

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 1)      **Lesson:** 1 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of "Sleepy Hollow" would be ideal in relationship to Tarrytown, New York)

Students' Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection "papers". The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE’s.  
 Assessment can be question answer, performance activity, etc.  
 Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); Students will complete the first two areas of the “Back to the Future ....” Activity Sheet.

**Lesson Preparation**

**Essential Questions:**  
 Life is a puzzle – A puzzle we create and put together for ourselves.  
 Picture Your Ideal Life! What picture do you want the pieces of YOUR life’s puzzle to create?  
 How can YOU shape and put together the pieces of your life’s puzzle to make your ideal life?

**Engagement (Hook):**  
 Enter the classroom with an enlarged topical map of California and a puzzle box filled with disparate puzzle pieces. Say something like: “Who can help me get to Tarrytown, New York? I have a map and a puzzle that, I hope, will make a picture of Tarrytown. I don’t

know why I can't figure out how to get where I want to go...I've looked at the map over and over and tried to put the picture puzzle together—I still can't get to Tarrytown, New York!

(Hide a roadmap of the United States and a picture puzzle of a New England community (A "Legend of Sleepy Hollow" puzzle would be ideal)

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Arrange for students to have their Personal Plan of Study/Career Portfolios accessible throughout this unit.</li><li>2. Introduce this Unit to students by asking for help getting to Tarrytown, NY. If necessary, lead conversation to students telling you that you have the wrong kind of map and the puzzle pieces are from different kinds of puzzles and they won't fit together.</li><li>3. Make the following points via a conversation with students.<ul style="list-style-type: none"><li>• When planning a trip to an unknown destination, how do you know where to go?</li><li>• What are some places or ways you can get that information?</li><li>• Which methods and/or sources seem better than others FOR YOU?</li><li>• No matter where you are going, the key to arriving at your destination is planning.</li><li>• People often spend more time planning a 2 week vacation than they do planning their lives</li></ul></li><li>4. Continue: This Comprehensive Guidance Unit will help you become a proactive participant in your own life planning. During the next three lessons, I am going to be your guide and you will be the explorers – Together we are going to bring the pieces of your life's puzzle together into a meaningful picture for you – and then you will develop a Personal Plan of Study that will guide your way on toward</li></ol>	<ol style="list-style-type: none"><li>1. Students will have Personal Plan of Study/Career Portfolio available for use throughout this Unit.</li><li>2. Complete the career interest inventory.</li><li>3. Students will sit in a circle or another configuration that will allow them to engage in conversation. The conversation is intended to involve everyone and everyone is expected to contribute ideas, questions, opinions ...</li><li>4. Students will be provided the opportunity to contribute their ideas and to ask questions.</li></ol>

<p>the ideal picture you want your pieces to make.</p> <ol style="list-style-type: none"><li>5. The final event will be your presentation of your Personal Plan of Study to a small group of your greatest supporters: people such as, your parents, your favorite aunt, a good friend, a favorite teacher and your counselor. On the first page of your portfolio, write the names of people you MAY want to include in your cheering section.</li><li>6. ARE YOU READY?? Then LET’S GET ON THE ROAD AND GO—toward your ideal life. Be sure to bring your puzzle pieces ... you will need them to help you reflect/refine/revise your choices as we travel!</li><li>7. Leaf through your Portfolio – it contains a wealth of information about what you have been thinking and feeling along your journey. All of this information will contribute to your decision-making about careers and courses of study. For example, when considering what career path you want to follow or what classes you want to take in high school, planning is important. Having information from assessments such as a career interest inventory and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.</li><li>8. We are going to review those pieces of your puzzle, create some new ones and gradually put them all together so you can envision you living your ideal life—AND developing a Personal Plan of Study that will take you there!.</li><li>9. The first step is “kinda” boring for some of us... but we have to do it ...ORGANIZE. Review your portfolio pieces and make sure that you have the following</li></ol>	<ol style="list-style-type: none"><li>5. Students will develop a tentative list of people they will include in their cheering section.</li><li>6. Students will respond with “I’m Ready – Let’s Go!” or some other chant to demonstrate the liveliness of the process.</li><li>7. Students will look through the materials in their Portfolios.</li><li>8. Students will ask questions and/or contribute ideas/opinions about using the information.</li><li>9. The Resource: “Portfolio Checklist” will guide the organization of the students’ portfolios. Students will work at desks or tables and begin sorting the materials</li></ol>
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<p>information readily available: The Resource: “Portfolio Checklist” will help you identify and organize into categories information about yourself based on assessment processes developed by others and your own assessment of yourself via reflections.</p> <p>Take about 10 minutes to begin the process of reviewing and organize the current contents of your portfolio now.</p> <p>10. Distribute Activity Sheet “Back to the Future ...” Another important part of planning for the future is thinking about the past. The Activity Sheet “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” will help you remember some of the activities you loved doing earlier ... but perhaps have forgotten! Give students time to read the “prompts” on the Activity Sheet.</p> <p>11. Explain each section of the Activity Sheet. Encourage students to thoughtfully reflect on their lives at each grade level and to be as thorough as possible when capturing their memories --- Ask: What questions came to your mind as we were going through the Activity Sheet?</p> <p>12. Work through the first column (Kindergarten) with students – Help students have fun with their memory scanning. Tell students that between this guidance lesson and the next guidance lesson, complete the “Memory Magnifiers. During our next lesson we will continue the journey!</p>	<p>they have (some students are born “organizers” and will have their materials organized – use their expertise to help other students).</p> <p>10. Students will read the “prompts” on the Activity Sheet and ask questions or contribute comments that will help clarify the items.</p> <p>11. Students will follow the counselor’s explanation and ask questions to strengthen understanding of the task.</p> <p>12. Students will explain what they will be doing before the next guidance lesson (organizing the information in their Portfolios and completing the Activity Sheet)</p>
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### Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Encourage classroom teachers to allow students to work on “Memory Magnifiers” during “discretionary” class-time as appropriate.

