses.*

**Module 2: *Frame It Up***



***Question 1: What is a workday like?***

There are a number of resources listed for Question 1.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 1:  What is a work day like?**

* **PDF** – A Typical Workday

You are welcome to print the PDF file from the launched course, or you can answer the questions that are in that form in the space below. Check with your teacher about their preference.

* **V** – A Day in the Life of a Worker***(approx. 5:15)***

1. In this video there are a number of ways you could find yourself working in the future. List four.

a.  
b.  
c.  
d.

1. In your own words, describe what a judge’s job may be like.
2. What is the job of a registered sanitarian like?
3. How would you explain what a certified public accountant is responsible for?
4. What would you do as a stonemason, if you chose to go into that profession?
5. What responsibilities does a public relations specialist have?
6. After viewing the different roles and responsibilities, which profession most reflects your interests? How would you like to work – inside or outside; alone or in a team; or directly with the public? What hours would you work?

* **PDF** – A Workday in the Future

You are welcome to print the PDF file from the launched course, or you can answer the questions that are in that form in the space below. Check with your teacher about their preference.

* V – The Scheduler *(as long as it takes!)*

1. The Scheduler gives you an idea of what one day of work could look like. On the mini Palm Pilot, you have tasks on the left, and the Palm on the right. A *typical* workday will be different for everyone. Feel free to experiment with as many tasks as you would like.  
   1. In the left column, select the type of work you could do
      1. General
      2. Corporate or Nonprofit
      3. Technology
      4. Retail or Food Service
      5. Other
   2. Click and drag the items to your Palm to fill in your schedule.
   3. Keep in mind, you have only eight hours. So, schedule carefully!!
2. Click the HELP button if you have further questions.
3. How would you describe the benefit of this activity to understanding what a schedule could look like?

**Module 2: *Frame It Up***



***Question 2: Will I do the same kind of work throughout my life?***

There are a number of resources listed for Question 2.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 2:  Will I do the same kind of work throughout my life?**

* **V** – Managing Your Career ***(approx. 2:15)***

1. The video ***Managing Your Career*** explains how finding a job or career has changed over the years.
   1. What were some of the things people used to do when choosing a career?
   2. Describe why changes have taken place in the last 50 years.
   3. In order to keep up with these changes, what should you do?
   4. What will happen as you adapt to the changes that happen to you?

* **V** – Career Changes ***(approx. 4:15)***

1. This video revisited some of the people that we saw in an earlier video, and introduced us to some new people.
2. How did these people describe the changes that have taken place in their careers?
3. How much should you be willing to change your career in your lifetime?
4. What was the main theme that tied these people together? What did they realize about themselves?

* **PDF** – Understanding Career Changes

Under the direction of your teacher, practice conducting interviews with people you are planning to meet with. Look at the list of questions on the PDF file, and develop a few of your own.

* **V** – It’s Not Your Parents’ World ***(approx. 5:30)***

1. How does this video describe life 20 years ago (when your parents were in high school or just graduating from high school)?
2. Compare the world of 20 years ago to today.
3. Explain what your world will be like when you face the future.
4. What is the best means of getting a superior job in your future? Why will it be essential?

**Module 3: *My Tools***



***Question 1: Where will I learn what I need for work?***

There are a number of resources listed for Question 1.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 1:  Where will I learn what I need for work?**

* **V** – Why Should I Graduate from High School ***(approx. 1:45)***

1. How do you finish your long-term career goals?

2. What are the benefits of completing education at all levels?

a. High school diploma

b. GED (General Education Degree)

c. Bachelor’s degree

1. What type of degree do employers prefer their employees to have?

* **V** – Katy Wheelock, French Teacher and Military Analyst ***(approx. 4:15)***

What is Katy’s profession?

* What was Katy’s course of study in college?
* What types of jobs has Katy had since college?
* What school experiences and other experiences encouraged Katy’s choices?
* Do you think that it would be wise for you to change your mind about your career as many times as Katy did? Why or why not?
* **PDF** – What Kind of Training or Schooling Can I Get? ***(approx. 2:15)***

List the types of schooling that are available to you after high school. Explain that types of degrees you can earn with each type.

