

HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

Purpose: This activity helps students develop socialization skills through developing leisure time interests.

Time Required for Lesson: 40 minutes

Grade Level: 11

Missouri Comprehensive Guidance Program

Strand: Career Development

Big Idea: 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

ASCA Standards

Career Development Standard

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials: *Interest Survey* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11

Unit: Goal Setting

Concept: CD.7.A



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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	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
X	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 list two long-range benefits of developing new interest.

Lesson Preparation

Essential Questions: How can leisure interest help develop social skills?

Engagement (Hook): What are the benefits of activities and interests?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that their leisure activities and interests can be beneficial. 2. Distribute the “Interest Survey” activity sheet. Discuss ideas for each area on the survey and ask students to list activities that interest them under each area. 3. Ask students to circle their five favorite interests in each area and rank the activities (1=highest interest, 5=lowest interest). Have students share their results. 4. Ask for volunteers to share the results of his or her interest survey to use as examples. Discuss ways in which one could become involved in them. Ask what barriers keep a person from trying something new. Ask how students can overcome those barriers. 	<ol style="list-style-type: none"> 1. Students listen 2. Student discuss each area on the survey and lists activities under each area 3. Students circle their five favorite interests in each area and rank the activities (1=highest interest, 5=lowest interest). Students share the results of their survey. 4. Students volunteer to share the results of his or her interest survey to use as examples. Students discuss ways in which one could become involved in them. Students share reasons why barriers keep a person from trying something new and how they can overcome those barriers.

Interest Survey

Name _____ Date _____

Directions: List activities that are of interest to you in each of the four areas.

Physical:

Fine Arts/Crafts:

Social:

Academic/Intellectual:

EXPLORING EMPLOYMENT OPPORTUNITIES

Purpose: This lesson introduces students to employment opportunities in the community

Time Required for Lesson: 50 minutes

Grade Level: 11

Missouri Comprehensive Guidance Program

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.A. Career decision making

ASCA Standards: Career Development

- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

Materials: Classified ads and *Jobs in My Community* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11 **Unit:** Navigating Through the World of Work **Concepts:** 7.A; 8.A.  

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas/skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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
	Mathematics
X	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 Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students complete the “Jobs in My Community” activity sheet.

Lesson Preparation

Essential Questions: Where do we find employment opportunities? Where do we find information that leads to employment opportunities?

Engagement (Hook): State: Your community has a lot to offer you. Explain that many people live and work in their communities. What employment opportunities are available in your community?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students to name the major industries in their community. List their responses on the board. Some examples are agriculture/natural resources, health services, human services, arts and communication, industrial and engineering technology, and business, management, and technology. 2. Ask students to discuss industries in which their parent(s)/guardian(s) have had. List them on the board. 3. Ask students if they know what kind of education and/or training is required for each job listed without discussion salary. 4. Distribute and discuss classified ads from the newspaper to each student. Ask students to complete the ‘Jobs in My Community’ activity sheet. 5. On the board, label three columns, ‘Benefit,’ ‘Working Conditions,’ and ‘Opportunities for Advancement.’ Brainstorm specifics for each category. Select jobs students have named and relate them to each of the three columns. 	<ol style="list-style-type: none"> 1. Students listen and name major industries in their communities. 2. Students discuss industries their parent(s)/guardian(s) have had. 3. Students discuss the kind of education/training required for each job listed without discussing salary. 4. Students receive and discuss classified ads from newspapers. Students complete and discuss the ‘Jobs in My Community’ activity sheet. 5. Students discuss jobs and how they relate to the three categories .

JOBS IN MY COMMUNITY

Name _____ Date _____

Directions: Answer the following questions about jobs in your community.

1. One adult in my family works as a(n): _____
at: _____
2. Another person in my family works as a(n): _____
at: _____
3. What similar jobs are in your community? _____

4. What type of education or training is required for these jobs? _____

5. Are there ads in the classified section for these jobs? _____

6. Name three jobs in which you are interested. _____

7. How many wants ads are there for these jobs? _____
8. Do the classified ads list requirements for these jobs? If so, what are they? _____

LEISURE TIME FOR THE FUTURE

Purpose: Students explore leisure options that can last for a life time.

