

LOOKING TO THE FUTURE—PLANS BEYOND HIGH SCHOOL

Purpose: To encourage students to think about their postgraduate plans. This is an informal question and answer lesson that prompts students to think of all factors that may influence their decisions

Time Required for Lesson: 55-70 minutes (Lesson can be divided into two sessions) **Grade Level:** 10

Missouri Comprehensive Guidance:

Strand: Career Development

Big Ideas/Concepts:

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

Concept: CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Concept: CD.8.B. Education and Career Requirements

ASCA Standards

Career Development

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

Materials: Access to computer lab; Counselor Sheet- “Options for the Future”

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 **Unit Navigating Through the World of Work** **Concepts: CD.7.A; CD.8.B**  

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 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
	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).
	Mathematics
X	Social Studies
	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write an essay describing options they are considering and include two factors that influence his or her plans.

Lesson Preparation

Essential Questions: Why is planning for the future important? What thoughts have you given to future plans?

Engagement (Hook): Have clock available. Wind the clock and direct students attention to the ticking sound. State: welcome to the fastest four years of your life! Explain to students that high school years pass by quickly. Stress the importance of planning and exploring career options beyond high school.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Meet with students in the computer lab.	1. Students report to the computer lab.
2. Explain to students that they need to think about factors that may influence their decision after high school	2. Student listen
3. Ask students to think of a list of future options in terms of education, training, and careers. List on the smart (board). Student suggestions might include options found on “Counselor’s Sheet.”	3. Students suggest future options in terms of education, training, and careers. Explain and discuss those options.
4. Use options and questions from the “Counselor’s Sheet” to review and discuss with students.	4. Students review and discuss options and questions from the “Counselor’s Sheet”
5. Using computer access, ask students to write an essay describing the options they are considering. Instruct students to include two factors that influence his or her plans. Students should also include information obtained through computer searches, and group discussion.	5. Using computer access, students write an essay describing options they are considering and include two factors that influence his or her plans. Students should also include information obtained via computer searches and group discussions.

Options for the Future

Ask students to think of a list of future options in terms of education, training, and careers. Present the following options and discuss them in detail:

A. Quit high school

1. Why do students quit high school?
2. How many of you have considered quitting school? What has prevented your doing so?
3. Let's talk about specific cases of acquaintances who have quit school.
 - a. What are they doing?
 - b. Where are they living?
 - c. Are they self-supporting? If so, how are they earning their income? If not, how might they become self-supporting?
4. What are some reasons for remaining in school until after graduation

B. Graduation from high school.

1. *Relax (do not work, attend vocational-technical school, nor attend college)*
 - a. How could this be beneficial?
 - b. How could this be a hindrance?
2. *Get married.*
 - a. How could this be beneficial?
 - b. How could this be hindrance?
 - c. What things should be considered before deciding to marry immediately after graduation?
3. *Find a job.*
 - a. What type of job will you be seeking?
 - b. What are some jobs available to high school graduates?
 - c. What are some jobs that require education beyond high school (either college or vocational-technical education)?
 - d. Can most jobs available to high school graduates be obtained by college graduates?
 - e. What specific skills or characteristics do you have that would be of value to an employer?
 - f. What jobs are currently held by acquaintances who have graduated from high school?
 - g. What jobs are currently held by acquaintances that have completed some education or training beyond high school?
 - h. Could you be limiting job opportunities by finding a job right after high school?
4. *Join the military*
 - a. Due to the all-volunteer concept used by the military, most branches have become more selective in their recruitment of people. How might this affect you?
 - b. What skills are required for acceptance into the military?
 - c. Are jobs that are of interest to you available in the military?
 - d. What are the educational opportunities provided by the military?
 - e. In order to enter the military, one must possess a high school diploma and pass the Armed Services Vocational Aptitude Battery (ASVAB), a military aptitude test. Some individuals fail the test on their first attempt. How could you improve your chances for passing the test?
5. *Enter an apprenticeship.*

- a. What is an apprenticeship?
 - b. What is a labor union?
 - c. Which labor union is most likely to offer an apprenticeship program of interest to you?
Where is the nearest local of that labor union located?
 - d. How does one apply for an apprenticeship?
 - e. What are the advantages of apprenticeship training versus attending a vocational-technical school?
6. *Attend a vocational-technical school.*
- a. Which schools are you considering and where are they located?
 - b. What should one consider in selecting a school?
Accreditation entrance requirements
Length of program tuition
Housing/meals transportation
Local cost of living
 - c. Which programs are offered at the schools you are considering?
 - d. Does the area of training being considered coincide with your career goals?
 - e. Is the area of training being considered required for job entry or advancement?
 - f. Does the school offer job placement services? If so, to what degree of success?
7. *Attend a junior college.*
- a. What are possible advantages of attending a community college rather than a four-year college or university?
 - b. Which schools are you considering?
 - c. What should one consider in selecting a school? Should the same consideration apply when choosing a vocational-technical school?
 - d. Does the area of study being considered coincide with your career goals?
 - e. Do you plan to continue your education beyond junior college? If so, where? Will all credits earned at the junior college be accepted by the college or university?
8. *Attend a four-year college or university.*
- a. Which area of study are you considering?
 - b. Which schools are you considering and where are they located?
 - c. What should one consider in selecting a school? Should the same consideration be given when selecting a vocational-technical school or junior college?
 - d. Does the area of study being considered coincide with your career goals?
 - e. Do you plan to continue your education in a graduate school program? If so, in what area of study? Where do you plan to attend?
 - f. Have you looked into financial aid options?