

Small Group Counseling Title/Theme: Careers Are Cool

Grade Level(s): 6-8

Small Group Counseling Description: *Careers Are Cool* is a fun, interactive group. This group will help students discover who they are and who they can become in the real world. Students will complete an interest inventory, determine a career cluster choice, see how class/educational choices connect to career goals, explore careers through job shadowing, and reflect on their experiences.

Number of Sessions in Group: Introduction, 5 Sessions, and Optional Follow-Up Session

Session Titles/Materials:

Introduction: Establishing Small Group Norms

Establishing norms is important to the group process. This introduction should be used prior to Session #1.

Materials needed:

Chart Paper

Markers

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Session # 1: Interest Me

Materials needed:

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Interest Inventory (Missouri Connections – www.missouriconnections.org)

[*Student Log-In Information Bookmarks*](#)

Internet access and computers for student use

Note: Prior to this session, the Professional School Counselor will need to register with Missouri Connections and set up initial student profiles. It is also recommended that the Professional School Counselor utilize the site to become familiar with all of the components. The Professional School Counselor may wish to have a student log-in for demonstration purposes as well as the administrator log-in. If necessary, counselor may contact Missouri Connections for technical support.

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session # 2: Career Clusters

Materials needed:

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Copy of Interest Inventory Results or access to www.missouriconnections.org

Career Clusters (Reference www.missouriconnections.org or www.careerclusters.org)

Personal Plan of Study (Examples may be referenced from www.careerclusters.org or www.mcce.org)

Session# 3: Gearing Up for the Real World

Materials needed:

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Job Shadowing Parent/Guardian Consent Form (includes job shadow assignment)

Job Shadow Transportation Agreement

Sample Questions for Job Shadowing Experience

Paper/Pencil

Session # 4: Real World Here We Come

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)

Pen/Pencil

Camera (optional)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre/Post-Group Perception Form: Individual Student Behavior Rating Form \(Document 14\)](#)

[Teacher Pre/Post-Group Perceptions Feedback Form: Overall Effectiveness of Group \(Document 14\)](#)

[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)

Session # 5: Careers Are Cool

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)

Materials from the Jobsite

Thank-you note cards

Photos or slide show from job-shadow experience

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

[Student Feedback Form: Overall Effectiveness of Group \(Document 16\)](#)

Optional Follow-up Session (to be held 4-6 weeks after last group session)

Materials Needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: Complete the [Student Feedback Form: Overall Effectiveness of Group \(Document 16\)](#) (attached to Optional Follow-up Session Plan). Discuss after completing.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Grade Level Expectation and Counseling Concept(s):

CD.7.A. Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:

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.

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

x	Goal 1: gather, analyze and apply information and ideas
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x	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

Outcome Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, whip around, etc.

Students will complete Job Shadow Questions.

Students will reflect and share job shadowing experiences with their peers.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre-Post-Group Individual Student Behavior Rating Form \(Document 14\)](#) for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- [Teacher Feedback Form: Overall Effectiveness of Group \(Document 14\)](#) (teacher completes at the end of the group).

Parent/Guardian Assessment:

- [Parent/Guardian Feedback Form: Overall Effectiveness of Group \(Document 15\)](#) (sent home with students in Session 4; parents/guardians complete and return form with students the following week.)

Student Assessment:

- [Student Feedback Form: Overall Effectiveness of Group \(Document 16\)](#) (students complete during Session 5)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre- and post-comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships

Students will be encouraged to continue career exploration.

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

Note: The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

- | | | |
|------------|--------------------|--------------------|
| Friendship | Study Skills | Attendance |
| Feelings | Behavior | School Performance |
| Family | Peer Relationships | Other _____ |

Group Assignment:

I will complete or practice the following at school and/or at home before our next session:

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at _____ if you have further questions or concerns.

