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| <p>Unit #1 Title: Lifelong Learning and Goal Setting</p> <p>Lesson Title: Does My Career Fit me? (Venn Diagram) Lesson: 3 of 5</p> <p>Grade Level: 11</p> <p>Length of Lesson: 55-70 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.A.11: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p>Paper and pencil. Teacher will need an example Venn Diagram on paper or PowerPoint.</p> |
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Show Me Standards: Performance Goals (check one or more that apply)

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| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p> |
| X | <p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>8. Explore, prepare for and seek educational and job opportunities</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|---|
| X | Communication Arts |
| | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics |

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| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

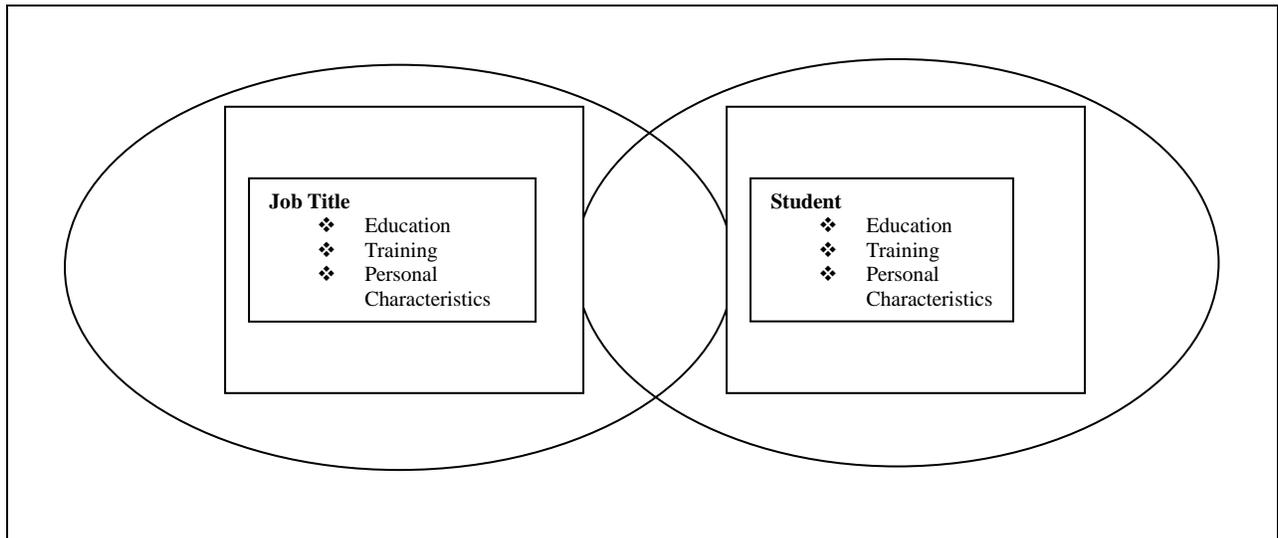
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|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity | X | Problem Solving |
| X | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
 The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

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.
 Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



Lesson Preparation

Essential Questions:
 Why is it important that individual characteristics fit with characteristics needed for life career goals?

Engagement (Hook):

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| <ol style="list-style-type: none"> 1. Instructor models own Venn diagram. 2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram. 3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves. 4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work. | <ol style="list-style-type: none"> 1. Students observe as instructor models. 2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram. 3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram. |

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)