Time Required for Lesson: 50 minutes

Grade Level: 9

Missouri Comprehensive Guidance Program

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.A. Career decision making

ASCA Standards:

Career Development

7 A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

8 A. Career decision making

Materials: Magazine photos of older people engaged in leisure activities; Paper; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Navigating Through the World of Work

Concepts: CD.7.A; CD.8.A



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 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
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	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):

Student write two leisure activities that they might continue in later life

Lesson Preparation

Essential Questions: Are there leisure activities that last throughout adult life?
Engagement (Hook): What activity do you enjoy now that you can also enjoy later in life? Explain to students that some leisure activities can be enjoyed throughout a person’s life. Others are phased out as new ones take their place.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students to share their leisure activities and write them on the board 2. Ask students what they might see as their leisure activities in twenty years. Ask students to name the approximate age they will be. List activities on the board beside the first list. 3. Show photos of older adults engaged in various leisure activities and compare the activities to the first and second lists. Discuss the similarities and differences of the two lists. 4. Discuss advantages of starting to enjoy an activity at an early age and continuing to enjoy it in later life. Ask students for comments and/or suggestions 5. Suggest that there is no homework so that the students can enjoy their leisure time, but tell them that they may want to ask their parents what leisure activities they started early in life and still enjoy today. 	<ol style="list-style-type: none"> 1. Students share their leisure activities 2. Students share leisure activities they might be involved in twenty years from now. Students give the ages they think they will be. 3. Students view photos and compare and discuss similarities and differences of the two lists. 4. Students discuss advantages and share comments and/or suggestions of enjoying activities that can be shared in later life 5. Students discuss with parents early leisure time that has continued throughout parents adult life.

LEISURE TIME INVENTORY

Purpose: Students complete a self-assessment to guide exploration of activities that can last for a life time.

Time Required for Lesson: 50 minutes

Grade Level: 9

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.A: Career decision making

ASCA Standards:

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 decision.

Materials: *The Alphabet Game: A Leisure Time Inventory* activity sheet; Paper; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Navigating Through the World of Work Concepts: CD7.A CD8.A



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 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
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	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 complete the leisure time survey and share what they learned about themselves that they did not previously know.

Lesson Preparation

Essential Questions: Can leisure time influence your interest or priorities? How do you spend your leisure time?

Engagement (Hook): Write on the Board: ‘Leisure Time = clarification of interest and priorities.’ Explain to students that what they do in their leisure time can provide opportunities to clarify their interest and priorities.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain to students that all people have interests that they are aware of as well as interests that are not as clear to them.	1. Students listen
2. Distribute “The Alphabet Game: A Leisure Time Inventory” activity sheet. Explain that the inventory will help them get a better sense of those activities and things that are important to them. Encourage students to answer with the first thing that comes to mind. Tell students to put ONLY the month and day of their birth.	2. Students complete his or her activity sheet without deliberating on the answers.
3. Ask students to review their answers when the activity sheet is completed; on a separate sheet of paper ask students to write any discoveries they made about themselves. Were they surprised by the frequency of certain kinds of activities?	3. Students review responses to questions from the activity sheet and write any discoveries they made about themselves. Students also answer the question, “Were they surprised by the frequency of certain kinds of activities that kept recurring?”
4. (Remind students not to put names on their papers—only year/day of birth for identification.) Collect all the activity sheets and redistribute them to students so that no one has own.	4. Students turn in their activity sheets and receive a sheet that is not his or her own.
5. Ask students to read the sheet they have been given and write on the back of the sheet what they think the person’s major interests and priorities are. Ask students if they see patterns in the person’s responses.	5. Students read the responses of others and write what they think the person’s major interests and priorities were. Students note any patterns in the person’s responses.
6. Repeat steps five and six at least two more times, then return activities sheet to their owners.	6. Students repeat steps five and six at least two more times and receive their own sheets back.
7. Ask students to read the comments by others and compare them to their own inventory comments.	7. Students read the comments made by others and compare them to their own inventory comments.
8. Lead the group in a discussion of what they discovered about themselves.	8. Students share and discuss what they discovered about themselves.

The Alphabet Game: A Leisure Time Inventory

Directions: For each letter of the alphabet below, write a word that represents something you like, something that interests you or something that is important to you. Then, on the line next to each word, indicate whether it is a **like (L)**, an **Interest (I)**, or a **Personality Trait (P)**.

Example: A apples I
 B baseball I
 C courage P

A _____ _____ N _____ _____

B _____ _____ O _____ _____

C _____ _____ P _____ _____

D _____ _____ Q _____ _____

E _____ _____ R _____ _____

F _____ _____ S _____ _____

G _____ _____ T _____ _____

H _____ _____ U _____ _____

I _____ _____ V _____ _____

J _____ _____ W _____ _____

K _____ _____ X _____ _____

L _____ _____ Y _____ _____

M _____ _____ Z _____ _____

CAREER EXPLORATION—A NEW FRONTIER

Purpose: Students’ current interests and careers of interests guide their exploration as they practice using the career paths to learn about other careers in which they might be interested.

