

WHAT'S YOUR EXCUSE?

Purpose: Through effective goal-setting, students learn to plan ahead. Goal-setting often lays the groundwork for personal success and develops confidence

Time Required for Lesson: 50 minutes

Grade Level: 7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

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

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

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: *Excuses Role-Playing* counselor sheet; Pens/paper; Index cards

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7 **How Do the Pieces Fit?** **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. 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve 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
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 identify two excuses and provide solutions to avoid excuses.

Lesson Preparation

Essential Questions: What are some strategies that can help you avoid making excuses for taking responsibility

Engagement (Hook): Have you made your excuse today for being tardy to school or class?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain that students develop habits early that later affect their performance on the job. A major complaint of employers is attendance and tardiness patterns of employees. Assisting students in developing good habits such as good attendance and punctuality will help to ensure long-term employment 2. Discuss the importance of being on time and consistent attendance. 3. Discuss the similarities and differences of work and school expectations for attendance and being on time. 4. Write the “Attendance Policy #3-265” on the board and ask students to read the policy. 5. Ask for volunteers to participate in role plays. Students are given scenarios on index cards. Students assume the roles of employee and supervisor addressing an issue of attendance and being on time. 	<ol style="list-style-type: none"> 1. Students listen and comment on making excuses 2. Students discuss reasons for being on time and to have consistent attendance 3. Students discuss similarities and differences of work and school expectations for attendance and being on time. 4. Students read attendance policy 5. Volunteers participate in role plays. Each taking turns as employee and supervisor addressing an issue related to attendance and being on time

EXCUSES ROLE-PLAYING

Employee Situation 1

This employee is just like the student in school who has good attendance but never wants to get started on his or her work when the bell rings. The student is always finding excuses to keep from doing what he or she is supposed to do. This employee makes the coffee, talks, helps other employees do their work, and finds many excuses to not be t his or her desk on time.

Employee Situation 2

This employee is just like the student who often misses school four or more days in a row. This person is just like the student who wants the teacher to give him or her extra chances to make up tests and wants to borrow other students' notes. This employee always has a good reason for being gone such as his or her car was in the shop for repair or his or her children had the measles. This person wants everyone else to help him or her make up his or her work and get an extension of time on a special project that is past due.

Employee Situation 3

This employee is just like the student who takes a longer lunch period than is allowed. This person is like the student who combs his or her hair in the bathroom after the bell rings or stays longer than he or she should at the locker. This employee is supposed to have a 30-minutes lunch period from 12:30-1:00pm, but is rarely back at his or her desk before 1:15. This person is always extending his or her given time for lunch or breaks and does not understand why this is so wrong.

Supervisor's Situation

Front of Card

You are the supervisor. A problem exists with one of your employees. You have asked the person to come into your office and discuss the situation with you. You are to be kind and understanding with this person. This in no way changes the fact that you are required to strictly follow the policy of the company in making your decision. The company policy should be stated to each employee in the meeting to make sure that the person understands the rules that were reviewed t the time of hiring. (See back of card for what you are to say).

Back of Card

You are to say: "Good Morning Mr./Mrs._____. I have called you to my office to discuss your attendance and tardy problem. Before you explain your situation to me, I want to make sure you understand the company rule that we are discussing is Policy #3-265.

ROLE CHANGES

Purpose: This lesson helps students understand the influence of role stereotypes on career choice. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions might affect their choices.

Time Required for Lesson: 50 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

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

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

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: *Role Survey* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6 Unit: Who You Are as a Career Concepts: CD.7.A. & CD.8.B.



Grade 7 Unit: How Do the Pieces Fit? 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 and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
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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):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Observation of student engagement in group discussion

Lesson Preparation

Essential Questions: How have roles and occupations changed over the years? What are the effects?

