



LESSON PLAN

GRADE:	11
MEETING:	3
DATE:	10/22/2009
THEME:	Exploring Career Details

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

Announcements:

Be sure to check on the DPHS website under the Stag's LEAP link to get lesson information and handouts for advisory sessions that you may miss this year. As a junior it is important to get and keep your binder up to date, so you don't have to worry about it your senior year when you are working on your culminating project.

Lesson Goals:

• Connect **Four-Year and Beyond Plan** with career goals.
Explore the details which begin to make a future in a career a reality.

ESSENTIAL QUESTIONS:

- How do I plan for my future?
- What different career aspects are important to consider so I can reach my goals?
- Four-Year and Beyond Plan (from Lesson 2)
- Career Goal Worksheets (5 extra per advisor)
- Where Are You Going? Booklets (5 extra per advisor)
- Detailed Career Exploration (class set)

MATERIALS NEEDED:

CLASSROOM REVIEW:

Review Items:

Four-Year and Beyond Plan (5 minutes)

Check in with students and ask them to share any difficulties they are having completing their **Four-Year and Beyond Plan**. Brainstorm solutions for the problems they share. Remind them that this plan not only reflects their understanding of their academic and job-related future but also is a WA graduation requirement.

CLASSROOM ACTIVITY 1:

Career Cluster Review (5 Minutes)

Ask students to begin by finding their career interest marked on their new **Four-Year and Beyond Plan** and have them find the career clusters on last year's **Career Goal Worksheet**. If they do not have a career interest written on their **Four-Year and Beyond Plan** please have them do so at this time. Ask them to discuss as a group how and why their career interests may have changed. Remind them that everyone, even the adults who work at DPHS have changes in their career interests as time passes.

CLASSROOM

Career Cluster Update (15 minutes)

Explain to students that the Junior year is a crucial time for students as

ACTIVITY 2:

they need to move from imagining their future to beginning to turn their imaginings into reality. The Junior year is an exciting, yet scary, time when the thoughts and decisions for this year begin to shape the rest of their lives. As a way to begin narrowing and expanding their career interest, direct students to find where their new career interests best fit within the career clusters on last year's **Career Goal Worksheet**. If their career interests have significantly changed so that no match is possible, direct students to look through their *Where Are You Going?* booklets to find a new match. Then, direct students to begin to fill out a **Detailed Career Exploration** as a way to begin to detail the future they are imagining for themselves. As students work issues such as these might arise:

I'm not sure what to do for my Culminating Project. Point out to students that their Culminating Projects should be connected to their interests and career goals. This is exactly the time to brainstorm what you MIGHT do. Make clear to students that what they write in the "Culminating Project" blank can always be changed.

I'm not sure where to find the "training detail" information. Explain to students that the "Education" column of their "Career Cluster" table contains numbers which reference various schools where they can receive training beyond high school. These numbers refer to pages 47-67 of the *Where Are You Going?* booklet where students will find school names and addresses. Information concerning "Years to Completion" students will also find in the "Education Column" of their "Career Cluster" table.

I'm not sure where to find the "tuition" and "living expenses" information. **Explain to students that the tuition and living expenses columns are homework.** Students should go to the school websites found between pages 47-67 of the *Where Are You Going?* booklet to find out tuition costs and recommended living expenses. Point out to students that it is NOW time to actively begin gathering information about their future beyond high school. What they plan for now will determine whether they will be **in control of** or **a victim of** their future.

CLASSROOM ACTIVITY 3:

Career Cluster Analysis (10 minutes)

As time allows, have students share their **Detailed Career Explorations** with a partner. Each partner should ask these sorts of questions:

How does your career choice fit with your interests?

What sort of classes have you taken and do you plan to take to prepare yourself for your career choice?

Where are some schools you could go to receive training for your career choice? How much will this training cost, including living expenses? Would you be comfortable living where these schools are located?

How realistic are the career outlook and wages for you in the future?
1 point for Participation, 1 Point for completed **Detailed Career Exploration** handout to be collected at the next advisory session on **November 13th** to verify that the homework was done adequately.

ASSESSMENT:

IMPORTANT NOTE:

Please return any unused *Where Are you Going?* booklets to Fred Smith's room # 405 this week. We appreciate it!

CAREER GOAL WORKSHEET – GRADE 11

Name: _____ Grade: _____ Advisor: _____

Section 1:

Please use the *Where Are You Going?* career assessment results to do the following:

- List the top three scoring career cluster areas.
(Example: Health Science)

1. _____
2. _____
3. _____

- List your top five career choices from the above career cluster areas (Example: Dental Assistant). This will take you a few minutes to scan over your choices.

1. _____
2. _____
3. _____
4. _____
5. _____

Section 2:

Based upon your career interests what would you like to do ***this year*** to learn more about career and educational opportunities?

Do you want to...

- Learn more about careers in a career cluster you selected?
 Register for advanced or specialized courses in your cluster?
 Research post-secondary (after high school) opportunities?
 Find a job or internship in your career cluster?

What do you want to do? Please write at least one “SMART” (specific, measurable, achievable, realistic, and time-oriented) goal below for your career exploration *this year*.

CAREER GOAL:

Detailed Career Exploration

Directions: Using your *Career Goal Worksheet* and your *Where Are You Going?* green booklet narrow your career choice to one career cluster and one occupational title within the cluster and complete the table.

List the classes you have taken and plan to take which relate to your career and occupational choice.

Complete the training detail table.

See page 11 on how to use the table of occupations.

See pages 47-67 for a list of schools relating to career clusters.

Career Choice _____ (from Four-Year and Beyond Plan)

Possible Culminating Project _____

Cluster	Career Cluster Description –				
Occupational Title	Occupational Description	Holland Interest Area Description	Monthly Wages	Outlook	Education

Classes Taken to Prepare For Career Choice

(from Four-Year and Beyond Plan)

Classes Needed to Be Taken for Career Choice

(from Four-Year and Beyond Plan)

	○ Training Detail –link the “Education” column with pages 47-67 of <i>Where Are You Going?</i>			
School Name	Address	Years to Completion	Tuition	Living Expenses

