

;;Unit 1 Title: Life-long Learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and Post HS Requirements **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive School Counseling Big Ideas:
 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.

Grade Level Expectations (GLEs):
 CD.7.A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.
 CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association (ASCA) Mindsets and Behaviors:
 Career Development

Materials (include activity sheets and/ or supporting resources)

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known _____, I would have _____.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

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 an other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</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>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</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
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

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 reevaluate, assess (review/rethink), and revise/refine their *Personal Plans of Study*, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions:

How have I changed?

Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:

NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/ revise/ refine their individual *Personal Plan of Study*.

1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative).
2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.
3. Distribute the students’ *Personal Plan of Study*, career interest inventories and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the

Student Involvement/Instructional Activities:

1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections.
2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or misinformation one realizes after being in the chosen profession.
3. Students will review their *Personal Plan of Study* to remind themselves of the plan they developed in 8th grade.

<p>minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate full-time post-secondary employment.</p> <p>4. Consider students’ privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students’ review of their <i>Personal Plans of Study</i>.</p> <p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As the counselor reviews revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students’ revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p> <p>5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.</p>
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Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)