

Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study*:
Using the “Occupational Trial Plan”

Grade Level: 10

Lesson: 2 of 5

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

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

Grade Level Standard (GLSs):

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.

CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:

Career Development

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet “Occupational Trial Plan” (copy for each student)

Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies)

Source: “The Occupational Trial Plan” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980)

Students’ *Personal Plan of Study* (initiated in 8th grade and reviewed/revised/refined in subsequent years)

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

<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.

The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the “Occupational Trial Plan” and their individual *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?

What does the Occupational Trial Plan have to do with my career choice?

Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank “Occupational Trial Plan” Activity Sheets to students. 2. Monitor and encourage students’ completion of their “Occupational Trial Plans.” 3. Divide class into pairs to explain and clarify completed plans. 4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies. 5. After you have had an opportunity to review their plans, return <i>Personal Plans of Study</i> to students for inclusion in their “Important Papers” storage system (If your district has not adopted a plan/procedure for students to use to save “Important Papers”, encourage students to develop their own). 	<ol style="list-style-type: none"> 1. Following presentation of the counselor’s “Occupational Trial Plan, students will create their own plans. 2. Students ask clarifying questions as they respond to the questions 3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty. 4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor. 5. Students will lead the review of their “Occupational Trial Plans” by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store “Occupational Trial Planner

Teacher Follow-Up Activities

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

Counselor reflection notes (completed after the lesson)

The Occupational Trial Plan

The “Occupational Trial Plan” will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you’ll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view ... your responses may be different from those of your friends.)

PART I: ALL THINGS CONSIDERED

Check () when task/activity has been completed

Underline one in each box

() 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
() 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
() 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
() 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
() 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
() 6. I can tolerate the disadvantages.	Yes No
() 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
() 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
() 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not ...willing to leave my home town area.

PART II: MORE “THINGS” TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

Cities	Rural Areas	All Areas
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Offices	Manufacturing Plants	Other
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2. Possibilities for promotion are: _____ good _____ fair _____ poor.
3. The earnings I can make in this occupation are: _____ satisfactory _____ unsatisfactory for me and the lifestyle I want to live.
4. I have _____ have not _____ discussed my plans with someone in this occupation.
5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. I have _____ have not _____ considered the financial requirements of post-secondary preparation for this occupation.
7. I will either meet these financial requirements with my own resources or I will:
 (Check all that apply)

- Apply for financial aid
- Apply for scholarships
- Apply for a student loan from the institution I plan to attend
- Find a job

8. I plan to seek further occupational preparation at one of these institutions:

Name of Institution	Address	Area of Study
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- a. _____
- b. _____
- c. _____

**PART III: ALL THINGS (AND MORE) CONSIDERED:
PRIORITIES FOR THE FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I

2. It will be important that my work is located ...

3. Satisfaction during my non-working time, means I

4. I will have a sense of stability in my work and non-work life if I ...

Signature

Date