Engagement (Hook): Females now assume the roles that were once held solely by males and vice versa! Has your career interest undergone changes?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that our culture often exaggerates the gender differences and perpetuates male and female stereotypes. Invite students to share their insight 2. Explain the meanings of stereotypes and discrimination. Invite students to provide their definitions 3. Distribute "Role Survey" activity sheet to students. Ask students to check the "female" column if they think the job should be for a female, the "male" column if they think it should be for a male, and "both" column if they think both genders are capable of holding a particular job. Divide students into smaller groups and ask them to share their lists. 4. Ask students to answer the following questions in small group: a) Did we stereotype some occupations? Why? b) Do you think job discrimination should be eliminated completely? c) If your parents were making this checklist, how would it look? d) What would your grandparents' list look like? e) How do you think your children's list will look? f) Is there discrimination and stereotyping of boys and girls in school? g) Does anyone have an example of discrimination or stereotyping in school? 	<ol style="list-style-type: none"> 1. Students listen and provide input 2. Students listen and provide their definitions of stereotypes and discrimination and discuss similarities and difference 3. Students complete "Role Survey" activity sheet and share their list in small group. Noting similarities and differences 4. Students answer questions regarding their surveys and discuss similarities and differences.

ROLE SURVEY

	Male	Female	Both
Nurse			
Hockey player			
Pilot			
Receptionist			
Soldier			
Bus driver			
Miner			
Farmer			
Elementary school teacher			
Boxer			
Politician			
Hair stylist			
Plumber			
Artist			
Judge			
Fashion model			
Gymnast			
Scientist			
Archaeologist			
Football player			
File clerk			
Flight attendant			
Race car driver			
Physician			

TAKING NON-TRADITIONAL COURSES

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

Time Required for Lesson: 20 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

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

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

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 6 Unit: Who You Are as a Career Concepts: CD7. A CD8.B



Grade 7 Unit: How Do the Pieces Fit? Concepts: CD7. A CD8. 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 and groups to institutions and 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 decision.

Lesson Preparation

Essential Questions: Should courses be gender specific? Should schools encouragement students to take course based on gender?

Engagement (Hook): Ask: How many guys have or plan to enroll in home economic courses? How many gals have or plan to enroll in shop courses?

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.

LASTING IMPRESSIONS

Purpose: Students learn about and practice the art of making good first impressions

Time Required for Lesson: 50 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development

Big Idea: CD.9. 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

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

Materials: Paper; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6 Unit: Evaluating One's Personal, Ethical, Academic and Work Habits

Concepts: CD.9.A.&B.  

Grade 7 Unit: Using Job Seeking Skills **Concepts:** 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 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: recognize and solve 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 Speaking and writing standard English Participating in formal and informal presentations and discussion 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		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

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

Observation of student exchange during role play. Students introduce themselves to three faculty members he or she is do not know. Faculty members signed student’s index card and card is turned in to the guidance office.

Lesson Preparation

Essential Questions: What impressions do we make on others? What do others think of you? Do you communicate to others what you want them to know about you?

Engagement (Hook): State: you are going for a job interview. Does it matter what others think of you? Why is this important?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that employment experts say that the first two to three minutes of a job interview sets the image and impression for everything else that is conveyed in the interview. Welcome comments or questions 2. Demonstrate and discuss the etiquette of meeting and greeting adults. Write the formal rules of introductions on the board and discuss with students: a) smile naturally and exhibit a pleasant appearance, b) maintain good eye contact, c) observe appropriate physical space rules; learn to stand comfortable distance from the person with whom you are meeting, Some people stand too close or too far away, d) learn to develop a good hand shake; learn to feel comfortable extending your hand to a stranger. Learn to develop an appropriate amount of grip when shaking someone’s hand. Practice the appropriate length of time for shaking an individual’s hand. e) learn to state your full name clearly with the appropriate speed of delivery. Some people speak too slowly and others too fast, f) develop a comfortable line of “small talk” conversation that can be shared with a stranger. Students should think of topics that could be conversation items such as the weather, hobbies, or sports, and g) learn to say “thank you,” “please,” and “excuse me.” 	<ol style="list-style-type: none"> 1. Students listen and offer comments or ask questions. 2. Students listen and discuss formal rules of introductions.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>3. Ask for a volunteer to role play an introduction with you. Practice hand shake, eye contact, introduction, and informal conversation. Allow students to practice each other.</p> <p>4. Ask students to use introduction skills with three faculty members he or she does not know. Distribute an index card to each student. The faculty member will sign the card when the introduction is completed. Cards are turned in to the guidance office.</p>	<p>3. Volunteers practice hand shake, eye contact, and informal conversation, then practice with each other.</p> <p>4. Students use introduction skills by introducing themselves to three faculty members they do not know. After introductions are made, faculty members signed the student's index card. The index card is turned into the guidance office.</p>