**Counselor reflection notes (completed after the lesson)**

## RESOURCE: PORTFOLIO CONTENTS CHECKLIST

The “items” in the following list will be used during the process of “Putting the Pieces Together: Developing a Personal Plan of Study” Unit. You may have included other items in your portfolio (e.g. a reflection paper you completed in 5<sup>th</sup> grade) to include. This list is to help you begin the process of reflection and is not intended as “MUST have” items:

### Completed Activity Sheets AND Reflections

#### Grade Level: 6

- Career Path Student Surveys
- Worker Interview
- It’s All About Me!
- Ethical Dilemma Scenarios
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#### Grade Level: 7

- Interview Checklist
- Who I Am...
- Researching a Career
- Map It Out concept map
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### Results of Achievement, Aptitude, Interest Assessments AND Reflections

#### Interest Inventories

Dates	Name of Inventory
Results	

#### Achievement Test Scores (Middle School)

Dates	Name of Achievement Test
Results	

**Aptitude Assessments (include Job Shadowing experiences)**

<b>Dates</b>	<b>Name of Assessment/Experience</b>
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**Results**

**Reflection Papers/Paragraphs/Experiences**

<b>Dates</b>	<b>Title of "Item"</b>
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**Results**

**Other Items Your Teacher and/or Counselor specify:**

- Item:**
- Item:**
- Item**
- Item:**
- Item**
- Item:**
- Item**



Activity Sheet "Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future"

Developed by Carolyn S. Magnuson

Based on ideas gleaned through 35 years of learning from Sidney Simon (Values and Teaching) Richard Bolles, (What Color is Your Parachute), Jack Canfield (Self-Esteem Facilitator Training) and my long-time colleague and friend Ron Litherland (Lincoln University). At this point in my life it is difficult to know what came from whom—however, I give them each credit –they are a part of the whole!

The following requires a memory scan – get out your magic memory magnifiers and think back to the time you were in Kindergarten, then 3<sup>rd</sup> grade, then 5<sup>th</sup> grade—pick up the pieces of your puzzle and bring them forward to your planning in the present.

SCAN YOUR MEMORY	Kindergarten	3 <sup>rd</sup> Grade	5 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Where I Lived				
When I Grow Up I Want to Be ... What did you imagine yourself doing: as work, at home, at "play" Write as many as you can remember –Don't worry if you can't remember everything!)				
I Really Enjoyed .... What did you really enjoy doing? Collect baseball cards, fix up your room, help your mother when she volunteered, being the leader of a club				
I was/am "good" at ... What school areas did/do you really like and consider yourself able to do fairly well?				
Things that are really important to me are... What did/do you really value for you and your life e.g., honesty, taking care of others, being fair				
Social Responsibility and Community Action: To make our global community better and as a socially responsible person, for what have you taken (or would like to take) a stand or action? e. g., Speaking out about pet abandonment or discrimination of other human beings.				