Time Required for Lesson: 20 minutes

Grade Level: 9

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 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.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Navigating Through the World of Work **Concepts:** CD 7. A; CD 8.C.  

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 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
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one’s own experience in preventing or 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	Participating in formal and informal presentations and discussions of issues and ideas
	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 identify and write a brief paragraph of two careers that are related to his or her career path.

Lesson Preparation

Essential Questions: What is the importance of exploring related career? Why do we need to explore related careers?

Engagement (Hook): Write a career or occupation on the board. State: Oh! The Possibilities! Explain to students that this phrase can be applied to many scenarios, but for this session, the focus is “related careers!”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students to identify his or her career path and discuss careers related to that path. Give examples: news anchor, related career might include cameraperson, copywriter, reporter, producer, set builder, graphic artist. Remind students that with every specific career there are related careers. 2. Ask students to suggest related careers and list career choices on the board. Discuss how they are related 3. Explain that many times these related careers are even more rewarding for some people than the first choice for a career as well as offer alternative career choices. 4. Ask students to identify and write a paragraph regarding two related career choices 	<ol style="list-style-type: none"> 1. Students identify his or her career paths and discuss related careers 2. Students suggest careers related to his or her career path and discuss how they are related 3. Students listen and discuss how related career can be a source of alternative career choices. 4. Students identify two related career choices and write a brief paragraph regarding each.

BASIC PRE-CAREER SKILLS

Purpose: Students learn about the importance and inter-relationship of basic pre-career skills (e.g., personal responsibility) and school success skills. They compare the pre-career skills with classroom expectations for quality work and student cooperation.

Time Required for Lesson: 30-50 minutes

Grade Level: 9-10

Missouri Comprehensive Guidance Program:

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 investigate the world of work in relation to knowledge of self and to make informed career decision.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-10 Unit: Navigation 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 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
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual/groups to institutions/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 identify and write the importance two skills need for his or her career

Lesson Preparation

Essential Questions: Do you possess the necessary skills to perform in the duties in your chosen career?
What skills are necessary?

Engagement (Hook): You are preparing for success! Explain to students that their journey through the educational system is preparing them for success in their chosen careers.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Introduce the concept of “basic pre-career skills” by encouraging responses from students about their current career interest	1. Students discuss his or her current career interest
2. Ask students to think of a skill or success habit everyone needs to be successful in school and in the world of workers (e.g., personal responsibility). This should be general in nature. If a student responds with a very specific skill such as operating a computer, redirect his or her thinking to more general skills. For example, ask students to list skills one might need in order to operate a computer. Ask students to think of basic career skills workers need for any career. Examples include writing, math, and communications skills, taking directions and supervision in a positive way, accepting personal responsibility, and ability to get along with others (social skills).	2. Students think basic pre-career skills and discuss the importance to his or her current career interest
3. Write suggested skills on the board and discuss with students	3. Students suggest and discuss skills listed on the board
4. Illustrate the importance of these skills by reading the following story. Ask students to describe skills (from the list on the board) the person in the story needs in order to do the job.	4. Students listen to the story and identify the skills that are needed to perform duties.
5. Ask students to write two basic pre-skills that are	5. Students write two basic pre-skills that are

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
needed to perform the duties of his or her current career interest. Students are to indicate the importance of each skill.	needed to perform the duties of his or her current career interest and indicate the importance of each skill.

A Day at the Ice Cream Stand

Helen, fifteen, has a job at the ice cream stand during the summer. She has to be at work by 11:30 a.m. in a clean, pressed uniform (personal responsibility). When she arrives, the assistant manager gives her a list of duties that must be done (taking directions and supervision). Often Helen will get telephone orders from people who will stop by on their lunch hour. She must record the order accurately, and tell the customer the correct cost of the order (communicating clearly, writing, and math skills). Sometimes she has to make a special order, so she must read the recipe card and mix the correct proportions (reading and math skills). Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Helen must solve the problem in a helpful way to satisfy the customer (ability to get along with others). Helen must clean up before she goes home. She misses activities with friends because of her job, but Helen likes the money her job provides (personal responsibility).

EXPLORING VOCATIONAL/TECHNICAL OPPORTUNITIES IN HIGH SCHOOL

Purpose: This lesson informs students of career/technical opportunities available through their school district.

Time Required for Lesson: 50 minutes

Grade Level: 9-10

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: Information and registration materials from the area vocational-technical schools

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-10 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 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
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) 6. Identifying and evaluating relationships between language and culture
	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 give requirements for two available vocational/technical programs.

