

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 3) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: This lesson will require a minimum of two 50-minute sessions + time for students to plan and make their presentations to their “support group” (See Unit Assessment)

Missouri Comprehensive Guidance Standards:

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.7.C.08.a.i: Identify personal contributions made to school and community.

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

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

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

CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

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)

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information.

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	Data analysis
Social Studies	
X Science	Scientific inquiry
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	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>The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her “My Design for My Life” and “My Personal Plan of Study”. The students will identify their “cheering section” – a small group of their strongest supporters e. g., parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student’s written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student’s ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: “My Design for My Life”: What do I want for me and my life (My mission and purpose)? What “thumbprint” do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: “My Personal Plan of Study”: What skills and</p>

experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

Lesson Preparation

Essential Questions:
 So Many Pieces—So Many Options—How will I EVER be able to Make a choice.
 What do we mean when we talk about personal skills? Ethics? Academics? Work habits? How do these values and characteristics relate to planning for high school and beyond? How are high school courses related to academic/career goals?

Engagement (Hook):
 What information in your portfolio will help you prepare your Personal Plan of Study?

Procedures

Instructor Procedures:	Student Involvement:
<p><i>A Reminder: This lesson will require more than one classroom session. In order to make it the most meaningful for students, it will require 3-4 sessions. You are encouraged to work with your principal and colleagues to incorporate the lessons into a cooperative classroom experience.</i></p> <ol style="list-style-type: none"> 1. Introduce the essential questions and discuss the culminating unit task: Presenting their: “Design for My Future” and “My Personal Plan of Study” to their “cheering section” (parents, teacher, counselor, aunt, friend). 2. Tell students that the next steps in their journey will require several classroom guidance sessions. Facilitate students’ review of the steps they have taken to this point. Ask them to “get out” the following as you describe the use they have made and/or will make of each: Completed Activity Sheets: <ul style="list-style-type: none"> • “Back to the Future...”, (will serve as a 	<ol style="list-style-type: none"> 1. Question and answer session; group discussion. 2. Students will “get out” the materials as they are described.

<p>reminder of the importance of thinking about the past) and</p> <ul style="list-style-type: none">• The Pieces of My Puzzle...”(to be used during this session to establish priorities to consider while they are designing their future, including, choosing a career). <p>3. The next step is to determine personal preferences and priorities. Introduce the “Turtle Bay” process to students (See Activity Sheet: “Setting Priorities The Turtle Bay Way” -- <i>NOTE!! This can be a confusing process – however, once you have done it, the process is an easy way to compare and prioritize lists.</i>) Students will need one “Turtle Bay” Activity Sheet for each category they will be prioritizing:</p> <ul style="list-style-type: none">• Home Activities• Work Activities• Self-Time Activities• Enjoyable Activities• “Good-Ats”• Values• Social Responsibility Actions <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. The next step is to review and summarize information about self as measured by:</p> <ul style="list-style-type: none">• Interest Inventories, Achievement Tests, Aptitude measures,• Grades• Participation classes and school activities• Reflections of work exploration experiences, e.g. job shadowing, worker interviews, observations of workers. <p>6. After reviewing the information they have collected about themselves via many data</p>	<p>3. Students will write the “items” they listed in each category of the “The Pieces of My Puzzle” Activity Sheet on a “Turtle Bay” prioritizing Activity Sheet (one Activity Sheet for each category) and proceed with the prioritization process.</p> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. Students will review portfolios to determine what information might be pertinent in the Personal Plan of Study building process.</p> <p>6. Students will review and make “rough” summary notes about the information.</p>
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<p>sources, have students create a grid to compare 9 or 10 of the occupations they are considering with the transferable/functional work-related factors (e.g. being able to afford a sports car; using my creativity in my work) that have emerged as high priorities for them as they have gathered the pieces of their life-puzzle. Consider:</p> <ul style="list-style-type: none"> • Self Knowledge (Discoveries, results of inventories and reflections) • World of Work Knowledge: • Job tasks & responsibilities • Salary • Working Conditions • Opportunities for Advancement • Post-secondary Education/Training Required <p>7. The next step: Develop “My Personal Plan of Study”! The Activity Sheet: “Consider This” is list of questions/considerations that will help students focus their thoughts as they develop their “Personal Plan of Study”. Facilitate a discussion of the questions--challenge students’ assumptions.</p> <p>8. With these considerations in mind, students will consult their priority listings, their career portfolios and academic information to complete the Personal Plan of Study template. Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Provide any information students will need as they complete their “Personal Plan of Study”. Ideally students will be able to enter data for their “Personal Plan of Study” may want to complete the form in pencil, so that they can review and revise their plans as they progress through high school.</p> <p>9. As students work on their plans, review</p>	<p>7. Students will develop a grid and compare their current jobs of interest with their life’s-design priorities.</p> <p>8. Students will participate in a class discussion of the items on the Activity Sheet “Consider This”. They will ask clarifying questions and/or contribute ideas to the discussion.</p> <p>9. Students will identify personal, ethical,</p>
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<p>their progress. Ask the students to consider whether the Personal Plan of Study reflects who they are, their interests and their abilities.</p> <p>10. Facilitate the development of students' presentations of their "My Design for My Life" and "My Personal Plan of Study"</p>	<p>and work habit skills that contribute to development of a Personal Plan of Study that reflects future academic and career goals. Students will engage in self-evaluation of their plans and will invite peers to review and make suggestions to improve their plans.</p> <p>10. Students will develop presentations using guidelines provided in the "Unit Assessment" section of this Lesson Plan</p>
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Teacher Follow-Up Activities

