

<p>Unit 3 Title: Respect for All Work</p> <p>Lesson Title: Past, Present, and Future Lesson: 2 of 4</p> <p>Grade Level: 10</p> <p>Length of Lesson: 55 to 70 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p>Grade Level Expectation (GLE): CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Computers Guidelines for completing the Biography activity Materials to make timelines. Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics
	Social Studies
	Science

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
 The student will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:
 How do people decide what to do with their lives?
Engagement (Hook):
 Counselor presents an example of her or his “backward” timeline: Thirty years ago I was _____ years old. I lived in _____. Complete “backward timeline” with examples for each of the areas (see Timeline Activity Sheet).

Procedures

<p>Instructor Procedures/Instructional Strategy:</p> <ol style="list-style-type: none"> Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future. The counselor asks students to complete a biography for their future. 	<p>Student Involvement/Instructional Activity:</p> <ol style="list-style-type: none"> Students will observe the counselor’s examples. Students will work in pairs to discuss and complete their timelines. Students observe counselor modeling the biography. Students complete biographies using the prompts included on the “My Projected
---	--

<p>5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.</p> <p>6. When “My Projected Autobiography” is completed, students will write a single paragraph summary: “Aha! If I want to ____, I will have to ____! Students will save timelines, autobiographies and “Aha Statements” for use during the senior culminating project.</p>	<p>Autobiography” Activity Sheet.</p> <p>5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.</p> <p>6. Students will “file” completed Activity Sheets and “Aha Statements” to use during their senior culminating project.</p>
---	---

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES				
Name: _____ Date: _____				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to “work around/over/under” the pitfalls/stumbling blocks.