Lesson Preparation

Essential Questions: What vocational/technical programs are available through your high school?
Engagement (Hook): Have you considered vocational/technical programs?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Arrange for vocational/technical counselor to be guest speakers	1. N/A
2. Introduce speakers	2. Students listen
3. Speakers discuss how knowledge of student's abilities and interests is crucial to making good vocational choices.	3. Students discuss how their interest and abilities can be beneficial in making good vocational choices
4. Speakers share information regarding registration and programs available at the area vocational school.	4. Students ask questions regarding registration and programs offered at area vocational school.

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?

YOUR COURSES MAKE YOUR FUTURE

Purpose: Students explore career interests and role stereotypes, specifically considering courses that, traditionally, may have been considered as courses for members of the other gender.

Time Required for Lesson: 20 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Career Development

Missouri Comprehensive Guidance Big Idea:

CD.7: Applying career exploration and planning skills in the achievement of life career goals.

Concept: CD 7: A. 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.

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

ASCA Standards:

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.

Materials: None

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. 6. Discover and evaluate written, visual and oral presentations and works.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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. Reading and writing; compare and contrast; research
	Mathematics	
X	Social Studies	6. Relationships of the individual/groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	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 share their plans to take or not to take a gender specific course and give reasons for their decisions.

Lesson Preparation

Essential Questions: Is it OK for school courses to be male-only or female only. If so, is it legal **and** ethical?
Should schools encourage students to take courses based on gender (e.g., females take sewing; males take shop)?
Engagement (Hook): Ask: Who plans to enroll in (or has already taken) a family and consumer science courses?
Who plans to enroll in (or has already taken) a course such as welding or woodworking?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comments 2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold. 3. Ask students to brainstorm ideas regarding why barriers to free choice exist. 4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment. 	<ol style="list-style-type: none"> 1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender. 2. Students respond to the poll by a show of hands. Students discuss poll results. 3. Students brainstorm and discuss reasons why barriers to free choice exist. 4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.

GENDER IMPACT ON CAREER CHOICES

Purpose: This lesson addresses freedom of choice in choosing careers. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions affect career choices

Time Required for Lesson: 40 minutes

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: “ *Interviews: Role Reversal Careers*” student handout

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 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
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) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions/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 answer the question: What do you think is the most important consideration when making career choices?

Lesson Preparation

Essential Questions: How have careers and roles changed for males and females in the last fifteen years?
Can gender limit your career choices?

Engagement (Hook): Before group begin list four roles or careers usually assumed by females and four usually assumed by males in the past fifteen years. Ask students to identify which roles are assumed by female and males in today's society.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that some careers might be considered “masculine” or “feminine” and those opinions could affect their career choices. 2. Explain the terms ‘stereotype’ and ‘role reversal.’ Give examples of each term and discuss with students. 3. Ask students to name some careers for men and some for women. List those careers on the board. Ask students how they have come to think this way. 4. Distribute the “Interviews: Role Reversal Career” handout. Ask for volunteers and assign roles from the interview activity: reporter (female), carpenter (female), nurse (male), jockey (female), and secretary (male). 5. Ask students how they felt about the role reversals. Ask them if they are willing to consider jobs that are stereotyped for a particular gender. 	<ol style="list-style-type: none"> 1. Students listen 2. Students discuss terms ‘stereotype’ and ‘role reversal.’ 3. Students name some careers for men and women and discuss how they have come to think this way. 4. Students volunteer for roles and engage in role play (interview activities). Each interviewee discuss how they felt about the part they played. 5. Students discuss how they felt about the role reversals and share whether they are willing to consider jobs that are stereotyped for a particular gender.

INTERVIEWS: ROLE REVERSAL CAREERS

Reporter: Not too long ago, only men were reporters. As you can see, things have changed. Today we are going to explore some careers through interviews with people who, like me, have made career choices in fields which at one time were stereotyped or considered to be only suitable for males or females.

I would like you to meet Ms. Carpenter. Ms. Carpenter has been a carpenter for the past eleven years. Ms. Carpenter why did you decide to be a carpenter?

Ms. Carpenter: I always liked working with my hands but it wasn't until I bought a house that needed some repairs when I discovered I could make things and do repairs. My friends were impressed and liked what I did so much that they told other people about me and because I could use the money, I started doing jobs for pay.

Reporter: What is the hardest thing about being a carpenter?

Ms. Carpenter: Hauling large pieces of wood and dealing with men in the lumber yards. Some men seem to resent having a woman doing what they consider to be a man's job.

Reporter: Thank you Ms. Carpenter. Now, I would like you to meet Mr. Nurse. Can you tell us why you made the decision to become a nurse? Isn't nursing considered to be a woman's job?