Teachers may serve in an advisory capacity, reviewing plans for accuracy and plausibility. Encourage Communication Arts and Computer Science classroom teachers to work with you to plan class time students can work on their presentation.

Counselor reflection notes (completed after the lesson)

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ACTIVITY SHEET: SETTING PRIORITIES THE TURTLE BAY WAY

The Turtle Bay process is one of those strategies that has been around so long that the origin has been lost. Richard Bolles has used a similar process in his “What Color is Your Parachute?” materials (Ten Speed Press, Berkley, California)..

A-1. Rank each item against each of the other items—e.g. if you could only have or do #1 or #2, which would you choose? Circle your choice. If you could only have or do #1 or #3 which would you choose											B. List the “thing” you listed on your “The Pieces of my Puzzle”	A-2. Use this side if your preference is the item being compared e.g., When comparing item 1 with all other items – circle the “1” in this column. If you would choose Item 1 over item 3 circle 1 in this column										
	2	3	4	5	6	7	8	9	10	11	1.	1	1	1	1	1	1	1	1	1	1	1
	2	3	4	5	6	7	8	9	10	11	2.	2	2	2	2	2	2	2	2	2	2	2
		3	4	5	6	7	8	9	10	11	3.	3	3	3	3	3	3	3	3	3	3	3
			4	5	6	7	8	9	10	11	4.	4	4	4	4	4	4	4	4	4	4	4
				5	6	7	8	9	10	11	5.	5	5	5	5	5	5	5	5	5	5	5
					6	7	8	9	10	11	6.	6	6	6	6	6	6	6	6	6	6	6
						7	8	9	10	11	7.	7	7	7	7	7	7	7	7	7	7	7
							8	9	10	11	8.	8	8	8	8	8	8	8	8	8	8	8
								9	10	11	9.	9	9	9	9	9	9	9	9	9	9	9
									10	11	10.	10	11									
										11	11.											

Enter the number of times you circled an item # in columns A-1 and A-2										
1	2	3	4	5	6	7	8	9	10	11

Items in Priority Order:

Priority 1:

Priority 2:

Priority 3:

Priority 4:

Priority 5:

Priority 6:

Priority 7:

Priority 8:

Priority 9:

Priority 10:

Priority 11:

ACTIVITY SHEET: CONSIDER THIS ...

What is the current status of your:

- academic performance?
- study habits?
- academic skills?
- participation in after-school activities?

How will the above influence your choice of high school classes that will lead to your ideal life?

What options have you considered for your high school planning,

- math, science, language, and social studies requirements?
- elective courses should you consider that fit with your career path/cluster?

What personal contributions do you want to make?

What contributions have you made so far in the school and the community? Consider how these activities relate to your potential career path choices.

Have you thought about/considered:

A career technology center program during your junior and/or senior year of high school?

The extracurricular activities in which you want to participate?

Your post-high school plans; are you considering technical school, on-the-job training, military service, junior college, or four years of college or more?

How do the above questions and responses relate to helping you along the path to what you want your ideal life to be?

ACTIVITY SHEET: PERSONAL PLAN OF STUDY

Student Name: _____

Current Career Path/Cluster of Interest _____

Grade 9

Required Courses	Elective Courses

Grade 10

Required Courses	Elective Courses

Grade 11

Required Courses	Elective Courses

Grade 12

Required Courses	Elective Courses

Graduation Requirements
 (_____ units are required)

Communication Arts _____
Math _____
Social Science _____
Science _____
Fine Arts _____
Practical Arts _____
Physical Education _____
Personal Finance _____
Electives _____

Other Educational Experiences:

Summer School
 9th Grade _____
 10th Grade _____
 11th Grade _____
 12th Grade _____

Internships/Job Shadowing Experiences
 9th Grade _____
 10th Grade _____
 11th Grade _____
 12th Grade _____

Dual Enrollment/College Courses

Student's Signature _____

Parent's Signature _____