DOCUMENT 14:

**TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)**

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher’s perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students’ relationship with the Professional School Counselor and other participants in the group and your observations of students’ behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher’s Name (optional): _____ Date: _____

Professional School Counselor’s Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
Overall, I would rate my students’ experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

Before the group started, I hoped my student would learn _____

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

Note: This student feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the secondary level form.

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1
Additional Comments for the Counselor:					

DOCUMENT 16:

**STUDENT POST-GROUP PERCEPTIONS
(Sample 2 of 2)**

Note: This feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

STUDENT FEEDBACK FORM

Directions: Please complete the Student Feedback Form after the last group session.

Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____
Topic of Group

Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



= I agree



= I'm not sure



= I disagree

1. Overall, I would rate my experience in the counseling group as:



= I agree



= I'm not sure



= I disagree

2. I enjoyed working with other students in the group



= I agree



= I'm not sure



= I disagree

3. I enjoyed working with the counselor in the group.



= I agree



= I'm not sure



= I disagree

4. I learned new skills and am using the skills in school.



= I agree



= I'm not sure



= I disagree

5. If other students ask me if they should participate in a similar group, I would recommend that they give it a try



= I agree



= I'm not sure



= I disagree

Additional comments you would like to share with the counselor:

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Grade Level Expectation and Counseling Concept(s):
CD.7.A. Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:
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.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper
Markers
[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

INTRODUCTION Formative Assessment

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <i>Small Group Counseling Guidelines Poster (Document 18)</i>. Students may wish to add additional guidelines for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <i>Small Group Counseling Guidelines Poster (Document 18)</i>, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences. <p>3. Students share ideas about what they would like to learn or achieve.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>for future reference.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Small Group Counseling Guidelines

1. All participants will observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Everyone will use positive language.
5. All participants will treat each other with respect.

Small Group Counseling Title/Theme: Careers Are Cool

Session Title: Interest Me

Session # 1 of 5

Grade Level: 6-8

Estimated time: 45-75 minutes

Small Group Session Purpose: Students will complete an interest inventory as part of career exploration.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Missouri Comprehensive Guidance and Counseling Concept(s):
CD.7.A Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:

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.

Session #1 Materials (include activity sheets and/ or supporting resources)

[Small Group Counseling Guidelines \(Document 18\)](#)

Student Log-In Information Bookmarks, one bookmark per student

Interest Inventory (Missouri Connections – www.missouriconnections.org)

Internet access and computers for student use

Note: Prior to this session, the Professional School Counselor (PSC) should register with Missouri Connections and obtain batch codes for the assessments if this has not previously been completed. This process may take a few days. It is also recommended that the PSC utilize the site to become familiar with all of the components. The PSC may wish to have a student log-in for demonstration purposes as well as the administrator log-in. If necessary, PSC may contact Missouri Connections for technical support.

Session #1 Formative Assessment

Students will analyze career interest inventory with the Professional School Counselor.

Session #1 Preparation

Essential Questions: How do educational choices relate to the real world?

Engagement (Hook): Have each group member answer the question: What are you going to do after high school? Professional School Counselor records responses to use in a later session.