Mr. Nurse: I think my decision to be a nurse came about because I wanted to do something to help people, something that mattered and counted for something. There are less than ten percent male nurses in nursing schools now, but that number is expected to grow. I think people sometimes have a hang-up about males entering so-called female professions, but I think people should do what they want to do. You are the one who needs to be satisfied with your own career.

Reporter: Thank you Mr. Nurse. Next, we will speak to Ms. Jockey. Ms. Jockey has been a jockey for six years.

Ms. Jockey: Yes, I have been a jockey for six years and have been riding horses since I could walk. My parents have helped me turn as childhood interest into a very exciting and well-paying career. I am the perfect size to be a jockey because I am small. Most jockeys are men and some of them don't like women jockeys. Why shouldn't women be able to have a career they want?

Reporter: Thank you. Our last interview is with Mr. Secretary. He has been a secretary with a large corporation for eight years. Tell us something about your career as a secretary.

Mr. Secretary: In high school, I took some accounting and computer courses and enjoyed them very much. I got "A's" in all my business courses. I didn't want to go to college after graduation from high school, so I decided to go to a business school to learn how to be an office worker. I have worked my way up from the mail room to a responsible position as a secretary. I can go much higher with this company if I continue to do well. People make remarks about me being a male secretary, but I am happy with my choice and I feel that is very important.

THINKING ABOUT TAKING A NON-TRADITIONAL COURSE?

Purpose: To help students recognize their reluctance to enroll in non-traditional classes (i.e., courses traditionally taken by males or females) and to encourage them to choose appropriate classes.

Time Required for Lesson: 20 minutes

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 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.

Materials: None

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. 6. Discover and evaluate written, visual and oral presentations and works.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	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 share their plans to take or not to take a course traditionally associated with the opposite gender and give reasons for their decision.

Lesson Preparation

Essential Questions: Is it OK for school courses to be male-only or female only. If so, is it legal **and** ethical?
 Should schools encourage students to take courses based on gender (e.g., females take sewing; males take shop)?
Engagement (Hook): Ask: Who plans to enroll in (or has already taken) a family and consumer science courses?
 Who plans to enroll in (or has already taken) a course such as welding or woodworking?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comment. 2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold. 3. Ask students to brainstorm ideas regarding why barriers to free choice exist. 4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment. 	<ol style="list-style-type: none"> 1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender. 2. Students respond to the poll by a show of hands. Students discuss poll results. 3. Students brainstorm and discuss reasons why barriers to free choice exist. 4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.

I UNDERSTAND WHAT IS IMPORTANT TO ME

Purpose: Students learn to identify ideas of importance to them and ideas they believe can make a difference in the world.

Time Required for Lesson: 30-50 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Career Development

Big Idea: 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

ASCA Standards:



Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Materials: *Things of Value* counselor sheet; *What is important to me?* activity sheet; pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10	Unit: <u>Respecting ALL Work</u>	Concept: CD.7. A		
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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
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
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
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

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

Completion of “What is important to Me”? Ease with which students communicate with others.

Lesson Preparation

Essential Questions: Why do people think differently?

Engagement (Hook): Does what you think matter? To whom does it matter? Why?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Reads the “Things of Value”: worksheet to the class	1. Students listen and reflect
2. Distribute the “What is Important to Me?” activity sheet and read the introductory paragraphs together.	2. Students follow along as introduction is read.
3. Ask students to find a partner and follow instructions on the worksheet.	3. Students find partners and follow instructions on worksheet
4. Have students work with partners to complete worksheets and share ideas with each other	4. Work in pairs to complete and discuss worksheets, then share each other’s ideas with the class.
5. Ask students to take worksheet home and engage parents in this process	5. Discuss similarities and differences and what students deem important to them.

THINGS OF VALUE

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cent, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

WHAT IS IMPORTANT TO ME?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that you understand each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

1. Select three ideas that you think would make the world a better place. Mark them with a "WM" for "World-Me." Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "WP" for "World-Partner."
2. Go back through the list and identify 10 ideas that are important to you as an individual in everyday life. Mark those with "ED-M" for Every Day-Me. Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "ED-P" for "Every Day-Partner."
3. When each of you has discussed your choices, join 3 other pairs and introduce your partners by name to the group; explain of your partner's choices for the world and 3 of your partner's personal choices to the class.
4. Contribute to class conversation by volunteering to tell about ideas you and your partner have in common and those which are different. Listen for similarities and differences in others' ideas.

