



Topic: Career Planning

Grade: 8

An integrated lesson plan covering 3 sessions of approximately 1 hour each.



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Non-competitive work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to teach students how to search and evaluate information on available career opportunities. In their search they will take questionnaires, search for more information that helps to develop a list of pros and cons of the job, and search for necessary training for the job. Students will also formulate in writing a summary of the information they found and analyzed for 3 careers.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to ...

- ❖ To research information on career choices
- ❖ To narrow a search of job opportunities
- ❖ Write pros and cons of 3 job opportunities
- ❖ Identify training requirements
- ❖ Write a summary on 3 careers

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to....

Reading: read and answer questions about career choices

Grammar: apply standard punctuation and sentence structure

Writing: summarize information; edit for a final copy

Technology: use the computer for collecting information; search the Internet for specific information

Strategies to Address Native American and At-Risk Students

- ❖ Present the whole concept before beginning on sub-skills
- ❖ Recognize and build on learners' strengths and personal attributes
- ❖ Allow for personal instruction and directions
- ❖ Creating a out-come based assessment
- ❖ Provide individualized assistance as needed
- ❖ Allow for personal relevance
- ❖ Cooperative rather than competitive
- ❖ Allow for creativity and individual development

State/National Standards (Complete as Appropriate)

R&W #2 Students will write and speak for a variety of purposes and audiences

R&W #4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

R&W #5 Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources

Websites

On-line inventories (choose at least one)

<http://careerzone.com>

<http://quintcareers.com>

Pre-requisites

- ❖ Basic knowledge of using a computer for word processing and Internet searching.
- ❖ Sixth grade reading and writing skills

Handouts

- ❖ Lesson Checklist (Handout 1)
- ❖ Microsoft Word Checklist (Handout 2)
- ❖ Lesson Rubric (Handout 3)
- ❖ Sample in Microsoft Word (Handout 4)

Materials

- ❖ Sample document on the computer and/or printed to paper

Required Equipment/Technology

- ❖ A computer with internet access
- ❖ A computer with Microsoft Word

THE LESSON

Part I - Preparation

Activity	Instructor Notes	Time
Discuss the topic	Tell a story about someone who went into a career that wasn't suited for his or her strengths and interests.	5 minutes to discuss story.
Career Planning	Briefly discuss the importance of starting to pursue possible careers. The electives in high school, grades and other courses will be effect by career choices.	5 minutes
Examine and discuss handouts	Go through each handout and allow for questions and clarifications.	10 minutes

Presentation

Document	Show students the example of a completed document that lists 3 career choices with pros and cons, and training in a written paragraph.	5 minutes
Internet sites	Show students how to use the URL addresses. Show the students how to complete the questionnaires on-line, and how to find related information to the career such as training and responsibilities.	10 minutes

Performance and Practice

Complete on-line questionnaire	Students choose at least one website listed to complete at least one questionnaire. They should take appropriate notes for the Microsoft Word document.	10 minutes
Search	Students search for information on a career identified from the results of the questionnaire. Students need to take notes that will help them discuss pros and cons, and training.	15 minutes

Part II

Microsoft Word	Show students briefly how to utilize Microsoft Word to create their document.	10 minutes
Student search	Students continue to search for information, taking notes as needed.	40 minutes
Writing	Students start document in Microsoft Word following the handout. The summary at the end should explain the career that they think that they may pursue and why. The justification should reflect	10 minutes

	information from the pros, cons and training information. Save work to edit for Part III	
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Part III

Finish and edit saved brochure	Students open their saved brochure and complete the document. When the document is complete, they are to save and print a final copy.	40 minutes
Present brochure	Students will present their document to the class with appropriate question and answer discussions.	20 minutes

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear throughout the lesson?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? Why?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities?
3. How are students performing? Are all of them able to meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
How are students applying or wanting to apply their technical skills in other areas?

Lesson Checklist

Lesson Checklist – Handout 1

Part I - Preparation

Discuss the topic	
Career Introduction	
Examine and discuss handouts	

Part I - Presentation

Document	
Internet sites	

Part 1 –Performance and Practice

Complete on-line questionnaire	
Search for information	

Part II – Performance and Practice continued

Discuss Microsoft Word document	
Continue Searching	
Start Microsoft Word document	

Part III – Performance and Practice continued

Finish and edit saved document	
Present document	

Technology Checklist

MS Publisher Brochure Checklist – Handout 2

1. Open Microsoft Word.	
2. Insert WordArt for title	
3. Create a table with 3 columns and 4 rows	
4. Label rows with career, pros, cons, training	
5. In the table list the pros, cons, and training	
6. Write a summary after the table	
7. Insert other appropriate information and clip art	
8. Save and print final copy for the teacher	

Lesson Rubric (Handout 3)

Score	0	1	2	3
Student completed on-line questionnaire	A questionnaire was not attempted	One of the questionnaires was attempted	One of the questionnaires was completed	Both questionnaires were completed
Student identified careers with pros, cons, and training	Careers and information was not identified	1 career was identified with partial information	2-3 career choices were identified with incomplete information	3 career choices were identified with pros, cons, and training
Student created a computer generated document	A document was not attempted	A document was started and partially completed	A document was completed, but errors in format and editing existed	A document was completed and edited for 90% of the errors and format

Career Planning



Pilot	Fireman	Army
Pros: ❖ Flying ❖ Go to new places ❖	Pros:	Pros:
Cons: ❖ Lots of money ❖ Dangerous ❖	Cons:	Cons:
Training: ❖ Flying lessons ❖ Lots of practice flying ❖	Training:	Training:

I would like to go into the Army. I would like to go to a ROTC program in college, so that I get a college degree and can serve as an officer in the Army. Army training is tough, but my college will be paid for, and I will have retirement after 20 years of service. I will be able to retire when I am 42 years old. I can then become a consultant and make more money. Also I like the idea of doing an important job like serving my country.