Session #1 Procedures

<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
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<i>Professional School Counselor Procedures: Session 1</i>	<i>Student Involvement: Session 1</i>
<ol style="list-style-type: none"> 1. Welcome students to the group. Discuss the Small Group Counseling Guidelines Poster (Document 18) with the group. Emphasize confidentiality and when the counselor might have to break confidentiality. Add any guidelines the students want to add. See poster example of Small Group Counseling Guidelines Poster (Document 18). Display the poster to reference during each group session. 2. Direct the students to open the internet browser to the Missouri Connections website at www.missouriconnections.org. 3. Direct the students to log in to the website. If students have not previously logged onto the site, the Professional School Counselor will have to prepare for the first log-in by creating usernames for each student, along with a common password for the group. (Check with your site administrator if you have further questions.) When students log-in for the first time, they will be directed to create a new, unique password and set up security questions. Have students record their usernames and passwords on the Student Log-In Information Bookmarks, which have been copied and cut out prior to the session. The PSC may want to retain the bookmarks in a secure location between sessions. 4. Explain that the students will be participating in an Interest Inventory, found in the Missouri Connections website, and the results from this inventory will be used as they explore careers. 5. Closure/Summary: Print two copies of career interest inventory results. 6. Group assignment: Assign students to review career interest inventory results. 	<ol style="list-style-type: none"> 1. Students review the guidelines by telling what each one looks and sounds like. 2. Students open internet browser to the Missouri Connections website. 3. Students log into the Missouri Connections website according to instructions. 4. Students take an Interest Inventory. 5. Closure/Summary: Students will hand in copy of interest inventory results and keep one copy for review. 6. Group assignment: Students will review career interest inventory results.

Session #1 Follow-Up Activities

Remind students of next session.

Students who have not completed career interest inventory will finish on an individual basis. The Professional School Counselor may schedule an individual appointment, or the student can finish on his/her own.

Provide classroom teacher(s) of students in group a copy of the [Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#). Encourage teachers to support students' efforts by asking them to share their new insights from the inventory.

Session #1 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Student Log-In Information Bookmarks



Not sure of the career you would like to have in the future? That's ok. How about exploring your options? Missouri Connections is an online system designed for middle and high school students. It will help you plan for high school as well as future jobs.

Who Am I?
Where Am I Going?
How Do I Get There?

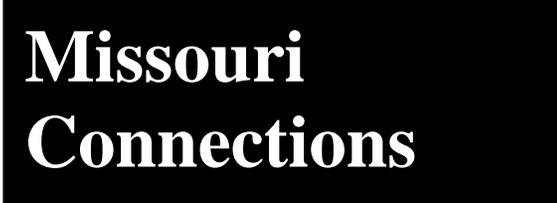
- Missouri Connections has...
- Quick, easy-to-read occupation descriptions
 - Interest inventories
 - Interviews with people who work in those occupations
 - Videos of real people at work
 - Activities

www.missouriconnections.org

Username:

Password:

Missouri Comprehensive Guidance & Counseling Programs:



Not sure of the career you would like to have in the future? That's ok. How about exploring your options? Missouri Connections is an online system designed for middle and high school students. It will help you plan for high school as well as future jobs.

Who Am I?
Where Am I Going?
How Do I Get There?

- Missouri Connections has...
- Quick, easy-to-read occupation descriptions
 - Interest inventories
 - Interviews with people who work in those occupations
 - Videos of real people at work
 - Activities

www.missouriconnections.org

Username:

Password:



Not sure of the career you would like to have in the future? That's ok. How about exploring your options? Missouri Connections is an online system designed for middle and high school students. It will help you plan for high school as well as future jobs.

Who Am I?
Where Am I Going?
How Do I Get There?

- Missouri Connections has...
- Quick, easy-to-read occupation descriptions
 - Interest inventories
 - Interviews with people who work in those occupations
 - Videos of real people at work
 - Activities

www.missouriconnections.org

Linking School Success to Life Success

Username:

Password:

Small Group Counseling Title/Theme: Careers Are Cool

Session Title: Career Cluster

Session # 2 of 5

Grade Level: 6-8

Estimated time: 45-75 minutes

Small Group Session Purpose: Students will share their career cluster and be introduced to the importance and value of using their Personal Plan of Study in reaching their educational goals.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Missouri Comprehensive Guidance and Counseling Concept(s) :
CD.7.A Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:
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.

Session #2 Materials (include activity sheets and/ or supporting resources)

Copy of Interest Inventory results or access to www.missouriconnections.org
Career Clusters (Reference www.missouriconnections.org or www.careerclusters.org)
Personal Plan of Study (Examples may be found at www.careerclusters.org or www.mcce.org)

Session #2 Formative Assessment

Students will share career cluster information from their interest inventory results.