___ religion	___ safety	___ democracy	___ family stability
___ education	___ shelter	___ physical appearance	___ skill/talent
___ respect for others	___ dignity and worth	___ honesty	___ health
___ tradition	___ freedom	___ justice	___ change
___ economy	___ love	___ maturity	___ loyalty
___ conformity	___ money	___ extravagance	___ leisure
___ good grades	___ altruism	___ environment	___ practicality
___ a good job	___ recognition	___ individuality	___ aesthetics
___ equality of choice	___ autonomy	___ pleasure	___ achievement
___ wisdom	___ morality	___ knowledge	___ power
___ children	___ social equity	___ financial success	___ true friends
___ long life	___ community work	___ saving for future	___ faith
___ individual liberty	___ personal growth	___ diverse friends	___ happy marriage
___ obedience	___ initiative	___ social organizations	___ adequate clothing
___ wealth	___ charity/service to others	___ emotional well-being	___ opportunity to work for a living

Take this activity home and have one of your at-home-adults mark an "X" next to those he or she thinks are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

PREPARING FOR COLLEGE VISITS

Purpose: This lesson encourages students to visit college campuses in order to become familiar with the atmosphere and learn first-hand some aspects of college life.

Time Required for Lesson: 50 minutes

Grade Level: 11

Missouri Comprehensive Guidance Program:

Strand: Career Development

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

Concept: CD.8.A. Career Decision Making

ASCA Standards:

Domain: Career Development:

C. Students will understand the relationship between training and the world of work.

Materials: “Sample Questions to Ask during College Visits” student handout

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11

Unit: Life-Long Learning

Concept: CD.8.A



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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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
	6. Participating in formal and informal presentations and discussions of issues and ideas
	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 answer questions on *Sample Questions to Ask as You Explore College* handout during college visitations.

Lesson Preparation

Essential Questions: What is the college environment like?

Engagement (Hook): What would your ideal college look like to?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that visiting college campuses are part of the decision making process of selecting an appropriate campus. 2. Ask students to make arrangement with a college admission office to visit the campus within the next two months. The visit should include: a) a tour of the campus, b) an information session with an admissions counselor and, c) an opportunity for students to ask admissions personnel and college students' questions. 3. Encourage students to write individual and/or personal questions on the handout. Point out specific aspects visible on the college campus such as, attitudes of students on campus or quantity/quality of food in cafeteria. 	<ol style="list-style-type: none"> 1. Students listen 2. Students make arrangements to visit a college campus within two months and arrange for a tour of the campus, information session with an admissions counselor, and an opportunity to ask admission personnel and current college students' questions. 3. Students write individual and/or personal questions on the handout. During college visitations, students observe attitudes of current college students, quantity/quality of food in cafeteria, etc.

Sample Questions to Ask on Visits to College Campuses

The purpose of these questions is to help you organize your college exploration. Remember, there is no one college for you: there are many where you can meet your educational goals and be happy! Look for learning climates that you feel will challenge you and fit your style. Be sure to talk to students and admissions personnel. Answers to the following questions may be found in college handbooks.

The Academic Environment

1. Which areas of study are emphasized, and how do they fit your field of interest and ability? Is the college strong in science, fine arts, the humanities, your areas? How many students are in your areas of interest, and how does this number compare with other fields?
2. Which courses are included in a typical freshman program? What are the sizes of these classes? Do students select all their courses or are there core requirements?
3. How many students do not return after the freshman year?
4. How intense is the academic atmosphere (average hours spent studying, library full on weekends, average SAT I, ACT scores, etc.)?
5. What are the library's hours? Would you want to study there? Where do most students study?
6. Are members of the faculty and administration easily accessible to students?
7. Do many students study abroad? What percentage continues on to graduate school?
8. Would high school credits in some advanced courses qualify you for advanced placement? What scores are needed for credit? Do they vary in departments?

The Students

1. What are some initial reactions of freshman when they first came to the campus? What do juniors say are the strengths and weaknesses of the college?
2. Which special interest group (clubs, publications, teams) in your field are active on campus?
3. What is the ethnic, religious, racial makeup of the student body? Where is the location of a church/synagogue of your choice?
4. What social and academic benefits would you receive from membership in a fraternity or sorority? What percentage of students belongs to a fraternity or a sorority?
5. What percentage of students is from other states or countries?
6. How is the advising system organized and who are the advisors?

The Campus

1. Is the college a part of the surrounding community or set apart from it as a self-contained unit? If this is a rural area, how far is it to the nearest town and how do students get there?
2. What method of transportation would you use to get around campus? Walking? Car? Bus? Bike?

Housing

1. What percentage of students lives in dorms? Do all freshmen live in dorms?
2. How are roommates assigned? How many are assigned to a room?
3. Is it possible to have a phone in your room?
4. Are computers available? Are dorm rooms wired for computers? Is wireless internet available?
5. Can you choose to live in a coed or single sex dorm?
6. What are the dorm's restrictions?

