



## Setting the Stage for a Career

### The Set Up:

As the curtain rises on the stage, the scene is the counselor's office at *Show-Me High School*. It is a busy place in the counselor's office with graduation just a few weeks away. Students are making final decisions about what to do after high school. *Listen in:*

*Sara Somebody* is telling the counselor, "Mr. D. Sides, I just don't know what to do. My parents are telling me to get a job. I have a car payment, insurance, graduation expenses, and I am still paying for my prom dress that I wore one night!"

Before Mr. D. Sides can reply, Sara's best friend, *Ima Smart*, interrupts,

"Mr. Sides, have you finished my scholarship papers yet? I *want* to get into Big Muddy University, but the competition is really tough. If my paperwork isn't there soon, I am afraid I won't be considered!"

*Mr. D. Sides' phone rings playing the familiar tune, "Watcha Gonna Do?"*

This is a busy place. Students need help making these important decisions about their future.

### The Investigation:

You be the counselor. How would you advise these students and others to make plans following high school?

Select one of the students from the skit above. Name the student and explain how you would advise this student (either Sara or Ima) if you were Mr. D. Sides, the counselor. Be specific and explain your reasoning.



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### Work It Out:

Use the following Problem, Alternatives, Criteria, Evaluate, Decide (PACED) decision making grid to outline the alternatives and criteria you would consider in making similar career planning decisions.

Before you complete the grid or while you are thinking about it, use the back of this paper to make notes. Use an outline form to organize your thoughts.

**Career Decision Making Grid**

Alternatives	
Criteria	



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**Think About It:**

Now, analyze the information on the grid. How does the information help you make a decision about your own career goals? Use complete sentences to explain how the information leads you to a conclusion or helps you to focus on a particular career field.

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## Consumer Scene Investigation Grade Sheet CSI 4 - Setting the Stage for a Career

- Competencies:**
- I.1: Identify components and sources of income.
  - I.2: Analyze how career choices, education, skills and economic choices affect income and goal attainment.
- Objectives:**
- C: Analyze the relationship between education and potential income using economic reasoning.
  - E: Establish career goals.
  - F: Outline steps required to reach a career goal.

Answers will vary. Students should outline the need to evaluate the circumstance of each student and recognize each has goals. Advise the students to best meet their goals using the new knowledge from the lessons.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria:	4	3	2	1	Total:
<b>Evaluation of the Student</b>	Evaluation of the student was fair and based on information presented.	Evaluation was missing some of the information given, but overall was fair.	Evaluation did not match the information given about the student.	Evaluation was incomplete, unfair and would not work for decision making.	
<b>Recognizes Student's Goals</b>	Goals were explained and evident, counselor stayed focused on the student's goals.	Goals were looked at initially but not the focus of the majority of the advice.	Goals were listed but not used effectively in the advice given.	Goals were listed but not used at all.	
<b>Decision Making</b>	All steps in the decision-making process were used. The process was effective.	Minor areas of the decision-making process were missing, all steps were included. Process was mostly effective.	A step was left out of the decision-making process. Process wouldn't be effective.	More than one step of the process was missing, ineffective decision making.	
<b>Advice</b>	Advice was appropriate and effective. Counselor was realistic in helping the student with career choice.	Advice was effective. Counselor needs to work on communication skills to be appropriate.	Advice was realistic but not the most effective.	Advice was given.	
<b>Personal Grid Alternatives</b>	Alternatives listed were realistic and effective for decision making.	Most of the alternatives were realistic and effective for decision making.	Alternatives were unrealistic or ineffective.	Alternatives were incomplete; decision making could not be done.	
<b>Personal Grid Criteria</b>	Criteria listed were realistic and effective for decision making.	Most of the criteria were realistic and effective for decision making.	Criteria were unrealistic or ineffective.	Criteria were incomplete, decision making could not be done.	
<b>Reflection of Application</b>	Student thoroughly explained how this process would affect their own decision making.	Student explained how they would utilize part of the process but didn't cover it thoroughly.	Student discussed decision making and career choice.	Student didn't show a clear connection between this process and their own decision making.	
				<b>Total:</b>	