* Why is an accredited school important?
* **V** – Can I Go to College? ***(approx. 2:30)***

This video discusses opportunities to get to college. There is a lot of demographic data on this video (or statistical information about the types of students and their ages). Based on this video, is it really possible for you to go to college? Explain why or why not?

* **PDF** – How to Research Colleges

Click on the link provided in this document and follow the instructions in your research.

* What was the outcome of your search about colleges?
* **V** – Building Your Skills ***(approx. 2:30)***

Based on the information in this video, what types of skills do you need to have or need to develop?

* What recommendations did the video offer to help you begin to build those skills?
* **PDF –** What are Employers Looking For?

Based on the search you conducted on employers, what would you say were the three main things that employers are looking for in their potential employees?

* Would you say that your characteristics and skills match the needs of employers? Why or why not?
* Based on your search, what areas would you need to work on to make yourself “more marketable” for the type of job you would like.
* **V** – Building Computer Skills ***(approx. 4:00)***

Why is it important to build computer skills?

* What type of courses did the Graphic Designer recommend?
* How does the Public Relations Specialist use computers for her position?
* How did courses taken in school related to the Public Relations Specialist’s position?
* **PDF** – Finding a Part-Time Job

Under your teacher’s direction, print this document and begin to fill in the appropriate information. Based on what you know and what you have learned, do you believe that you would be the type of employee that someone is looking for?

* **PDF** – Training & Income Opportunities of High Growth Jobs

After reviewing the information in this document, where do you believe that you would need to go to school or for training in order to fit the income bracket you would like to earn?

* **V** – John Frick, Human Resources ***(approx. 4:30)***

Mr. Frick mentioned some skills that employers are looking for. What were the five main skills he mentioned?

* What steps should high school students take to prepare for work?
* How could you prepare for the type of job you are interested in?
* **V** – Brian Ladrido, Systems Engineer ***(approx. 4:00)***

What types of experiences did Brian Ladrido have that prepared him for his career?

* Why did Mr. Ladrido change his career and what types of courses helped him in his career?
* How did he get his current job? What skills did he use to get that job?
* Given the chance, what skills do you have that you could “sell” to an employer?
* **V** – Building on What You Already Love to Do ***(approx. 1:00)***

Taking an inventory of your own interests, what do you like to do that could be turned into opportunities for a job?

* How could you go about developing your skills in that area?
* **V** – Katie Blume, Volunteer ***(approx. 1:45)***

What type of volunteer work has Katie Blume been involved in throughout her life?

* What types of volunteer opportunities have you had? Did you enjoy the experience? Why or why not?
* How can volunteer experiences benefit you in the future?
* **PDF** – Search for Volunteer Opportunities

Under the direction of your teacher, conduct the Volunteer Opportunity search for your area.

* What types of volunteer organizations are in your area?
* Which organizations seem to match your interests? What opportunities do they provide?
* Do you think you would be interested in participating in their programs? Why or why not?
* **PDF** – Work and Life Skills Checklist

Print the Work and Life Skills Checklist. Take your time as you read through each of the items and decide which to check. This is not a graded assignment. It is intended for you to take an honest inventor of the skills you already possess.

* **PDF** – Building My Social Network

After viewing the document on your social network, develop your own map that reflects the network you already have. You may want to add to your map as well. In a different color, add people that you know that you should begin to network with who will benefit you in the future.

**Module 3: *My Tools***



***Question 2: Could I be my own boss and start my own business?***

There are a number of resources listed for Question 2.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Question below.

**NAME:**

**Date:**

**Question 2:  Could I be my own boss and start my own business?**

* **PDF** – The Kutt Barbershop Story

1. Describe what Kutt does and how they service customers that come to their business?
2. Explain how Kutt became a business in downtown Lansing?
3. How did the owner get started in the business?
4. Could you see yourself starting a business with some of the things you do in your spare time? Why or why not?

* **PDF** – How Entrepreneurial Are You?

1. Take the survey that gives you an idea of your entrepreneurial motivation.
2. What was your score?
3. Do you agree with the outcome? Why or why not?