Session #2 Preparation

Essential Questions: How do educational choices relate to the real world?

Engagement (Hook): Students will travel to their career cluster through videos. Using www.missouriconnections.org, students will view a short video about their career clusters. If the Professional School Counselor does not have access to individual computers, one computer can be used to view clusters.

Session #2 Procedures

<i>Professional School Counselor Procedures: Session 2</i>	<i>Student Involvement: Session 2</i>
1. Review small group guidelines – <i>Small Group Counseling Guidelines Poster (Document 18)</i> .	1. Students listen while counselor reviews information.
2. Have students review the results of the interest inventory from the previous session. Utilizing those results, have the students identify the career cluster in which he/she has the most	2. The students log on to view cluster videos on missouriconnections.org . Students will access the Occupations tab after

<i>Professional School Counselor Procedures: Session 2</i>	<i>Student Involvement: Session 2</i>
<p>interest. Direct the students to the Missouri Connections videos regarding the career clusters of the most interest.</p> <ol style="list-style-type: none"> 3. Allow students to share their career cluster information. 4. Ask students how they believe that career clusters might influence education choices. 5. The counselor will explain what job shadowing entails, using information about the options available. (See follow-up information below.) Ask students to consider what occupation they would like to shadow, based on their career cluster. 6. Closure/Summary: Ask students for at least one new idea or concept they learned today. 7. Distribute and Explain: <u>Teacher/Parent/Guardian Follow-Up Forms (Document 12)</u>. Send home a copy with each student and provide a copy to classroom teacher(s) regarding students in the group. 	<p>logging in. The drop-down includes Career Clusters. Clicking on Career Clusters will take the students to the page, which displays each of the cluster titles. By clicking on the cluster of their choice, the students will be able to access the video about that cluster.</p> <ol style="list-style-type: none"> 3. Students share their career cluster information with the group. 4. Students will participate in discussion. 5. Students will state at least two job shadowing ideas and/or contacts. 6. Students will respond. 7. Students commit to giving their parents/guardians the <u>Teacher/Parent/Guardian Follow-Up Forms (Document 12)</u>.

Session #2 Follow-Up Activities

Schedule job shadow experience and print permission slips (including job shadow assignments) for distribution to the students during the next session. Consider using the local area Chamber of Commerce as a resource. Depending on time constraints, group dynamics and/or logistics, the Professional School Counselor may schedule the job shadowing experience for a few hours or for an entire school day. If feasible, schedule the job shadow experience at a location where all students' career clusters are represented (e.g. a hospital) or varied locations in close proximity with one another. Additional educators may be needed to assist with oversight and supervision of students. Schedule a bus for upcoming job-shadowing event.

Session #2 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Small Group Counseling Title/Theme: Careers Are Cool

Session Title: Gear Up for the Real World

Session # 3 of 5

Grade Level: 6-8

Estimated time: 45-75 minutes

Small Group Session Purpose: A job shadowing experience will be planned in order to explore their career cluster and validate their personal plan of study.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Missouri Comprehensive Guidance and Counseling Concept(s):
CD.7.A Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:
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.

Session #3 Materials (include activity sheets and/ or supporting resources)

Pictures or PowerPoint slides of workers in a variety of job settings
[Job Shadowing Permission Slip](#) (includes job shadow assignment)
[Job Shadow Transportation Agreement](#)
[Sample Questions for Job Shadowing Experience](#)
 Pencil/paper

Session #3 Formative Assessment

Counselor will observe student readiness for job shadowing experience.

Session #3 Preparation

Essential Questions: How do class/educational choices relate to the real world?

Engagement (Hook): The Professional School Counselor will display pictures or PowerPoint slides, which represent workers in a variety of settings. Ask students to identify the career clusters, which correspond with the graphics.