Food

1. Is there a meal plan?
2. How many meals are served each week?
3. Are refrigerators available?
4. Is cooking (microwave ovens) allowed in rooms?

Your Individual Questions

1. Sports, activities, travel, work programs, summer programs, etc.

2. Security: _____

3. Work Study _____

4. Housing _____

GUIDE TO A SUCCESSFUL AND PLEASANT INTERVIEW

Purpose: This lesson provides students with information that enhances job interview skills.

Time Required for Lesson: 50 minutes

Grade Level: 11

Missouri Comprehensive Guidance Program

Strand: Career Development

Big Idea: Applying Employment Readiness Skills and the Skills for On-The-Job-Success

Concept: CD.9. A Personal skills for job success
CD.9. B Job seeking skills

ASCA Standards:

Domain: Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials: “The Interview and “A Guide to a Pleasant Interview” activity sheets

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11

Unit: Getting a Job!

Concept: CD.9. A. B.



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
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

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

Students share one learning experience or insight gained from the lesson.

Lesson Preparation

Essential Questions: How can interview skills help you get the job?

Engagement (Hook): Hold up the “Want Ads” section of a newspaper. Explain to students that many of those jobs will require an interview. Ask: Do you have what employers are looking for?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain the importance of an interview when searching for a job. Explain to students that all job interviews are learning experiences, regardless of whether one actually gets the job. 2. Ask if there are students who have had job interviews. If so, ask them how they felt prior to the interview. Relate your own experience. 3. State that the purpose of this activity is to assist students in gaining confidence in their ability to interview successfully. Distribute and review “The Interview” student handout. 4. Ask students the following questions: a) What kind of information about a company or business is helpful in completing an application? Is the business new or old? What is the company’s history in terms of hiring students? b) If you don’t have job experience, from what other areas of your life experience can you draw? c) Are you aware of your goals? If you are not aware of your career goals, what are your education or training goals? 5. Discuss the following: <ol style="list-style-type: none"> a) Discuss why one should plan to arrive 15 minutes early for an interview. b) Discuss what it means and why it is important to “be yourself.” c) Encourage students to give examples of why it is bad to speak poorly of a past employer. 6. Give examples of handling weaknesses positively. For example, “No, I have never been employed as a cashier, but I am good at handling money. I balance our family’s checkbook each month and I have been elected to the office of treasurer for my club three years in a row.” 7. Distribute and discuss the “A Guide for a Pleasant Interview” student handout. 8. Select volunteers to role-play a job interview at a pizzeria. The two roles needed are the interviewer and the applicant. 	<ol style="list-style-type: none"> 1. Students listen 2. Students who have had job interviews discuss his or her experiences 3. Students receive and review handout “The Interview.” 4. Students discuss questions and share experiences. 5. Students discuss questions and give examples of why it is bad to speak poorly of a past employer. 6. Students listen, share comments, and ask questions. 7. Students receive “A Guide for a Pleasant Interview” handout and discuss. 8. Students volunteers to participate in role-play and discuss both positive and negative points of views.

The Interview

Name _____ Date _____

PREPARING FOR THE INTERVIEW

1. **Obtain information relevant to the company to which you have applied through the following sources:**
 - a) public library
 - b) local business organizations
 - c) neighbors, friends
2. **Review your own qualifications for the job.**
 - a) courses taken in school that apply to this job.
 - b) experience in other part-time jobs or jobs at school
3. **Review yourself.**
 - a) personally
 - b) interests and abilities
 - c) goals
 - d) plans to obtain goals
 - e) what you can offer to a company
 - f) appearance appropriate for an interview

DAY OF INTERVIEW

1. Plan to arrive at the interview 15 minutes prior to interview time; be prompt.
2. Dress suitably-*neither under dress (e.g., shorts or sweats) nor over-dress (e.g., evening [party] clothes); be neat and carefully groomed.*
3. Introduce yourself to the receptionist. Tell him or her that you are there for your scheduled interview.
4. Remain as calm as possible when waiting to be called into the interview. If anxious, take several deep breaths.

THE ACTUAL INTERVIEW

1. Greet the interviewer with good eye contact, a firm handshake, and a warm smile.
2. Be yourself.
3. Answer each of the interviewers questions:
 - a) honestly
 - b) briefly
 - c) enthusiastically
 - d) positively

A Guide to a Pleasant Interview

Listen when the interviewer introduces himself or herself. Remember his or her name.

Sit comfortably, but don't slouch.

Keep your hands still; don't fidget.

Don't place your belongings on the interview's desk.

Never criticize a former employer.