* **V** – The Reallionnaire: Introducing Farrah Gray ***(approx. 5:00)***

1. In your own words, explain what a “Reallionnaire” is.
2. How did Farrah Gray become an entrepreneur?
3. How old should a person be to become an entrepreneur?
4. What are 3-4 things that are important for an entrepreneur to know? Why are these 3-4 things important?
5. How would you motivate yourself to do what Farrah Gray has been able to do with his life so far?

* **V** – Farrah’s Advice on Being an Entrepeneur ***(approx. 3:45)***

1. Why should today’s entrepreneurs have a global perspective?
2. If you are motivated to start a business of your own, what is the first country that you would target outside of the United States? Why?
3. What advice does Farrah Gray give a young person (you) thinking about becoming an entrepreneur?
4. Why does Farrah Gray believe that finding a mentor to help you is important? Who would you choose and why? (You can include the person’s name here, or just their relationship to you)

* **V** – How Farrah Stays Inspired and Motivated ***(approx. 3:30)***

1. As you view this video, consider the people in your life who inspire you. List them (either by name or by relationship) and briefly describe why they inspire you.
2. Farrah Gray states the things that keep him motivated and on track. Are there things/beliefs that keep you motivated and help you stay on the course you believe you should be?
3. Even if you know you may be a little off center and have made mistakes, what steps could you take and begin to practice if you wanted to?
4. How does a person begin to practice what they believe? Will it be difficult? Why or why not?

* **V** – Step 1: Match Skills and Passions With Opportunities ***(approx. 2:30)***

1. What are the five steps an entrepreneur must follow to success?
2. How can you practically begin to apply the five steps you just heard about?

* **V –** Step 2: Conduct a Market Analysis ***(approx. 3:00)***

1. What is a market analysis?
2. How do you collect the capital or resources you will need to promote an event?
3. Who is your target audience?

* **V** – Step 3: Perform a Financial Analysis ***(approx. 3:00)***

1. How do you perform a financial analysis?
2. Explain all of the items you need to consider in your financial analysis.

* **V** – Step 4: Create a Market Plan ***(approx. 1:45)***

1. Describe the steps that go into developing a good marketing plan.

* **V** – Step 5: Bring It All Together, Evaluate and Decide ***(approx. 4:00)***

1. Once you tie it all together, what one area could you begin to put your skills to work?

Depending on what you decide to do pursue, AN EVENT, A PART-TIME JOB, OR YOUR OWN BUSINESS, the following PDF files will provide you with the steps you need to develop your plan . . . Best Wishes!

* **PDF** – Activity A: Planning an Event
* **PDF** – Activity B: Pursuing a Part-Time Job
* **PDF** – Activity C: Starting Your Own Business

**Module 4: *360 View***



***Questions 1, 2 and 3***

There are a few resources for the questions in this module.

View the resources assigned and fill in information from the video.

This guide is intended to help you to develop a better understanding of the Framing Questions below.

**NAME:**

**Date:**

**Question 1:  If I change my mind or just feel uncertain about a career path, what should I do?**

* **V** – Understanding Options  ***(approx. 3:30)***

1. The Class of 2000 had some advice for students as they consider life after high school. List some of the things they learned about and what they would do differently.
2. What advice does the Class of 2000 offer?
3. What skills should you develop in order to prepare yourself for work, and how can you help yourself now?

* **PDF** – Matching Interests and Experience

1. After viewing many of the resources provided in Modules 1 through 3, how would your interests and experiences work into a job opportunity for you?
2. What types of jobs have you been considering that match your interests and experiences?

**Question 2:  How do I put everything together in a plan that works for me?**

* **PDF** – Create Your EDP

1. What did you learn about yourself as you were developing your EDP?
2. How did the outcome of the EDP match your interests and experiences?
3. What advice did it provide as you consider your future?

**Question 3:  What are my next steps?**

* **V** – Am I finished? ***(approx. 2:30)***

1. According to this video, are you ever really finished? Why or why not?
2. What are some things you can do over the next few years to prepare yourself to be successful?
3. What is the purpose of an EDP? How can you use your EDP to guide you?

* **V** – Wrapping It Up ***(approx. 3:00)***

1. There was much advice provided in this final video. List several of the pieces of advice that the video provided.
2. How can this advice help you?