Session #3 Procedures

Professional School Counselor Procedures: Session 3	Student Involvement: Session 3
1. Review Small Group Counseling Guidelines Poster (Document 18) .	1. Students listen and participate in review of guidelines.
2. The PSC will introduce the hook.	2. Student will participate in the activity.

<i>Professional School Counselor Procedures: Session 3</i>	<i>Student Involvement: Session 3</i>
<p>3. Pair up students according to career clusters and assigned job shadowing assignment(s) and or destination(s) and give them information regarding their assignments. (Monitor students' responses for possible assistance or intervention.)</p> <p>4. Assign the pairs of students to create the task of creating a <i>Top Ten List</i> of things facts or questions they need/want to know about the job (i.e. salaries, educational preparation, specific skills and interests needed, locations, time commitment etc.) Bring the group together to compile a list for use on the job shadowing day. If needed, help students brainstorm (see Sample Questions for Job Shadowing Experience).</p> <p>5. Lead a discussion on expectations while participating in the job shadow experience (dress, questions to ask, manners, etc.).</p> <p>6. Closure/Summary: Collect the students' <i>Top Ten List</i>. Hand out Job Shadowing Permission Slip and Job Shadow Transportation Agreement, if needed.</p> <p>7. Distribute & Explain Teacher/Parent/ Guardian Session Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p><i>NOTE: Prior to next session, copy "Top Ten List" and return to students. You may want to modify student questions and review with students before job shadow. Let students know they can bring a camera or borrow a school camera for the job shadowing event. Confirm job sites and schedule transportation.</i></p>	<p>3. Students will comply.</p> <p>4. Students compile a list of ten questions to ask during their job shadow experience.</p> <p>5. Students will participate in discussion.</p> <p>6. Closure/Summary: Students leave with job shadowing permission slips and/or transportation agreements, which should be returned prior to next session.</p> <p>7. Students commit to giving their parents/guardians the Teacher/Parent/ Guardian Session Follow-Up Form (Document 12).</p>

Session #3 Follow-Up Activities

Students complete and return signed permission slips by deadline. Remind students to bring devices for taking photographs.

Session #3 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session 3

Job Shadowing Parent/Guardian Consent Form

Your child has expressed an interest in participating in a job shadowing experience. While on the jobsite, your child will be assigned to a professional/employee who will lead your child – or a group of students – through the department in which he/she works. Topics of discussion will include a typical workday and different aspects of that field of work.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____

on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name: _____ Phone: _____

Address: _____ City: _____ Zip: _____

Parent/Guardian: _____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

Signature of Parent/Guardian

Date

Session 3

Transportation Permission Form

I give permission for my child, _____,
to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

Parent/Guardian Signature Date

If you have any questions or concerns, please contact:

(List names of guidance/district personnel involved in job shadowing, phone number and each extension.)

* * * * *

Transportation Permission Form

I give permission for my child, _____,
to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

Parent/Guardian Signature Date

If you have any questions or concerns, please contact:

(List names of guidance/district personnel involved in job shadowing, phone number and each extension.)

Session 3

Sample Questions for Job Shadowing Experience

- How long have you worked here?
- What are your responsibilities?
- What basic skills and knowledge you use?
e.g. Reading, Listening, Applying Mathematics, Writing, Speaking
- What technical skills are necessary to perform this job well, and how are they used?
e.g. Using computers, Operating office machines, Repairing equipment
- Which of the following problem-solving skills are needed, and how are they applied?
Organizing and planning
Interpreting and communicating information
Thinking creatively
Making decisions
Analyzing problems
- What interpersonal (or “people”) skills are needed, and how are they used?
e.g., serving customers, participating as a team member, teaching, leading, resolving conflict, working with cultural diversity
- What type of education and/or training is required for this job?
- What new skills have been learned since you started this job?
- How might this job change in the next five years? The next ten?
- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

Small Group Counseling Title/Theme: Careers Are Cool

Session Title: Real World Here We Come

Session # 4 of 5

Grade Level: 6-8

Estimated time: 45-75 minutes

Small Group Session Purpose: Students will job shadow to gain experience in a career within their career cluster.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Missouri Comprehensive Guidance and Counseling Concept(s):
CD.7.A Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:
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.

