

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 2) **Lesson:** 2 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)

Students' Personal Plan of Study/Career Portfolio

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

Activity Sheet: "The Pieces of Our Puzzles: Our Discoveries"

Activity Sheet: "The Pieces of My Puzzle: My Discoveries"

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)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	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):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>Students will have an “organized” Personal Plan of Study/Career Portfolio. They will use their completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” and information in their Portfolios to develop a synthesis of the “puzzle pieces” from their past. Small group discussion (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide) will help students narrow information and will provide background knowledge that will aid in their bringing shape to their discoveries (see Activity Sheet: “The Pieces of My Puzzle: My Discoveries”</p>

Lesson Preparation

<p>Essential Questions: How can I (you) “control” my (your) own future?</p> <p>Engagement (Hook): Arrive in class with a United States of America roadmap that shows highways from California to New York and a picture puzzle showing a New England town (<i>Legend of Sleepy Hollow</i> puzzle if Tarrytown, New York is your destination). “WOW! It surely will be easier to get to Tarrytown now that I have the right kind of map and puzzle pieces that fit together to let me see where I am going.”</p>

Procedures

Instructor Procedures:	Student Involvement:
<p>1. Ask students to relate “hook” statements to their own goals and plans; e.g. having a goal that is clear that “fits” with who I am makes it easier to develop a plan for getting there!. Explain that during this lesson, they will be putting more of the pieces of their puzzles together. They will be using their completed “Back to the Future ...” Activity Sheets” to describe and prioritize what they want their completed puzzles to be and in the next lesson will be considering the results of the assessments they’ve completed during middle school and comparing all of the data (information) they have completed about themselves to create their “Design for My Life” and “My Personal Plan of Study”.</p>	<p>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</p>
<p>2. Using the completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From Then to Now to the Future” students will be able to answer the question: “What did you learn about yourself using your “magical memory magnifiers” to go back in time?</p>	<p>2. Students will volunteer to identify 1 or 2 “things” they learned and/or discovered about themselves.</p>
<p>3. Allow about 12 minutes for students to work in groups of 3 or 4 and discuss their memory scans with peers. Guide their discussion by going through the Activity Sheet one row at a time: For each row guide students to discuss several of the following questions:</p> <ul style="list-style-type: none">• How have you changed/stayed the same since Kindergarten in this area?• What patterns appeared?• How have interests changed?• What stands out the most?• What is the most surprising?• What similarities/differences are there among group members’ memories?• (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide)	<p>3. Students will work in groups to reflect on their memory scans and what they want to bring forward to the future as they create “Design For My Life”</p>

<p>4. Ask for 3 or 4 students to tell the rest of the class one discovery that was surprising.</p> <p>5. Working individually, students will complete the Activity Sheet: “The Pieces of My Puzzle: My Discoveries” which is intended to synthesize students discoveries.</p> <p><i>(NOTE: Plan to have students complete the items in more than one sitting – otherwise the task will become tortuous rather than joyous!)</i></p> <p>6. As this guidance lesson closes, preview the next lesson. They will be:</p> <ul style="list-style-type: none">• Prioritizing their lists from the Activity Sheet “The Pieces of My Puzzle: My Discoveries”• Reviewing the results of assessment tools such as, career interest inventories, achievement test scores, world of work explorations and reflections. <p>Ultimately, students will evaluate the results of all their explorations relate to Career Paths of interest and/or career choices. They will be investigating the classes needed in high school and post-high school that will help them fulfill their life and career goals. Post-secondary education and training requirements for occupations in their career paths of interest will be considered when completing “My Personal Plan of Study”</p> <p>7. Remind students to complete their “The Pieces of My Puzzle....” Activity Sheet before the next guidance lesson.</p>	<p>4. After working in small groups, all students will identify a discovery that was surprising. Three or four students will volunteer to publicly share their ideas.</p> <p>5. Students will work individually to complete the listings of their discoveries.</p> <p>6. Students will make sure they have the assessments mentioned and if not, will work with the counselor to obtain self-information from other sources.</p> <p>7. Students will put the Activity Sheet with their other “take-home” materials.</p>
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Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process. Encourage teachers to “allow” students to complete their “Pieces of My Puzzle” Activity Sheet.

Counselor reflection notes (completed after the lesson)

Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide

The following will guide your small group discussion of your memory scans. Your counselor will identify the questions everyone will discuss – however, you and your peers may decide to discuss other questions in addition to those your counselor identifies.

Where have you lived? Which place was your favorite? What made it your favorite?

When I Grow Up I Want to Be ...What did you imagine yourself doing: as work, at home, at “play”

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

I Really Enjoyed ... What did you really enjoy doing?

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

I was/am “good” at ...What school areas did/do you really like and consider yourself able to do fairly well?

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

Things that are really important to me are ...What did/do you really value for you and your life

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

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?

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

Activity Sheet: “The Pieces of My Puzzle: My Discoveries”

Developed by Carolyn S. Magnuson

This Activity Sheet will help you know more about the shape of the pieces of your puzzle. Respond to the following questions using the information (data) you have collected via such sources as your “Back to the Future....” Activity Sheet, discussions with your peers, and your own self-knowledge respond to the following thought-starters:

Where have you lived? Which place was your favorite? What made it your favorite?

When I Grow Up I Want to Be List a minimum of 11 “things” you have wanted to do in each area.

At Home (e.g., your ideal family, what you do in your “free time”)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

At Work (list at least 11 [total] work tasks/skills/responsibilities [this does *not* include specific occupations])

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

“Self” Time (List at least 11 ideas you have about what you want to do for yourself (sometimes called “leisure time” or hobbies. “Self-Time” can also include travel, learning new things)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

I Really Enjoyed ... (List at least 11 activities /achievements/experiences you really enjoy/enjoyed doing)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

I was/am “good” at (List at least 11 school-related skills/topics you really like/liked)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

Things that are really important to me are ... (List at least 11 “things” you value/valued for you and your life

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |

I have strong feelings/beliefs about (List at least 11 Actions/Stands you have taken/will take as a socially responsible person. This can include home, school, community)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11 |
| 6. | |