Know the type of job for which you are applying, but indicate that you are flexible.

Let the interviewer begin the interview.

Answer questions briefly and completely.

Do not interrupt the interviewer.

Be prepared to tell the interviewer about your family, school, hobbies, and activities.

*If you have worked before, be prepared to give a brief and accurate description of your
previous jobs.*

State your qualifications, but don't exaggerate.

*Be sure you understand the duties involved in the job, the hours you will be expected to
work, and the salary.*

*If the interviewer doesn't indicate when you will hear from him or her, ask if you may call
in a day or two to learn of his or her decision.*

Thank the interviewer for his or her courtesy.

WRITING A RÉSUMÉ

Purpose: This lesson acquaints students with the format and contents of a résumé

Time Required for Lesson: 50 minutes

Grade Level: 12

Missouri Comprehensive Guidance

Strand: Career Development

Big Idea: CD.9. Applying employment readiness skills and the skills for on the job success.

Concept: CD.9.A. Personal skill for job success

CD.9.B. Job seeking skills

ASCA Standards:

Domain: Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials: “My Résumé” and “Sample Résumé” activity sheets

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 12

Unit: Getting a Job!

Concept: CD 9 A. B.



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

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

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
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

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

Students’ completion of “My Résumé” activity sheet.

Lesson Preparation

Essential Questions: What role do résumés play? How can they pave the way to success?

Engagement (Hook): State: Your résumé is a “snapshot” of you. Explain that résumés represent your education, training, experiences, activities, and interests.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Write the word ‘résumé’ and its pronunciation on the board. Ask the following: a) what is a résumé? b) Why is it necessary to have a résumé? c) What kind of information is on a résumé?	1. Students listen and respond to questions.
2. Define a résumé and explain information that should be included on a résumé.	2. Students listen and ask questions.
3. Distribute the ‘Sample Résumé’ to demonstrate the outline of a résumé,	3. Students receive, discuss, and ask questions regarding the ‘Sample Résumé.’
4. Distribute the “My Résumé” activity sheet and ask students to complete.	4. Students receive and complete “My Résumé” activity sheet.

MY RÉSUMÉ

Name: _____

Address: _____

City, State, Zip Code _____

Educational and Training

High School Attended: _____

School Address: _____

School Phone: _____

Special Courses: _____

Work Experience

Previous Place of Employment: _____

Immediate Supervisor/Title: _____

Company Address: _____ Company Phone: (____) _____

Dates of Employment: from _____ to _____

Duties Performed: _____

Activities and Interests

Hobbies: _____

Organizations: _____

References:

Name/Title: _____

Work Address: _____ Work Phone: (____) _____

Name/Title: _____

Work Address: _____ Work Phone: (____) _____

SAMPLE RÉSUMÉ
Gertrude B. Jones

445 ELM AVENUE

COLUMBUS, MO. 12345

(573) 555-1234

Education & Training

Columbus R-1 High School
10 Hornet Lane, Columbus, MO 12345
(573) 555-1236

Completed automobile mechanics courses at Columbia Area Career Center

Work Experience

Employed as auto mechanic at Harry's Auto Hut, 1997 to present
PO Box 4971, Sunburn Beach, Missouri 12378, (573) 555-2314
Supervisor: Harold Rutabaga, Owner
Duties include repairing automobile engines and exhaust systems.

Employed as a server at Le Fromage Restaurant, 1996 to 1997
3001 South Fromage Boulevard, Columbus, Missouri 12345, (573) 555-4126
Supervisor: Michel de Boeuf, Owner/Manager
Duties included taking orders, serving meals, and setup and clearing of tables.

Employed as lifeguard at The Wave Water Park, summers 1994 to 1995
PO Box 43-A, Sunburn Beach, Missouri, 12378, (573) 555-5557
Supervisor: Nosmo King, Water Safety Coordinator

Activities & Interests

President of Senior Class 1998; member of SADD, Math Club, girls field hockey team, debate squad, 1997-98. Hobbies include public speaking, swimming, gardening, and travel.

References (List at least three references; include: Name, position, address, and phone number).

Mary K. Jones (Homemaker and family friend [15 years])
4207 South Avenue; (573) 555-5556
Columbus, MO, 12345

Leo B. Lion, Retired President of New World Bank (Neighbor, I help him with his yardwork).
1506 West Street (573) 555-5555
Columbus, MO, 12345

John D. Judge, Federal Judge, District 102 Court (He was the on-site Supervisor for my American Government class Internship [6 weeks, 2 hours; 2 X per week—often worked more hours])
201 West Main Street, Suite 201; (573) 555-5656
Columbus, MO, 12345