Session #4 Materials (include activity sheets and/ or supporting resources)

[Parent/Guardian Job Shadowing Permission Slip](#) (signed)
“Top Ten List” of Job Shadowing Questions (student generated in Lesson 3)
Pen/Pencil
Camera

Session #4 Formative Assessment

Completed “Top Ten List” of Job Shadowing Questions and counselor observation.

Session #4 Preparation

Essential Questions: How do class/educational choices relate to the real world?

Engagement (Hook): The job shadow field trip.

Session #4 Procedures

<i>Professional School Counselor Procedures: Session 4</i>	<i>Student Involvement: Session 4</i>
1. Review Small Group Counseling Guidelines .	1. Students listen and participate in review of guidelines.
2. Introduce the purpose and expected outcomes of the session. Have students get with their partners to review <i>Top Ten Questions</i> with their partners.	2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session. Students prepare for the day by discussing the top ten questions with their partners.

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<ol style="list-style-type: none"> 3. Transport students to their job shadow locations. Facilitate the job shadow experience. Ideally, be in close proximity to the students and spend a small amount of time with each group. It may be necessary to solicit the help of a fellow educator to assist with this phase of the unit. 4. Thank the job shadow supervisors (if possible), gather students and head back to school. Collect paperwork from students 5. Closure/Summary: Explain the importance of getting feedback from their parents/guardians about the group. Distribute & explain <u>Parent/Guardian Pre/Post-Group Perception Form (Document 15)</u>. Send a copy home with each student and provide a copy of <u>Teacher Pre/Post-Group Perception Form (Document 14)</u> to teacher(s) of students in the group. 6. Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help plan the celebration. Remind them to tell you if they want to discuss something before the group ends. 7. Group assignment: Bring all materials gathered from the job shadow experience for the next session. Develop photos if pictures were taken, and use to make a slide show for the next session. 	<ol style="list-style-type: none"> 3. Students observe, ask questions, record responses, take photos, etc. while on the job shadow experience. 4. Students thank the job shadow supervisors, gather materials collected and board bus for the trip back to school. 5. Closure/Summary: Students will discuss their experience. Students commit to giving their parents/guardians the <u>Parent/Guardian Pre/Post-Group Perception Form (Document 15)</u> handout. 6. Students acknowledge understanding that there will be one more session and decide how to celebrate their group. Students will inform counselor if they have unfinished business associated with this group. 7. Group assignment: Students think about questions or comments they might want to bring to the next session.

Session #4 Follow-Up Activities

Gather information from students for inclusion in picture montage or slide show.

Session #4 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Small Group Counseling Title/Theme: Careers Are Cool

Session Title: Careers Are Cool

Session # 5 of 5

Grade Level: 6-8

Estimated time: 45-75 minutes

Small Group Session Purpose: Job shadow reflection

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals

Missouri Comprehensive Guidance and Counseling Concept(s):
CD.7.A Integration of self-knowledge into life and career plans

American School Counselor Association (ASCA) National Standard:
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.

Session #5 Materials (include activity sheets and/ or supporting resources)

Completed “Top Ten List” Questions
Materials from the Job Site
Thank-you note cards
Developed photos or slide show from job shadow experience

Session #5 Formative Assessment

Professional School Counselor will observe students’ attitude and enthusiasm about the job shadow experience.

Session #5 Preparation

Essential Questions: How do class/educational choices relate to the real world?

Engagement (Hook): Developed photos or slide show of the student on the job shadow experience.

Session #5 Procedures

<i>Professional School Counselor Procedures: Session 5</i>	<i>Student Involvement: Session 5</i>
<p>1. Review Small Group Counseling Guidelines (Document 18) with an emphasis on post-group confidentiality. Remind participants that even though the group is over, group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.</p>	<p>1. Students participate in review by telling what post-group confidentiality means for them.</p>

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>2. Collect Parent Feedback Forms. Distribute <i>Student Feedback Forms (Document 16)</i> bring them to the group. Allow a few minutes for students to complete the information.</p> <p>3. Present developed photos or a slide show of students on the job shadow experience.</p> <p>4. Return materials from the job shadow experience and facilitate sharing of the completed <i>Top Ten Lists</i>.</p> <p>5. Distribute thank you cards for students to complete. Mail completed thank-you cards.</p> <p>6. Closure/Summary: Note any questions or comments that require additional follow-up.</p> <p>7. If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p> <p>8. Celebrate the closing of the group.</p>	<p>2. Students will complete feedback forms. If students need additional time they commit to the day they will bring them to you.</p> <p>3. Students view and comment on the slide show.</p> <p>4. Students share their completed <i>Top Ten Lists</i> and materials gathered from job shadow with the group.</p> <p>5. Students complete thank-you cards and return them to counselor.</p> <p>6. Closure/Summary: Students write down comments about job shadowing experience and offer suggestions for the next group.</p> <p>7. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners.</p> <p>8. Group Summary/Closure: The students celebrate the closure of their group.</p>

Session #5 Follow-Up Activities

Students could make classroom presentations of the job shadow experience.

Session #5 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

OPTIONAL FOLLOW-UP SESSION

Group Title: Careers Are Cool

Session Title: How Are You Doing?

Session: Follow-up (4-6 weeks after last session)

Grade Level: 6 - 8

Estimated time: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate at least one more group session 4-6 weeks after the group has ended. This session helps the PSC track students’ persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

Missouri Comprehensive Guidance and Content Area Strand/Big Idea:

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

OPTIONAL FOLLOW-UP SESSION

Materials (activity sheets and/ or supporting resources are attached)

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: Complete the [Follow-Up Feedback Form for Students](#). Discuss after completing.

OPTIONAL FOLLOW-UP SESSION

This session does not require a formative assessment. It is a way for the PSC to measure students’ perceptions of the group’s effectiveness over time.

Alternative Procedure: Use the [Follow-Up Feedback Form for Students](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): What changes have you encountered because of this group?

OPTIONAL FOLLOW-UP SESSION PROCEDURES

<i>Professional School Counselor Procedures: Optional Follow-up Session</i>	<i>Student Involvement: Optional Follow-up Session</i>				
<p>Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.</p> <ol style="list-style-type: none"> 1. Welcome students back to the group. Remind them again about the Small Group Counseling Guidelines. 2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.” 3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. Complete all quadrants. Invite students to share one quadrant at a time; discuss responses before going to the next quadrant. <table border="1" data-bbox="131 1024 755 1272"> <tr> <td data-bbox="131 1024 443 1146">1. With a picture or words, demonstrate what you learned from group.</td> <td data-bbox="443 1024 755 1146">2. With a picture or a word, describe the most useful thing you learned from the group.</td> </tr> <tr> <td data-bbox="131 1146 443 1272">3. With a picture or words, describe a skill you need to practice.</td> <td data-bbox="443 1146 755 1272">4. With a picture or words, explain how you have changed.</td> </tr> </table> <p>Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the Follow-Up Feedback Form for Students. Discuss with students after they have completed the form.</p>	1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.	3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.	<ol style="list-style-type: none"> 1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean. 2. Students contribute a concrete example of something they remember about the group. 3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. School counselor will acknowledge on-topic sharing <p>Alternative Procedure: Students complete the form and discuss their responses.</p>
1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.				
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.				

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) [Follow Up Feedback Form for Students](#), use the responses to prepare a data summary and report of group’s effectiveness.

OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will all students’ lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor: