

Curriculum in MCIS

Health and PE



Montana Department of
LABOR & INDUSTRY

Career and Technical Curriculum in MCIS

This electronic pdf is based on the curriculum found inside of MCIS. To access the links listed under materials, log into MCIS using your administration or staff account.

The link can be found on the footer of any page within MCIS. Click on “Tools for Counselors and Teachers”, “Classroom Activities”, “Learning Activities” and then “Curriculum”. To find the curriculum for a specific subject go to the bottom of the page and under “Subject Areas” choose the subject from the dropdown menu.

Getting Started 8th and 9th Grade: 12 Activities

- Attitude Adjustment
- Calculate Education Costs
- Evaluate My Occupation Options
- Home Manager
- Introduction to the World of Work
- Looking Inward
- My Action Plans and Supports
- Oak or Willow
- Reality Check
- Set Goals
- Thinking About Me
- This or That?

Looking Deeper 10th and 11th Grade: 10 Activities

- Attitude Adjustment
- Experiential Learning Notes
- Imagine
- Juggling My Options
- Making Decisions and Plans
- My Career Interests
- Oak or Willow
- Updating My Action Plans and Supports
- Worksite Modifications

Next Steps 12th Grade: 13 Activities

- Attitude Adjustment
- Evaluate My Next Step Options
- Financing My Education
- Imagine
- Looking Inward
- Making Decisions and Plans
- Managing Resources
- My Accomplishments
- My Career Anchors
- Next Step To Education Plans
- Oak or Willow
- Work, Family and Lifestyle
- Worksite modifications

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Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Attitude Adjustment	X	X	X
Oak or Willow	X	X	X
Looking Inward	X		X
My Career Anchors	X		X
Calculate Education Costs	X		
Evaluate My Occupation Options	X		
Home Manager	X		
Introduction to the World of Work	X		
My Action Plans and Supports	X		
Reality Check	X		
Set Goals	X		
Thinking about Me	X		
This or That?	X		
Imagine		X	X
Making Decisions and Plans		X	X
Worksite Modifications		X	X
Experiential Learning Notes		X	
Juggling My Options		X	
My Career Interests		X	
My Work Values		X	
Updating My Action Plans and Supports		X	
Evaluate My Next Step Options			X
Managing Resources			X
My Accomplishments			X
Next Step to Education Plans			X
Work, Family and Lifestyle			X
Financing My Education			

Attitude Adjustment

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students assess their attitudes and set goals to change negative attitudes into positive attitudes.

Time: 75 minutes (across two days).

Essential Questions

- What are my negative and positive attitudes and how do these impact my life and my choices?
-

Preparation

- Set up computer projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Research and review information about "attitude" and "self-talk"
 - Print *Attitude Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that this lesson will look at attitudes and the roles they play in our lives.
2. Show PPT Slide 2. Ask students to define attitude. Tell students that one definition is: The way we think, feel and act about something. Another definition is: A way of responding to our environment that is derived mostly from our generalizations about others and the environment in which we find ourselves.
3. Show PPT Slide 3. Ask students where they learn attitudes or about positive/negative attitudes and what they think about having an attitude.
4. Divide class into small groups and ask each group to devise two charts: one listing positive attitudes and one listing negative attitudes. If the charts will use words, suggest using common expressions such as "I'll give it a go!" or "I can't do anything right!" If charts will be graphic,

- suggest using facial expressions, with or without labels. Encourage students to be creative and artistic.
5. Share the charts with the whole class.
 6. Show PPT Slide 4. Discuss how attitudes develop, their effects on us and others, and the concept of "self-talk."
 7. Ask students for suggestions on how to change self-talk.
 8. Show PPT Slide 5, which contains ideas on changing negative self-talk.
 9. Show PPT Slide 6. Ask, "What attitudes are important for success in school and in the workplace?"
 10. Distribute and review the *Attitude Worksheets*.
 11. Explain how to change a negative attitude into a positive attitude.
 12. Ask students to complete the *Attitude Worksheet* individually, as homework.

Day 2

1. Review the completed *Attitude Worksheets* and return these to students.
2. Ask students to identify one of their negative attitudes to work on changing to a more positive attitude for one week.
3. After one week, review worksheets and ask students to note how well they succeeded in adopting a more positive attitude and how this impacted their lives.
4. Students should note their comments in the space at the end of their worksheets. Ask students to share these if they wish.
5. Instruct students to set one goal for improving an attitude.

Variations and Accommodations

- Each student could ask one adult which attitude is most important to him or her personally, in the workplace or in a community activity. Compile a class summary. Use the list generated by this summary to provide an "Attitude Theme for the Week" in the classroom.
- Ask each student to compile a personal collection of mottos or "Words I Live By."
- Invite speakers to talk about times when attitude made a difference for them, or study some examples from literature, history, science, or from geographic or space exploration.
- Discuss the concepts of aggressive, passive, and assertive behavior and attitudes. Ask a school counselor for information and ideas for activities, or for assistance in presenting this topic to the students.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Attitude Adjustment Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your plans for improvement and enrichment this year?** text box in the Set Goals section of Career Plan.

Materials

Classroom with computer and projector

[Attitude Adjustment \(PPT\)](#)

[Attitude Worksheet \(PDF\)](#)

[Attitude Worksheet \(DOC\)](#)

[Attitude Adjustment Scoring Guide \(PDF\)](#)

[Attitude Adjustment Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Calculate Education Costs

Theme and Level

Theme: Make Financial Plans

Level: Getting Started

At a Glance

Students calculate post-secondary education costs and explore funding strategies.

Time: 75 minutes across two days.

Essential Questions

- What will college cost?
 - How might I fund it?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Calculate Education Costs Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to learn about the costs of post-secondary education and possible funding strategies.
2. Using the computer projector, show the CIS Schools information for a state school. Show students the cost information. Tabulate the tuition, books and supplies, room and board, and other expenses. Write this on the board.
3. Next show the cost information for an out-of-state "reach school" and a community college. Perform the same calculations for these and write the tabulations on the board.
4. Have students discuss the differences.
5. Show PPT Slide 2. Ask students:
 - Why might some people prefer the more expensive schools? (Plausible answers: they want more challenge, they have a specific program goal, and they want to relocate to that part of the country.)

- How might you pay for the more expensive schools?
- 6. Using the computer projector, show the index page of CIS Paying for Schools information.
- 7. Divide the class into six groups, corresponding to the six information categories in Paying for Schools: Cost of School, Applying for Financial Aid, Scholarships, Grants, Loans, and Other Ways to Pay.
- 8. Show PPT Slide 3. Assign each group to:
 - Identify a recorder and a speaker
 - Review together the information in their assigned section
 - Identify key points
 - Prepare to share key learning with the class.
- 9. Provide students twenty minutes for these activities.

DAY 2

1. Ask each group to present their key points to the class.
2. Show PPT Slide 4. Review the instructions with the students.
3. Provide ten minutes for students to complete what they can in the Expenses column. Provide assistance as needed. Have students estimate their health, entertainment and personal/miscellaneous expenses.
4. Show PPT Slide 5. Ask students to begin calculating the Income column. Explain that though their situation will change between now and when they attend post-secondary education, it is useful to gain an understanding of the financial expense of this endeavor.
5. Assign the completion of the worksheet as homework. Ask students to work with a parent or guardian to complete the worksheet. Parents will know some of this information much better than students. Tell students that they are free to estimate unknown categories.
6. Plan to share the worksheet results in a subsequent class where students also discuss their financial goals because of this lesson.
7. Have students answer the question in the text box at the end of the worksheet and transfer this learning to their CIS portfolios, in the Getting Started: Make Plans, Make Financial Plans section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this entire activity.
- Worksheet could be finished entirely in class.
- Eighth graders could skip the income column.
- A local college or college admissions or financial aid representative could come to class and assist in presenting this lesson.

Assessment

Use the *Calculate Education Costs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Make Plans, Make Financial Plans section of Career Plan. The following box should be filled in: **What are your financial goals?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Calculate Education Costs \(PPT\)](#)
[Calculate Education Costs Scoring Guide \(PDF\)](#)
[Calculate Education Costs Scoring Guide \(DOC\)](#)
[Calculate Education Costs \(PDF\)](#)
[Calculate Education Costs \(DOC\)](#)

Evaluate My Next Step Options

Theme and Level

Theme: Evaluate Options

Level: Next Steps

At a Glance

Students analyze and evaluate either the occupation or training options they earlier researched and rank these options.

Time: 50 minutes.

Essential Questions

- Which occupation or training program is for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Next Step Options worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to for them to evaluate and rank the career or training options they are considering.
2. Show PPT Slide 2. Explain to students that various institutions and publications rank schools and careers, but the most important ranking is your own. The variables that are most important to you should determine your choice. This activity will help you rank options using your own most important variables.
3. Show PPT Slide 3. Distribute the *Evaluate My Next Step Options worksheet* and review the instructions.
4. Show PPT Slide 4. Demonstrate how to complete the worksheet using the sample worksheet with fictitious data.
5. Provide students 30 minutes to complete the worksheet table and answer the questions that follow the table (through instruction #7).
6. Break students into groups of four to discuss their results.
7. Show PPT Slide 5. Process sharing with the whole class using these questions:

- What did you discover?
 - What was your most important factor?
 - Did your most important factor overshadow other factors in the weighting?
 - Would you weight items differently if you did this again?
 - Did your outcome feel right?
8. Remind students that if the ranked outcomes do not feel right, to carefully examine why they received the results they received, reassign weights to the factor, and repeat the process.
 9. Remind them that their hearts need to inform decision-making as well.
 10. Show PPT Slide 6. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps Evaluate Options section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment and class time could be spent further researching options.
 - Have students share and discuss their completed worksheets with younger students in the school, to help the younger students begin thinking about important factors in career or school choice.
-

Assessment

Use the *Evaluate My Next Step Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Evaluate Options section of Career Plan. The following boxes need to be completed:

What did you learn about yourself from the career research you just completed? and **What did you learn about how you set goals and make decisions from the career work you completed?**

***These links are not accessible in the pdf version.
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Materials

Computer lab with a projector and CIS access

[Evaluate my Next Step Options \(PPT\)](#)

[Evaluate My Next Step Options Scoring Guide \(PDF\)](#)

[Evaluate My Next Step Options Scoring Guide \(DOC\)](#)

[Evaluate My Next Step Options \(PDF\)](#)

[Evaluate My Next Step Options \(DOC\)](#)

Evaluate My Occupation Options

Theme and Level

Theme: Evaluate Options
Level: Getting Started

At a Glance

Students weigh occupational factors of importance to them in order to prioritize occupations of interest.
Time: 50 minutes.

Essential Questions

- What occupation best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Borrow different types of cell phones from co-workers for this session so you have three to four phones
 - Make copies of the *Evaluate My Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn to evaluate and weigh one's priorities when thinking about occupations of interest.
2. Hold up the sample phones and ask students, "If you won a contest that offered you your choice of a free cell phone from any provider for two years, how would you choose?"
3. Let students discuss this quandary. If it does not surface in the conversation, volunteer that you would likely want to know the value of each and positive and negative factors of each. Tell students it is difficult to choose when you do not have enough information, and this is true in career choice. To make good choices requires ample information. However, when you have tons of information, it becomes to sort through all the factors and weigh your options. This activity will teach you one way to weigh your options. You can use the process you learn in this lesson for other life decisions.
4. Show PPT Slide 2. Say, "So let's look at making that cell phone choice by first identifying what's important to us." Demonstrate the process of this lesson with the simple example on the slide.

Work through prioritizing by looking at the positive and negative factors and weighing them from your perspective.

5. Explain the parallel to career choice. You need to know what factors are most important to you before you can make a choice. Maybe it is wages or values, or location, or use of your favorite skillseveryone has unique priorities.
 6. Ask students to share some things that are important to them in a career. Note that everyone has different factors of importance.
 7. Show PPT Slide 3. Distribute the worksheet. Review the instructions. Provide students 15-20 minutes to complete these three steps. Ask students to stop after they complete page 1.
 8. Show PPT Slide 4. Ask for volunteers who are willing to share their analyses with the class. Discuss the importance of knowing your priorities when making major decisions and setting goals. Have students enter reflections describing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Have students work in pairs to complete assignments. They can help each other consider factors, which may benefit less articulate students.
 - Conduct discussion in pairs or small groups then report thoughts to full class.
-

Assessment

Use the *Evaluate My Occupation Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in text boxes within the Getting Started: Evaluate Options section of Career Plan. The following sections need to be completed: **What did you learn about yourself from the research you completed?**, **What did you learn about how you set goals and make decisions from the research you completed?** and **What are your goals for this year?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Evaluate My Occupation Options \(PPT\)](#)

[Evaluate My Occupation Options Scoring Guide \(PDF\)](#)

[Evaluate My Occupation Options Scoring Guide \(DOC\)](#)

[Evaluate My Occupation Options \(PDF\)](#)

[Evaluate My Occupation Options \(DOC\)](#)

Experiential Learning Notes

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update their plans for experiential learning.

Time: 50 minutes.

Essential Questions

- What experiential learning have I completed?
 - What experiential learning shall a plan for the next few years?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Retrieve copies of students' *Make Experiential Learning Plans Worksheets* from earlier years or pull reports from students' Career Plans.
 - Make copies of the *Experiential Learning Notes Worksheet*, one per student.
 - Find two seniors, who maintained successfully busy lives in high school, to come speak to your class about the benefits of extra-curricular activities, what they have learned from these during high school.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update their plans for experiential learning. Remind students that these plans extend their high school academic learning by developing plans for meaningful experiences outside the classroom in areas of interest.
2. Ask students, "Who participated in a sport or club the past year or so?" Ask students to share their experiences and some of the things they have learned from these extra-curricular activities.
3. Introduce the guest presenters, the two senior students. Allow them to each talk for 5-10 minutes about their experiences.

4. Allow class to question guest presenters.
 5. Tell students that they will now update their plans for experiential learning.
 6. Show PPT Slide 2. Review the worksheet with students. Discuss the importance of maintaining documentation of their experiential learning. Scholarship applications and colleges will want to see either these forms or the information contained in these forms.
 7. Provide 15 - 20 minutes for students to update their plans and write their new experiential learning plans on the worksheet.
 8. Ask students to share their completed worksheets and plans in groups of four. (Student will gain additional ideas from listening to their peers.)
 9. Ask volunteers students to share their plans with the full class.
 10. Show PPT Slide 3. Ask students to answer the question in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Make Experiential Learning Plans section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet outside class, allowing parent/guardian comment and support.
 - Remind students to update that these plans annually.
 - Sharing student plans with counselors and younger students to set a tone for *planned success*.
-

Assessment

Use the *Experiential Learning Notes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What new plans for experiential learning do you have?** text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan.

***These links are not accessible in the pdf version.
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Materials

Computer lab with a projector and CIS access
[Experiential Learning Notes\(PPT\)](#)
[Experiential Learning Notes Scoring Guide \(PDF\)](#)
[Experiential Learning Notes Scoring Guide \(DOC\)](#)
[Experiential Learning Notes \(PDF\)](#)
[Experiential Learning Notes \(DOC\)](#)

Financing My Education

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Financial Aid Sort to begin financial planning for post-secondary studies.

Time: 50 minutes.

Essential Questions

- How will I fund post-secondary education?
 - What resources might exist for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Financing My Education Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to identify possible funding sources for post-secondary education studies.
2. Show PPT Slide 2. Ask students, "If you wanted something really badly that cost well outside your means, what might you do?" Encourage students to volunteer constructive ideas, such as get a part time job to pay for it, borrow the money, ask parents for a loan, etc.
3. Tell students that this is the situation many students find themselves in as they consider college, but lack of funds is no reason not to attend college.
4. Show PPT Slide 3. Explain to students that many resources exist, from loans to grants and scholarships, which make college possible for anyone who cares to attend.
5. Explain that each of them will now use CIS Financial Aid sort to explore financial assistance options.
6. Select a volunteer with whom you can demonstrate Financial Aid Sort to the class, and then walk through using CIS Financial Aid Sort with this student. Be sure to demonstrate saving results and saving sample scholarships of interest to the student.

7. Show PPT Slide 4. Distribute the *Financing My Education Worksheet* and review the instructions.
 8. Assign students to use Financial Aid Sort, save their results, and save any interesting scholarships.
 9. Provide 20 minutes for this discussion.
 10. Divide class into groups of four and encourage groups to share interesting scholarships that they found.
 11. Provide 10 minutes for this activity.
 12. Ask for volunteers to share interesting scholarships they discovered with the full class.
 13. Show PPT Slide 5. Ask students to post their plans for the future, based upon scholarships they discovered, in the worksheet box then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete Financial Aid Sort at home with a parent and bring scholarship ideas back to class.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

Use the *Financing My Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Make Plans, Make Education Plans section of Career Plan. The following box needs to be completed: **What are your education plans after high school?**

Materials

Computer lab with a projector and CIS access
[Financing My Education \(PPT\)](#)
[Financing My Education Scoring Guide \(PDF\)](#)
[Financing My Education Scoring Guide \(DOC\)](#)
[Financing My Education \(PDF\)](#)
[Financing My Education \(DOC\)](#)

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Home Manager

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students evaluate the appeal and occupational aspects of being a home manager or homemaker.

Time: 50 minutes.

Essential Questions

- Would I want to work as a home manager or homemaker?
-

Preparation

- Reserve classroom computer with computer projector enabled
 - Identify one or more home managers/homemakers to be guest speakers; if possible include a male homemaker
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about the roles of a homemaker.
2. Ask: "Who thinks 'Home Manager' should be considered an occupation, and who doesn't?"
3. Create two groups based on students' responses those who answered yes, and those who answered no.
4. Ask each group to create an argument for their side.
5. Moderate a short debate.
6. Brainstorm with students all the responsibilities of a Home Manager and make a list on the board.
7. Use this list of responsibilities for the class to compile a job description. Record this on the board.
8. Show PPT Slide 2, which is the Home Manager job description.
9. Discuss with students whether they would respond to an advertisement with this description. Why or why not?

10. Show PPT Slide 3. Ask students to title a piece of paper "Home Manager." *Optional:* Ask the class to brainstorm alternative titles such as household engineer, domestic engineer, or family manager.
 11. Tell students to divide the first half of the sheet into two columns, one titled "Advantages" and the other titled "Disadvantages."
 12. Ask students to individually list the advantages and disadvantages of the occupation, as they see them. Ask students to their share ideas, and add their ideas to the board if desired.
 13. Show PPT Slide 4, and lead a discussion on the importance of home management. Ask:
 - What would happen if no one performed these roles in a home?
 - Would you choose this as your sole occupation?
 - Would you consider postsecondary education to be a wise choice for this occupation?
 14. Return to PPT Slide 3. Ask students to list the skills required for a good home manager on the lower half of their paper.
 15. Ask them to share ideas with the class and discuss how these skills could be transferred to other occupations.
 16. Lead a class discussion on the advantages and disadvantages of this occupation with the guest speaker.
 17. Ask students to complete a project on home managers. This could be a personal analysis report, essay, poem, biography about a known person, or a skit about the role of a home manager.
 18. Identify the amount of time you expect students to spend preparing this presentation and tell them this and any other expectations you may have in evaluating their presentation.
 19. Students present completed works in a subsequent class.
-

Variations and Accommodations

- Show students the job description as a starter activity and ask who would apply. Ask students to guess what occupation the job description is advertising for. Lead them into a discussion of advantages and disadvantages of home manager as an occupation.
 - Ask students what advice they would give to a woman in her mid-thirties who is looking for a job and says: "Skills? I don't have any. I've only been a housewife."
 - Ask students to devise and run a survey about who does which household tasks in their families. Suggest they ask about their parents' and adult friends' perceptions of the home manager role and the sharing of domestic work.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Home Manager Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer and projector

[Home Manager \(PPT\)](#)

[Home Manager Scoring Guide \(PDF\)](#)

[Home Manager Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students imagine change within a dynamic system by exploring the effects of weightlessness on a workplace.

Time: 100 minutes.

Essential Questions

- What are dynamic systems?
 - How might dynamic systems theory impact my work?
 - How does changing one element of a work environment impact the environment?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - *Optional:* Read Roger Von Oech's *A Whack on the Side of the Head* for scientific references
-

Steps

1. Show PowerPoint (PPT) Slides 1 and 2. Tell students that the goal of this lesson is to learn more about dynamic systems by studying weightlessness.
2. Click the link on Slide 2 and demonstrate the notion of zero gravity by showing the video of astronauts experiencing weightlessness.
3. Ask students to use all of their senses to imagine what would happen if gravity stopped for ten seconds every day. Ask:
 - What land surfaces would change?
 - What would happen to oceans and rivers?
4. Show PPT Slide 3 and explain the assignment: Ask students to use the Internet to research the impact of not having gravity, and to create a scenario (either pictorial or written) depicting a work setting involving an occupation of interest in a world without gravity.
5. Suggest that students log into CIS and use Occupations to learn more about traditional work

demands and settings and speculate how a gravity-free environment would affect various work environments.

6. Ask students to prepare to share their scenarios.
 7. Show PPT Slide 4. Using the slide, explain the evaluation criteria: Evaluate presentations based upon content, creativity, eye contact, appropriate tone, and making a connection with the audience.
 8. After students share their scenarios, discuss the processes of imagination and systems analysis that were required to complete this assignment. Ask students:
 - How did you imagine the details of zero gravity?
 - Where did you find information about gravity on the Internet?
 - How did you create your work settings?
 9. Show PPT Slide 5. Use slide to define dynamic systems.
 10. Discuss the importance of thinking about systems and the dynamic interrelatedness of life as we imagine changes in the physical structure of our world.
 11. Discuss the dynamic nature of social systems and work systems.
 12. Ask students to list at least six other examples of dynamic systems in their world: for example, human body systems, the solar system, the water cycle, families, and the Internet.
 13. Ask students to write a paragraph discussing how dynamic systems theory might be used in an occupation of interest to themselves.
-

Variations and Accommodations

- Use the basic idea of this activity in other subjects, but instead of zero gravity: imagine infinity in math class, imagine living in the sea or on another planet in science, imagine life in another country or in another economic or political system in social studies, or imagine living forever or until age 200, curing all disease in health class.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Imagine Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Imagine \(PPT\)](#)
[Imagine Scoring Guide \(PDF\)](#)
[Imagine Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Introduction to the World of Work

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students play a game to learn about John Holland's personality typology, their own Holland Personality Type, and occupations that correspond to their types.

Time: 50 minutes.

Essential Questions

- What is my Holland Personality Type?
 - What occupations match my Holland Personality Type?
-

Preparation

- Secure computer lab with computer projector enabled and CISaccess
 - Make copies of the *Introduction to the World of Work Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to introduce Holland's Personality Typology and help them learn about their own Holland Personality Type and occupations that match their type.
2. Show PPT Slide 2. Explain each of the six types and distribute the *Introduction to the World of Work Worksheet*.
 - Realistic- the "doers," get a lot done, physical, often shy, like to work alone, athletic
 - Investigative- the thinkers, problem-solvers, like science, discovery, and math
 - Artistic- the creators, imaginative, artsy, musical, dancers
 - Social- the helpers, like to assist and care for others, nurses, teachers
 - Enterprising- the persuaders, salespeople, lawyers, managers, very effective convincing others
 - Conventional/clerical- the organizers, good with details and organizational tasks, filing, tidying, organizing

3. Ask students to listen as you read the directions on the worksheet. Ask students to follow the directions carefully. Provide students ten minutes to work. Ask students to stop after they complete Step 6.
 4. Show PPT Slide 3. Review the CIS Assessment Link and how to find occupations that match types, as the worksheet instructs.
 5. Ask students to complete steps 7-11 of their worksheet using CIS information and the Assessment Link.
 6. Show PPT Slide 4. Ask students to break into groups of four to discuss their learning for five minutes:
 - What did you learn about your personality type?
 - What occupations match your type?
 - Of these, what occupations interest you now?
 7. Ask students to answer the question in Step 12, completing the prompt in the box at the end of the worksheet.
 8. Show PPT Slide 5. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Research Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment to save time.
 - Print the Holland Type posters (in CIS Tools for Counselors) and play the game using tables in the classroom versus the worksheets.
 - Process the results as a full class rather than in small groups.
 - Lesson could be taught in Spanish.
-

Assessment

Use the *Introduction to the World of Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What occupations interest you now?** text box within the Getting Started: Research Options section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
[Introduction to the World of Work \(PPT\)](#)
[Introduction to the World of Work Scoring Guide \(PDF\)](#)
[Introduction to the World of Work Scoring Guide \(DOC\)](#)
[Introduction to the World of Work \(PDF\)](#)

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Juggling is introduced as a simile for career development, then students research three occupations of interest.

Time: 75 minutes.

Essential Questions

- What career options are for me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Learn to juggle by watching a You Tube video on how to juggle (type "how to juggle" in You Tube), reading the *How to Juggle Instructional Note*, or ask someone else (including students) who might juggle to demonstrate juggling for the class
 - Print *Juggling My Options Worksheet*, three per student
 - Gather juggling balls, three per student
 - Bring poster board for illustration project, one per student
 - Gather art supplies
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain to students that they will be learning how to juggle in this lesson.
2. Give each student three balls. *Optional:* Ask students to make a set of three paper balls to use for the activity.
3. Ask students to pick up their three balls, move into the open space, and stand so that they have room to swing their arms without touching another student.
4. Demonstrate juggling technique, ask a visitor or student to demonstrate, or watch a You Tube

- video on juggling.
5. Ask students to practice juggling. Continue as long as you wish. Some students may have expertise and can demonstrate to the class or assist other students in learning to juggle.
 6. Ask students to return to their seats.
 7. Discuss the juggling activity.
 8. Show PPT Slide 2. Ask students:
 - What was easy?
 - What was more difficult?
 9. Record their ideas on the board and discuss these ideas.
 10. Emphasize that students should be considering several possible occupations and several education or training options, rather than narrowing their choices to just one "Plan A."
 11. Show PPT Slide 3. This slide is blank, ask students: "How is preparing for your future a simile for juggling?" (Note: You may wish to define the word "simile.")
 12. Show PPT Slide 4 if students get stuck. Share the following examples if needed:
 - You don't want to fail any classes (drop any balls)
 - You want to keep all your options (balls) up in the air and moving in the right direction (as in juggling)
 - Having too few options (one ball) can be limiting and leave people feeling unwilling or unable to participate
 - Dropping out of school (dropping that one last ball) leaves people with even fewer options
 - Trying to cope with too many options (too many balls in the air or hands) can lead to failure
 - It is important to practice and gain experience in areas of interest (like in juggling)
 13. Remind students that they have already acquired some of the skills and knowledge they need for their futures, just as some of them had some of the motor coordination skills needed to quickly learn juggling.
 14. Ask students for examples of skills and knowledge that they presently possess, which will assist them in the future. Record their ideas on the board.
 15. Cite these examples if students do not:
 - The skills to find career information
 - Knowing how to compile a personal portfolio
 - Knowing some program of study options
 - Knowing their interests
 - Knowing some of their skills
 16. Explain that career development is a lifelong process, and high school is an important part of career development.
 17. Explain that career development contains five elements, and that they are engaging in these elements throughout their high school education.
 18. Show PPT Slide 5 to review these five areas:
 - Know Myself
 - Research Options
 - Evaluate Options
 - Set Goals
 - Make Plans
 19. Discuss how students often consider occupational possibilities when they select elective courses in high school or apply to colleges during their senior year.
 20. Ask students to identify some of the occupations and education options that interest them currently.
 21. Distribute poster board and ask students to illustrate their career options, using the juggling image, with the title "Juggling My Options."
 22. Show PPT Slide 6. Review and instruct students to list, below their illustrations, some of the important career planning activities they will need to complete in the next several years to keep their career aspirations moving forward (their balls up in the air).
 23. Ask students to share their thoughts and findings with a partner or in small groups.
 24. Explain to students that to plan well, you must know how to research career requirements and pertinent career information.
 25. Tell students that you want them to practice this skill by researching three occupations of interest and exploring the related training programs and schools.
 26. Ask students to log into CIS using their personal usernames and passwords.
 27. Demonstrate where to find the information needed in CIS Occupations, Programs of Study, and U.S. Colleges and Universities (and State Colleges if available.)
 28. Distribute the *Juggling My Options Worksheets*, three per student.

29. Review the instructions and ask students to begin the worksheet for the first occupation. Assign completion of the other two for homework.
 30. Review completed worksheets in a subsequent class. Ask students to share their worksheets in small groups, and then ask groups to report their most interesting findings to the class.
 31. Ask the class how their plans for the future have changed in response to this lesson and discuss.
-

Variations and Accommodations

- Ask students to create their own similes to illustrate or write about the process of career development or the pursuit of multiple occupational and educational options.
 - Invite a high school counselor to talk to students about career-related learning and career development processes, including career education, School-to-Work, and career guidance opportunities available to high school students.
 - Encourage the class or a group of students to become proficient jugglers and perform at a careers event or parents' evening with a career focus. Discuss with students how to present "Juggling My Career Options" and the skills required at such an event.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Juggling My Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Make Plans section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access
[Juggling My Options \(PPT\)](#)
[How to Juggle Instructional Note \(PDF\)](#)
[How to Juggle Instructional Note \(DOC\)](#)
[Juggling My Options Worksheet \(PDF\)](#)
[Juggling My Options Worksheet \(DOC\)](#)
[Juggling My Options Scoring Guide \(PDF\)](#)
[Juggling My Options Scoring Guide \(DOC\)](#)
Poster board and art supplies
Balls for juggling, three per student
Optional: Students can make balls from paper and tape

Looking Inward

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on who they are becoming by reflect on their earlier life stages.

Time: 50 minutes.

Essential Questions

- How have the things I have done shaped who I am becoming?
-

Preparation

- Secure computer lab with computer projector enabled with CIS access
 - Make copies of the *Looking Inward Worksheet*, one per student
 - Before teaching this lesson, have students bring a picture of themselves from pre-school or elementary school. Scan one picture of each student from his/her early years and make a photo collage to insert into the CIS PowerPoint Looking Inward presentation as slide 2 (This could take 2-3 slides to include all students, depending upon class size). You will use this slide(s) in the first part of the activity.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand who they are becoming by looking at their past.
2. Show PPT Slide 2. Show your student collage to the class. Have students guess who is whom. When a student is guessed correctly, ask him or her to share something they remember about this period of his/her life. Continue until each student has had a chance to share a childhood memory.
3. Show PPT Slide 3. Distribute the Looking Inward worksheet and review the instructions with students. Encourage students to answer carefully the items on the worksheet. Also tell students that they may use CIS occupation information to help them answer the last row of items.
4. Show PPT Slide 4. Divide the class into groups of four. Have students share their completed worksheet tables.

5. Show PPT Slide 5. Ask students to answer the questions on page 2 of the Looking Inward worksheet.
 6. Show PPT Slide 6. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this lesson.
 - Students could complete the worksheet as a homework activity to either shorten the lesson or in order to use class time for learning.
 - Students could attach drawings or photos of themselves to the worksheet page 1 table and these could be hung in the classroom for a period of time.
-

Assessment

Use the *Looking Inward Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Know Myself section of Career Plan. The following box needs to be completed: **What do you know about yourself your characteristics, interests, and preferences?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector with CIS access
[Looking Inward \(PPT\)](#)
[Looking Inward Scoring Guide \(PDF\)](#)
[Looking Inward Scoring Guide \(DOC\)](#)
[Looking Inward \(PDF\)](#)
[Looking Inward \(DOC\)](#)

Making Decisions and Plans

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students make decisions and plans for their next steps.

Time: 50 minutes.

Essential Questions

- How do I make a decision and good plan for my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Making Career Decisions and Plans Worksheet*, one per student
 - *Optional* (for last step): Bring poster board, magazines, and illustration tools
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goal is for them to learn to make enhanced decisions and life plans.
2. Show PPT Slide 2. Introduce the eight decision-making styles:
 - Spontaneous: little deliberation, only makes choices as they surface
 - Impulsive: very reactionary process, little consideration, prone to making poor decisions
 - Procrastinating: endlessly putting off decisions, leads to many lost opportunities
 - Indecisive: decisions by default, stalls until decision made by default
 - Play it Safe: stays in own comfort zone, life is safe but boring
 - Compliant: gives own power over to authority
 - Fatalistic: no sense of control or freedom of choice, "que sera sera, whatever will be will be" attitude
 - Planful: uses a structured, deliberative and proactive approach for decision-making
3. Ask students which style typifies each of them.

4. Ask student which style they think would work best for career decision-making and planning.
 5. (Note: If they do not select planful, tell them this is the best option because it assures a logical and thoughtful process in a timely fashion, so that you don't have to rush to decide without considering all the factors.)
 6. Tell students that career decisions are life decisions, and it is very important to be thoughtful and planful about career decisions, considering all pertinent information and your feelings. This activity will allow students to practice setting career goals. Tell students that they will likely change their goals many times, but, by practicing goal-setting, they will set more thoughtful and planful goals when they are ready to set a firm goal.
 7. Show PPT Slide 3. Distribute the *Making Career Decisions and Plans Worksheets*, and introduce the planful decision-making model used in this lesson.
 8. Tell students that they will set a career goal and begin making plans for their futures in this activity. To set this career goal, they will:
 - List the three-four occupations they are seriously considering for their future in column one.
 - List the key characteristics of each occupation that appeals to them in column two. (*Optional*: Allow students to use CIS for this step.)
 - In column three write how this occupation will affect their aspired life roles (traveler, parent, etc.).
 - In column four write any other information about this occupation that is pertinent to students. (They may use CIS for this step as well.)
 - In column five describe the outlook for this occupation in the geographic areas where they are willing to live.
 - In column six rank order the occupations based on the rest of the work on the table, #1= highest.
 9. When students have completed page one of the worksheet, ask them to share their career goals and the rationale for these in groups of three.
 10. Assign page two of the worksheet, titled Planning for My Future.
 11. Ask each student to identify and write something they can do today to start themselves on the path to their future.
 12. Tell students to form pairs and identify something else, more notable, that they can each do in the next week to take them toward their goal.
 13. Assign the remainder of the worksheet as homework and discuss the results in a future class.
 14. *Optional*: Assign students to create a poster with graphics, magazine cut-outs, and other illustrations that depict the steps they need to take and the path to achieve their career goal.
-

Variations and Accommodations

- Complete the worksheet in class in a subsequent period.
 - Focus on the helpful high school courses associated with their career goals and use this information in looking at their plan details (page two of the worksheet).
 - Work one-on one with any student needing special assistance.
-

Assessment

Use the *Making Career Decisions and Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Make Plans section of Career Plan, including the prompt: **Who will encourage and support you to achieve your goals?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[Making Decisions and Plans \(PPT\)](#)

[Making Career Decisions and Plans Worksheet \(PDF\)](#)

[Making Career Decisions and Plans Worksheet \(DOC\)](#)

[Making Decisions and Plans Scoring Guide \(PDF\)](#)

[Making Decisions and Plans Scoring Guide \(DOC\)](#)

Optional: Poster board, magazines, and illustration tools

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Paying for School and career information to begin analyzing the financial costs and benefits of post-secondary studies.

Time: 75 minutes.

Essential Questions

- What will it take financially for me to attend post-secondary education?
 - Do the financial benefits of post-secondary education outweigh the costs?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Managing Resources Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate if the financial benefits of post-secondary education outweigh the costs
2. Show PPT Slide 2. Ask students, "If you wanted to attend a midwife training program, costing \$100,000 across three years, and you knew you would make \$80,000/year upon graduation, what considerations would be most important to you?" If students do not mention it, point out that you will be able to repay any needed college loan in a very short time with the midwife's high wages.
3. Show PPT Slide 3. Distribute the Managing Resources worksheet and direct student's attention to the first worksheet, Managing My Resources While in College.
4. Show students the CIS State Schools or National Schools information and where to find the data needed to complete column 1. Consider walking through a sample school.
5. Use some fabricated figures to complete column 2. Advise students that they may need to consult with their parents/guardians to complete column 2 or use aspired figures.
6. Provide students 20 minutes to complete as much as they can on this worksheet.

7. Show PPT Slide 4. Show students where they can retrieve occupational wage information using CIS Occupations. Also, demonstrate how to use Reality Check to glean typical expense information for their geographic area or other geographic areas in their state.
 8. Provide students 20 minutes to complete as much as they can of this worksheet.
 9. Show PPT Slide 5. Divide the class into groups of four and ask students to discuss the following questions:
 - Does it make financial sense for you to follow your education plan? Why or why not?
 - Have your plans for post-secondary education changed in response to completing this assignment? If so how?
 - How long will it take for you to pay-off your college loans?
 - How do you feel about this?
 - What other options might you explore?
 10. Provide 15 minutes for this activity.
 11. Ask for volunteers to share what they discovered and learned by completing these worksheets.
 12. Show PPT Slide 6. Ask students to post their plans for the future, based upon this lesson's learning, in the worksheet box, then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Make Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete the second columns of both worksheets at home with a parent and bring these back to class to complete the discussion items.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

Use the *Managing Resources Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within Next Steps: Make Plans, Make Education Plans section of Career Plan. The following text box needs to be completed: **What are your education plans after high school?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[Managing Resources\(PPT\)](#)

[Managing Resources Scoring Guide \(PDF\)](#)

[Managing Resources Scoring Guide \(DOC\)](#)

[Managing Resources \(PDF\)](#)

[Managing Resources \(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students identify their accomplishments.

Time: 50 minutes.

Essential Questions

- What are my accomplishments?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Accomplishments worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their accomplishments.
2. Show PPT Slide 2. Ask students, "What have you done in your life that feels like an accomplishment?" Encourage students to discuss their accomplishments with the full class.
3. Inform students that this lesson focuses on teaching them to recognize and discuss their accomplishments because employers and college admissions personnel value hearing about accomplishments, as accomplishments evidence skills. Also, mention that resumes often list accomplishments, because these are so important to employers.
4. Show PPT Slide 3. Explain the assignment:
 - Break into groups of four.
 - Each person shares an accomplishment and describes it.
 - Other group members note skill words as the person talks.
 - Group members then share the skill words they heard the person use in describing the accomplishment.
 - Continue this process until each person has shared one accomplishment.
5. Provide 25 minutes for this activity.

6. Show PPT Slide 4. Distribute the *My Accomplishments Worksheet* to each student. Review the worksheet instructions and assign students to complete the worksheet in the next 15 minutes.
 7. Discuss the completed worksheets, student accomplishments and questions.
 8. Tell students that this worksheet will be the foundation for the SKILLS activity, which they will complete next.
 9. Ask students to hold onto this worksheet for the SKILLS lesson and note their accomplishments in their CIS portfolios, in the Next Steps: Know Myself section of My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers, perhaps recent high school graduates, who can speak about their accomplishments to the class.
-

Assessment

Use the *My Accomplishments Scoring Guide* to evaluate student work.

Portfolio

Students note their accomplishments in the **What did you learn about yourself from the career assessment (Accomplishments Worksheet) you just completed?** text box within the Next Steps: Know Myself section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[My Accomplishments \(PPT\)](#)
[My Accomplishments Scoring Guide \(PDF\)](#)
[My Accomplishments Scoring Guide \(DOC\)](#)
[My Accomplishments\(PDF\)](#)
[My Accomplishments\(DOC\)](#)

My Action Plans and Supports

Theme and Level

Theme: Make Plans

Level: Getting Started

At a Glance

Students create action plans and course plans and identify obstacles and supports.

Time: 75 minutes across two days.

Essential Questions

- What do I need to do to achieve my goals?
 - What high school courses should I take?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of students' Career Plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for your class of students
 2. Select Group Report under the Reports header
 3. Select your class as the group
 4. Select Career Plan for the type of report
 5. Select Detailed Report for the type
 6. Select Print for the output
 7. Cut into individual pages
 - Make copies of *Updating My Action Plans and Supports Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update both their course plans and action plans and update any obstacles to and supports for their success.

2. Show PPT Slide 2. Ask students, "Have you ever had to change your plans because something important happened forcing you to change?" Invite students to share their changed plans and how they managed the needed changes. Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. This lesson will allow them to update earlier action plans.
 3. Show PPT Slide 3. Distribute the lesson worksheets. Tell students to log in to their My Portfolio, link to Career Plan and click Print from the menu bar to review their reflections to date.
 4. Show PPT Slide 4. Explain the instruction for completing the long-term, short-term, and experiential learning plans:
 - Review your Career Plan reflections and goals,
 - Update each of the three plan areas: long term, short term, and experiential learning plans with results and changes needed.
 - List any new obstacles and supports
 5. Provide students twenty minutes for this activity.
 6. Ask students to volunteer to share their plans.
 7. Demonstrate how to update the CIS Course Planner.
 8. Assist students in updating their course plans in the CIS Course Planner.
 9. Show PPT Slide 5. Ask students to answer the questions in the text box and the bottom of the worksheet, Page 3. Have students transfer their answers into their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Pair up student who need extra assistance completing these activities.
 - Course Plan could be drafted with a family member outside of class then plan drafts could be reviewed in class.
 - A school counselor could come to class and lead the course planning section of this lesson.
-

Assessment

Use the *Updating My Action Plans and Supports Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Make Plans, My Action Plans and Supports section of Career Plan. The following boxes need to be completed: **What is your action plan for this year?, What are your long-range plans?, and Who will assist you to achieve these goals?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Students' Career Plan Report printouts
[Updating My Action Plans and Supports \(PPT\)](#)

[Updating My Action Plans and Supports Scoring Guide \(PDF\)](#)
[Updating My Action Plans and Supports Scoring Guide \(DOC\)](#)
[Updating My Action Plans and Supports \(PDF\)](#)
[Updating My Action Plans and Supports \(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: next Steps

At a Glance

Students identify their career anchors, things that motivate them in a job.

Time: 75 minutes.

Essential Questions

- What motivates me?
 - What compels me in my work at school or on the job?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Career Anchors Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their career anchors, values that either anchor them to a task or drive them to another task or job.
2. Show PPT Slide 2. Ask students, "What motivates you?" Encourage students to discuss with the full class the things that motivate them and how these motivators impact their behavior and life choices.
3. Show PPT Slide 3. Explain that career anchors are like motivators. They are the things that people really seek in a job. Review in more detail the anchors on the slide (See worksheet for extended definitions).
4. Explain that, while at MIT, Edgar Schein identified these eight anchors, or themes, and has shown that people have strong prioritized preferences for these. For example a person with a Security/Stability anchor will seek secure and stable employment over, employment that is challenging and riskier even for much less pay. People tend to stay anchored in one area and their career will echo this in many ways.~
5. Tell students that they will learn about their career anchors in this lesson. Mention that their

- career anchors may change with growth and change as they mature.
6. Show PPT Slide 4. Distribute the lesson worksheets.
 7. Provide 15-20 minutes for this task.
 8. After students find their anchors, break them into eight groups associated with the anchors.
 9. Assign these eight groups to find occupations in CIS that might work well for people with the anchor they selected as their primary anchor.
 10. Share the occupations that each group identifies with the full class and discuss classmates' thoughts about these. (It could be that one person selects Teacher for Security/Stability and another might associate Teacher with Autonomy. Discuss this and how both could be true if the anchor that holds the person to the job differs.)
 11. Provide 15-20 minutes for this activity.
 12. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the bottom of the worksheet, page 3, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section or My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers motivated by each anchor and ask them to talk about how their anchors motivate them.
-

Assessment

Use the *My Career Anchors Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Career Anchors) you just completed?** and **What occupations interest you now?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
[My Career Anchors\(PPT\)](#)
[My Career Anchors Scoring Guide \(PDF\)](#)
[My Career Anchors Scoring Guide \(DOC\)](#)
[My Career Anchors\(PDF\)](#)
[My Career Anchors\(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students use the Interest Profiler to gain perspectives on their interests and occupations that use these.

Time: 50 minutes.

Essential Questions

- What are my interests?
 - What occupations use these values?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Go to You Tube and search using, "What do you like to do in your free time?" Locate and bookmark three or four short videos that capture diverse activities. Make sure one video is about time wasting by teens. You will use these in step 2 of this lesson.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their interests and occupations that use these interests.
2. Show students the You Tube clips you bookmarked.
3. Ask students what they like to do in their free time, encourage a class discussion.
4. Tell students that how they spend their free time reveals a lot about their interests, and interests are one important key to finding a satisfying career. If your job uses and develops your interests then you are likely to enjoy your work.
5. Show PPT Slide 2. Tell students that they will complete the Interest Profiler in this lesson. The Interest Profiler lists 180 interests and asks you to assess quickly whether you would like, dislike or feel unsure about your interest in doing this activity.
6. Show PPT Slide 3. Distribute the *My Career Interests Worksheet* and review the instructions.

Instruct students to:

- Log into their CIS portfolios
- Use the Interest Profiler
- Save their results
- Research resulting occupations of interest
- Post their reflections

7. Provide 20-25 minutes for this process.

8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *My Career Interests Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper : Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the video clips, perhaps ask students to watch some You Tube videos on this theme before class.
 - Students could discuss career interests with a parent/guardian as a lesson precursor.
 - Students could make illustrations about their interests to hang in class.
-

Assessment

Use the *My Career Interests Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: ***What did you learn about yourself from the career assessment (Work Importance Locator) you used?*** and ***What occupations interest you now?***

Materials

Computer lab with a projector and CIS access
Bookmarked You Tube videos

[My Career Interests\(PPT\)](#)

[My Career Interests Scoring Guide \(PDF\)](#)

[My Career Interests Scoring Guide \(DOC\)](#)

[My Career Interests \(PDF\)](#)

[My Career Interests \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on their work values and occupations that use these by playing a game and using the Work Importance Locator.

Time: 50-75 minutes.

Essential Questions

- What are my work values?
 - What occupations use these values?
-

Preparation

- Secure computer lab with PC projector and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Make copies of the *Work Importance Locator Cards*, one set per each two students
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their values as they relate to work and occupations that use these values.
2. Ask students to stand. Tell them that you are going to play a game where they must make a forced choice between two work values.
3. Show PPT Slides 2-4. Instruct students to choose one of these work values and go to the value's associated corner in the room, as indicated on the slide. After students migrate to their corners, have them discuss why they selected their choice, then show each of the next two slides and repeat this process.
4. Show PPT Slide 5. Explain that the Work Importance Locator assessment uses the same work values that the activity just used with some additional work values. To familiarize them with all of the values, they will now sort the work values cards. Divide the class into pairs and distribute the cards to these pairs of students. Instruct students to take turns sorting the cards and discussing their work values preferences.

5. Show PPT Slide 6. Show the Work Importance Locator sorting page in CIS. Demonstrate how to place the cards electronically. Distribute the *My Work Values Worksheet* and review the instructions. Instruct students to log into their CIS portfolios then use the Work Importance Locator, saving their results and their reflections.
 6. Show PPT Slide 7. Ask students to answer the questions on the slide, repeated on the bottom of the *My Work Values Worksheet*. Next have students post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the card-sorting portion of the activity, as students learn about work values in the cursory activity.
 - Students could sort the cards as a homework activity, but you would need to make one deck of cards per student. This would provide an opportunity for parental input.
 - Students could discuss work values with a parent/guardian as a lesson precursor.
 - Students could make illustrations of their work values to hang in class.
-

Assessment

Use the *My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections describing what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Work Importance Locator) you used?** and **What occupations interest you now?**

Materials

Computer lab with a projector and CIS access

Work Importance Locator cards

[My Work Values\(PPT\)](#)

[My Work Values Scoring Guide \(PDF\)](#)

[My Work Values Scoring Guide \(DOC\)](#)

[Work Importance Locator Cards \(PDF\)](#)

[Work Importance Locator Cards \(DOC\)](#)

[My Work Values \(PDF\)](#)

[My Work Values \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Next Step to Education Plans

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students update career, academic and personal goals for their next steps beyond high school.

Time: 50 minutes.

Essential Questions

- What are my plans?
 - What are my obstacles and opportunities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Next Steps to Education Plans Worksheet*, one per student.
 - Copies of either: 1) earlier worksheets completed for Next Step Goals or 2) reflections in Career Plan for Next Step Goals.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that this lesson will walk them through crafting an action plan to guide them successfully through the remainder of high school and into their futures.
2. Show PPT Slide 2. Ask students, "Who has ever faced a barrier or obstacle?" Encourage students to volunteer their stories of obstacles and how they overcame these.
3. Point out to the class that individuals overcome obstacles by diligent work and planning.
4. Show PPT Slide 3. Distribute the *Next Steps to Education Plans Worksheet* and review the instructions.
5. Also using slide 3, ask students to log into their My Portfolio and link to the Career Plan Report. Ask students to review their goals and select one, ideally an education-related goal, for this activity.
6. Help students identify and list driving forces (positive forces) and barriers (restraining forces) to

- achieving their goals.
7. Break students into groups of three to share their individual driving forces and barriers and identify strategies to attain their goals.
 8. Provide 10 minutes for this discussion.
 9. Assign students to write their action steps (objectives) individually. Remind students that these will be most rewarding if written using measurable terminology.
 10. Show PPT Slide 4. Review the instructions for *Worksheet 2*.
 11. Divide class into pairs and assign pairs to complete the Back Up table together, assisting and supporting one another with the listing of annual goals and objectives.
 12. Encourage students to consider and integrate employment trends, societal needs and economic conditions into their career plans
 13. Provide 15 minutes for this task.
 14. Ask volunteers to share their plans with the full class.
 15. Show PPT Slide 5. Ask students to post their plans for this year and beyond in the worksheet boxes then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Make Education Plans section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Student plans could be transformed into art projects that hang in the classroom.
 - Have students share and discuss their completed plans with younger students in the school, to help the younger students begin thinking about the importance of making their own plans for the future.
-

Assessment

Use the *Next Steps to Education Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Make Plans, Make Education Plans section of Career Plan. The following boxes need to be completed: **What are your education plans after high school?, What high school courses are you considering for this year (and beyond if college bound)?, What high school programs are you considering?** and **What extracurricular activities do you plan to participate in this year?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[Next Steps to Education Plans \(PPT\)](#)

[Next Steps to Education Plans Scoring Guide \(PDF\)](#)

[Next Steps to Education Plans Scoring Guide \(DOC\)](#)

[Next Steps to Education Plans \(PDF\)](#)

[Next Steps to Education Plans \(DOC\)](#)

Theme and Level

Themes: Know Myself

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students practice decision-making in a forced choice exercise then analyze their decision-making styles.

Time: 50 minutes.

Essential Questions

- What do I value?
 - How do I make choices and decisions?
-

Preparation

- Set up projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more aware of their values and how they make choices and decisions.
2. Ask students to move to an open area of the room.
3. Explain that you will be giving them a forced choice between two alternatives and that they will indicate their choice by moving to one side of the room or the other.
4. Inform students that they may not stay in the middle; they must choose the side of the room they feel is more like them.
5. As you articulate the choices, point first to one side of the room as you name the first choice, then the other side of the room as you give the second choice.
6. Show PPT Slides 2-6. Introduce the forced choices:
 - Are you more like a shopping bag or a briefcase?
 - Would you rather fix a car or race a car?
 - Would you rather lead or follow?

- Are you more like an oak or a willow tree?
 - Would you rather play poker or hearts?
7. After students choose sides on a question, ask them to talk to the person next to them about why they made that choice.
 8. After a few minutes, stop the discussion and ask a few students on each side of the room to share their reasons.
 9. Repeat the five choices above, this time asking students to return to the open area where they started before posing another question and asking them to choose again.
 10. Ask students to return to their seats and discuss what they learned about their values and decision-making styles in small groups of four-five.
 11. Show PPT Slide 7. Ask for a show of hands regarding the following questions:
 - Who found it easy to quickly make a decision?
 - Who would have liked more information and time?
 - Who wanted to move to be with friends versus listen to their hearts?
 12. Some students realize that they need more information before they can decide, while others will be more comfortable deciding impulsively. Students sometimes say they became more aware of how important freedom or structure was to them.
 13. Ask students to report discussions to the whole class after seven minutes.
 14. Show PPT Slide 8. Discuss with the class how values and decision-making styles evolve as personal growth and development occur.
 15. Show PPT Slide 9. Ask students to spend ten minutes writing a paragraph titled "My Values and Decision-Making Style," describing what they learned about their values and decision-making style from this activity.
 16. Collect paragraphs from students.
-

Variations and Accommodations

- Use other choices for younger students (for example, "Would you rather build Lego structures or run in a race?").
 - Use one or more of the CIS Occupation Sort attributes as examples of choices one must make.
 - Organize an activity that requires students to generate more options or alternatives, increasing the complexity of decision-making (for example, ways to reduce the amount of litter around school, a shopping complex, or a town center; ways to make computers in school more accessible to students; ways to improve the school grounds).
 - Offer two solutions to a problem as starter ideas. Divide class into small groups and give each group a piece of chart paper. Tell them to choose one of the solutions or create one of their own. Ask them to list all the reasons they can think of in favor of their solution. Tell students that each group has to sell its solutions to the class. Give groups ten minutes to devise a presentation of no more than two minutes. Groups present their solutions. Ask students to vote individually for the best presentation and the best solution.
 - Discuss the effect of marketing and persuasive techniques on our decision-making processes.
 - Use the Work Importance Locator assessment so students can experience a way to prioritize one choice over another.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Oak or Willow Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[Oak or Willow \(PPT\)](#)

[Oak or Willow Scoring Guide \(PDF\)](#)

[Oak or Willow Scoring Guide \(DOC\)](#)

Reality Check

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students complete CIS Reality Check and begin learning about the costs of various lifestyle preferences and how these relate to occupational wages and other lifestyle considerations.

Time: 50 minutes.

Essential Questions

- What occupations allow me to live the lifestyle I want?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access (test to make sure the computer's media video player works with the "Dave" video on the landing page of Reality Check component in CIS)
 - Make copies of the *Reality Check Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn more about how lifestyle preferences relate to occupational and career choices. Show the "Meet Dave" video clip on the landing page for CIS Reality Check. Ask students, "Is Dave realistic?" "What does Dave need to learn?"
2. Show PPT Slide 2. Distribute the *Reality Check Worksheet*. Ask students to listen as you read the directions on the worksheet. Ask students to follow the directions carefully. Ask students to wait to complete the box at the bottom of the worksheet until prompted.
3. Show PPT Slide 3. Discuss students' results. Ask them to share what they learned about themselves and their lifestyle preferences.
4. Show PPT Slide 4. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - The worksheet could be completed as a homework assignment to save time.
 - Use Occupation Direct; start with an occupation and work backwards. Students could be organized by wage needed categories for a lengthy discussion about wages and lifestyle preferences.
-

Assessment

Use the *Reality Check Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from this assessment (Reality Check) you just completed?** text box within the Getting Started: Research Options section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
[Reality Check \(PPT\)](#)
[Reality Check Scoring Guide \(PDF\)](#)
[Reality Check Scoring Guide \(DOC\)](#)
[Reality Check\(PDF\)](#)
[Reality Check\(DOC\)](#)

Set Goals

Theme and Level

Theme: Set Goals

Level: Getting Started

At a Glance

Students learn how to set career, academic and personal goals.

Time: 50 minutes.

Essential Questions

- What are my goals?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Set Goals Worksheet*, one per student
 - Copies of either: 1) earlier worksheets completed for Research Options and Evaluate Options or 2) reflections in Career Plan for Researching My Options and Evaluating My Options.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn how to set good personal, academic and career goals.
2. Show PPT Slide 2. Ask students, "What is a goal?" Give students ample chances to answer then share the second half of the slide, the answer: The result or achievement toward which you direct effort; aim; end.
3. Ask for a show of hands of those students who have set goals. Then of those, ask for those who achieved the goals they set to keep their hands raised. From among these, ask how setting goals helped them achieve goals.
4. Show PPT Slide 3. Share Bo Bennett and Clyde Drexler quotes. Tell students that these individuals achieved their dreams because they had goals.
5. Ask students if they know others who set and achieved goals. Allow students to share these stories.
6. Show PPT Slide 4. Distribute the worksheet. Discuss SMART goals using the worksheet to review the acronym.

7. Review the instructions for all steps. Show students how to set a sample goal. Provide 20 minutes for students to complete the worksheet.
 8. Ask for student volunteers to share the goals they wrote. Have classmates provide encouraging and supportive feedback related to these goals.
 9. Show PPT Slide 5. Ask students to transfer the answers they wrote in the worksheet's boxes to their CIS portfolios, in the Getting Started: Set Goals section.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Process student learning in pairs or in small groups rather than with the full class.
 - Write goals on the wall as a reminder for the semester.
 - Share goals with other staff and counselors.
-

Assessment

Use the *Set Goals Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Set Goals section of Career Plan. Complete the following boxes: What are your personal goals?, What are your academic goals?, What are your career goals? and **What are your plans for enrichment and improvement this year?**

Materials

Computer lab with a projector and CIS access

[Set Goals \(PPT\)](#)

[Set Goals Scoring Guide \(PDF\)](#)

[Set Goals Scoring Guide \(DOC\)](#)

[Set Goals \(PDF\)](#)

[Set Goals \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Thinking About Me

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students will complete a worksheet to begin thinking about themselves in a work-related and career development context.

Time: 50 minutes.

Essential Questions

- What am I good at? What do I enjoy? What makes me special?
-

Preparation

- Secure computer lab with computer projector enabled
 - Make copies of the *Thinking about Me Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them understand more about themselves, the "flower" they are unfolding to become. Ask for a volunteer to share something about them that is unique. Share something about yourself that students might not know to encourage students to share. Explain that their unique traits and interests often reveal traits that foretell related preferences for work.
2. Show PPT Slide 2. Tell students that recognizing one's strengths and interests, then building upon them is part of how school prepares you for the future. Explain that this activity will involve completing a worksheet about their unique strengths and hopefully, make them more obvious.
3. Show PPT Slide 3. Distribute the *Thinking about Me Worksheet* and review the instructions with students. Allow 20 minutes for completion (allow students to work in pairs to support one another if needed). Encourage students to use CIS Occupations to research occupation ideas. Show CIS Occupations if they have not used CIS previously.
4. Show PPT Slide 4. Ask for volunteers to share the jobs that they imagined would use their strengths.
5. Show PowerPoint Slide 5. Have students post meaningful reflections sharing what they learned

about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Students could complete this as a homework assignment and secure input, feedback, and encouragement from parents or guardians while completing the worksheet.
-

Assessment

Use the *Thinking about Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What do you know about yourself, your characteristics, interests and preferences?** text box within the Getting Started: Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Thinking about Me \(PPT\)](#)

[Thinking about Me Scoring Guide \(PDF\)](#)

[Thinking about Me Scoring Guide \(DOC\)](#)

[Thinking about Me \(PDF\)](#)

[Thinking about Me \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

This or That?

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students practice decision-making to become more cognizant of the daily decisions they make and evaluate important factors in good decision-making.

Time: 50 minutes.

Essential Questions

- What is important to me in making decisions?
-

Preparation

- Set up classroom computer with computer projector enabled
 - Ensure classroom has adequate space for activity
 - Establish CIS portfolios before this lesson
 - Prepare five everyday choices for activity in step 1
 - Make destination signs
-

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students to have a piece of paper and pen or pencil ready. Without any explanation, ask them to choose one of the two options you give and write down their choice. Give students five choices about everyday activities, foods, or sports stars; for example, "You can choose where to buy tonight's meal: McDonalds or KFC." "You have to vote for Sports Star of the Year: _____ or _____"(choose two popular sports stars). Give the choices quickly, with no time for deliberation or discussion.
2. Ask students to put their pens down. Read the choices again, one at a time, and ask students to raise their hands when you read the option they chose.
3. Ask students to individually think about the reasons for their choices and record their reasons on their answer lists.
4. Ask students to share some of their choices and reasons. Record them on the board. (Likely reasons will include past experience, personal preference, family tradition, amount of knowledge,

advertising, or seen on TV.)

5. Ask students to individually list the decisions they have already made today and why they made them. Examples might include: clothes, food, degree of attention in class.
 6. Discuss some of these choices and reasons. Point out to students that they are constantly making decisions without anyone verbalizing the options for them.
 7. Ask students to stand and move into a clear space in the room. Post the three destination signs in different parts of the room.
 8. Explain that students will now be able to choose a vacation to take.
 9. Show PPT Slide 2. Read the titles of the three destinations. Ask students to move to the sign with the destination of their choice. Do not discuss these choices.
 10. Show PPT Slide 3. Tell students that this is a new factor and that the new information may influence their decision. Ask students to move to the sign with the destination of their choice. Students may choose to stay where they are or change to another destination.
 11. Show PPT Slides 4-7. Repeat the process, one choice at a time.
 12. At the end of the activity review what happened and encourage a discussion. Questions to focus the discussion can include: "Who changed, when, and why?"; "Who did not change, and why?"
 13. Discuss the process with the students and emphasize that with more information we can feel more confident about our choices. More information may lead us to change our options and preferences.
 14. Discuss with students the implications of what they have learned in this activity upon major decision-making (for example: whether to go to college, which occupations they choose, deciding if and who to marry, where to travel). Ask students whether they would like to make these major life decisions with limited information like they did in step 1.
 15. As a homework assignment, ask students to write a paragraph entitled "Decisions!" on what they have learned about decision-making. This paragraph should include the factors that will be important for them to know about before making their career choices. Ask students to identify two important decisions they will make in the next two years (choosing high school classes or activities, choosing training or college after high school, choosing a part time job, etc.).
-

Variations and Accommodations

- For students needing a more immediate application, ask them to brainstorm the important decisions they will make in the next month. For their homework assignment, ask students to choose one decision and identify some of the factors that will be important for them to know about.
 - Replace the vacation destinations with three imaginary occupations and use criteria such as rate of pay, amount of vacation leave, amount of travel in the occupation, amount of education and training required. Use CIS Occupations to obtain this information.
 - Extend the activity by organizing students into groups according to important decisions they identified in their paragraphs. Ask students to create worksheets or PowerPoint slides that identify five factors important in making those decisions. Ask students to present the factors to the rest of the class.
-

Assessment

Use the *This or That? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access

[This or That? \(PPT\)](#)

[This or That? Scoring Guide \(PDF\)](#)

[This or That? Scoring Guide \(DOC\)](#)

Destinations signs

Updating My Action Plans and Supports

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update action plans and course plans and identify obstacles and supports.

Time: 50 minutes.

Essential Questions

- What do I need to do now to achieve my goals?
 - What new high school courses should I plan to take?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of students' career plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for your class of students
 2. Select Group Report under the Reports header
 3. Select your class as the Group
 4. Select Career Plan for the type of report
 5. Select Detailed Report for the type
 6. Select Print for the output
 7. Cut into individual pages
 - Note: students could print these career plans themselves in class. This will take 10-15 minutes of class time.
 - Make copies of *Updating My Action Plans and Supports Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update both their course plans and action plans and update any obstacles to and supports for their success.

2. Show PPT Slide 2. Ask students, "Have you ever had to change your plans because something important happened forcing you to change?" Invite students to share their changed plans and how they managed the needed changes.
 3. Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. This lesson will allow them to update earlier action plans.
 4. Show PPT Slide 3. Distribute the lesson worksheets.
 5. Tell students to log in to their My Portfolio, link to Career Plan and click Print from the Menu Bar to review their reflections to date.
 6. Show PPT Slide 4. Review the instruction for completing the long-term, short-term, and experiential learning plans:
 - Review your Career Plan reflections and goals.
 - Update each of the three plan areas: long term, short term, and experiential learning plans with results and changes needed.
 - List any new obstacles and supports.
 7. Provide students twenty minutes for this activity.
 8. Ask students to volunteer to share their plans.
 9. Demonstrate how to update the CIS Course Planner.
 10. Assist students in updating their course plans in the CIS Course Planner.
 11. Show PPT Slide 5. Ask students to summarize their changed plans in the text box at the bottom of page 3, then transfer this learning to their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Pair students who need extra assistance completing these activities.
 - Draft Course Plan with a family member outside of class then review plan drafts in class.
 - A school counselor could come to class and lead the course planning section of this lesson.
-

Assessment

Use the *Updating My Action Plans and Supports Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Make Plans, My Action Plans and Supports section of Career Plan.

The following box needs to be completed: **What is your action plan for this year?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

Students' Career Plan Report printouts
[Updating My Action Plans and Supports \(PPT\)](#)
[Updating My Action Plans and Supports Scoring Guide \(PDF\)](#)
[Updating My Action Plans and Supports Scoring Guide \(DOC\)](#)
[Updating My Action Plans and Supports \(PDF\)](#)
[Updating My Action Plans and Supports \(DOC\)](#)

Theme and Level

Theme: Evaluate Options

Levels: Next Steps

At a Glance

Students evaluate life roles, life values, and different concepts linking work and family. Next, they apply their conclusions to occupations of interest.

Time: 100 minutes (across two days).

Essential Questions

- What lifestyle factors should I consider when thinking about different careers?
 - How do my values affect my career choices?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Work, Family and Lifestyle Worksheet*, one per group or student
 - Print *Personal Life Values* and *Life Roles Graph Worksheets*, one each per student
 - Make sure students have two colors of pens or pencils for Day Two
 - *Optional:* Review work-family research using Google Scholar or read survey articles such as <http://www.jstor.org/pss/259269>
 - (Note: To read the full article at the link above requires a JSTOR username and password)
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Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to explore the relevance of values and lifestyle in career selection.
2. Introduce the idea that students evaluating occupations should consider life values and lifestyle and the connections between these and occupational characteristics.
3. Show PPT Slide 2. Read all four statements and emphasize to students that the opposite is also

true for each statements (i.e., instead of having a "good" time at school, it could be a "bad" time at school).

4. Ask students to consider which of the statements best reflect their day-to-day lives.
5. Lead a class discussion about the different statements.
6. Organize the class into four groups according to which perspective they most identify with. Ask each group to brainstorm three examples of how this perspective is working in their lives.
7. Discuss the important factors that led each student to identify with a particular perspective as well as the differences and similarities between the various perspectives.
8. Show PPT Slide 3. Explain to students that studies have found that work and family issues typically affect each other and can sometimes conflict. Consider personal, family, and lifestyle values when weighing career options, as they will likely influence each other.
9. Show PPT Slide 4. Tell students that some issues to consider when choosing a career path are:
 - Flexibility of hours
 - Benefits that may help ease the stress of work/family obligations
 - The degree to which the work demands your time and effort
10. Show PPT Slide 5. Encourage students to think seriously about what values are important to them, such as family life, leisure time, career advancement opportunities, supervisory support, or work environment. Use values to match against potential career options to see if they are a good fit.
11. Distribute the *Work, Family and Lifestyle Worksheets*.
12. Demonstrate how to access and use CIS Occupations to research the occupational characteristics that could impact lifestyle and work-family dynamics (flexible hours, average number of hours worked per week, wages, physical activity, travel, etc.). For example, Roustabouts have physically demanding tasks, can be away from home for several weeks at a time, can spend significant time at home (14 days on, 14 days off), and are responsible for the health and a safety of their coworkers.
13. Assign each group to use CIS to identify occupation characteristics that could impact lifestyle and work-family dynamics. Encourage groups to consider a variety of characteristics and to be creative when thinking about occupations to research.
14. Distribute the *Personal Life Values Worksheets*. Ask students to complete it, and encourage them to be as honest as possible as the information is confidential, and only they will see it. This worksheet is intended to encourage thinking and reflection on one's self.

Day 2

1. Distribute the *Life Roles Graph Worksheets*.
2. Students will need two separate colors of pens or pencils for the worksheet. Instruct students to use one color for time (percentage) they currently spend in each of the life roles listed on the sheet. When finished students are to use a different color for how they would like their life roles time (percentage) to be in five years. Instruct students to create a key somewhere on their sheet to indicate what each color means.
3. Reiterate to students that the occupation they choose may have a large effect on their life roles; thus, it is important to consider life roles and values when weighing career options. Ask students to select an occupation of interest and research the occupation to compare how it matches their values and future wants.
4. Assign students to write a brief report on whether or not their occupation(s) of choice complimented or conflicted with their future life roles and values and why.
5. Ask students to share one thing that they discovered about themselves during the lesson.

Variations and Accommodations

- Pick three-five characteristics (flexible hours, travel, number of hours worked per week, physical activity, etc.) and bring in five-seven guest speakers to talk about how these characteristics impact their lifestyle.
- Students needing assistance could work in tandem with another student who shares similar values and role preferences.

Assessment

Use the *Work, Family and Lifestyle Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access
[Work, Family and Lifestyle \(PPT\)](#)
[Work, Family and Lifestyle Worksheet \(PDF\)](#)
[Work, Family and Lifestyle Worksheet \(DOC\)](#)
[Personal Life Values Worksheet \(PDF\)](#)
[Personal Life Values Worksheet \(DOC\)](#)
[Life Roles Graph Worksheet \(PDF\)](#)
[Life Roles Graph Worksheet \(DOC\)](#)
[Work, Family and Lifestyle Scoring Guide \(PDF\)](#)
[Work, Family and Lifestyle Scoring Guide \(DOC\)](#)
Colored pencils and pens

Worksite Modifications

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students investigate some of the ways that disabilities impact those affected and learn how to modify occupations to accommodate workers with disabilities.

Time: 125 minutes (across two or more days).

Essential Questions

- How do disabilities impact the workplace?
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Preparation

- Set up computer with computer projector enabled for **Day 1**
 - Reserve computer lab with computer projector enabled for **Day 2**
 - Establish CIS portfolios before this lesson
 - Decide which level of simulated disabling condition students will experience
 - (Note: This activity has physical disability as its focus: if students raise intellectual or psychiatric disabilities, include them on the list in Step 5 and discuss them, but explain that these disabilities will not be included in the experiential component of this activity; if there is sufficient interest, develop a separate exercise similar to this one)
 - *Optional:* Ask a counselor, equity specialist, or special needs teacher to attend the presentations, or assist with contacting others who may be interested
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Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand how disabilities impact workers and the workplace.
2. Show PPT Slide 2, which shows the following instructions:
 - Write the numbers 1-6 down the left margin of a sheet of paper.

- Next to number 1 ask them to print their name, school name and then, using cursive, write their regular signature.
 - For number 2 ask students to repeat the assignment, using their non-dominant hand.
 - Repeat for number 3 using their dominant hand but without the use of their thumb.
 - For number 4 use their non-dominant hand without the use of their thumb.
 - For number 5 put the pen down, close their eyes, pick up the pen and write with their eyes closed.
 - For number 6 write with their pen in their mouth.
3. Ask students to look at their writing and discuss the experience with a partner. Discuss with the whole class which tasks were most difficult and why.
 4. Show PPT Slide 3. Brainstorm with the class how people with these disabilities could be assisted with these tasks.
 5. Ask students if they have had broken fingers, arms, or legs and how that affected their everyday life. Emphasize the things they could still do, as much as those they could not do.
 6. Discuss the concept that we all have strengths and weaknesses (for example, a poor speller may be seen as "having a disability").
 7. Discuss the effects of attitude and terminology: for example, handicapped (an offensive term to many people), disabled, differently abled, alter-abled, and the effects of labels and stereotypes.
 8. Divide students into small groups of five-six.
 9. Ask students to make a list of permanent disabilities that people adjust to in all aspects of their lives.
 10. Ask groups to share their lists with the class.
 11. Record these ideas on the board.
 12. Discuss how people adjust to disabilities sustained from injuries later in life, as compared with those who possess disabilities from birth.
 13. Explain to students that they will be studying one form of disability (such as a visual or hearing impairment, paralysis, amputation, or speech impairment) and its effects on occupational choice, recording their ideas on a chart, and presenting these charts to the class. Groups may choose how to present their summary.
 14. After each presentation, ask the class to comment on the group's findings. (Note: Some groups may make stereotypic errors and assumptions. If students do not challenge these, you should.)
 15. After the final presentation, divide the class into new small groups.
 16. Ask these groups to list the everyday impacts of one of the disabilities studied above.

Day 2

1. Ask groups to research the specific activities, working conditions, and physical demands of three occupations using CIS and identify how the requirements of these occupations would affect a person with the disability they investigated. Students may choose the three occupation titles, be given these three: Line Installer and Repairs, Lawyers, Agricultural Scientists, or you may select three related to a given subject area.
2. Ask groups to identify if/how these jobs could be modified to accommodate a person with the disability they investigated who wants to work (or return to work following an injury).
3. Show Slide 4 and introduce each of the roles one group member must take:
 - Employer: manages the information about what is required in the occupations;
 - Encourager: helps the group see all the tasks that can be done despite the disability;
 - Realist: focuses the group on tasks that can't be done;
 - Problem-solver: coordinates ideas about modifications to equipment, work environment, training;
 - Recorder: keeps summary notes of the group's findings and recommendations on a chart for each occupation. (Note: The roles of employer and recorder could be combined).
4. Ask recorders to head the charts with the disability type and occupation.
5. Groups decide who will present their findings and how this will be done.
6. *Optional:* Invite guests (people who either have disabilities or work with people with disabilities such as a counselor, vocational counselor, or special needs teacher) to hear the groups share their findings.
7. Display the charts around the room. Invite the guests to comment.

Variations and Accommodations

- Extend the simulation activity so that students acquire a disability for a day at school. Disabilities could include using a blindfold or earplugs, mouth taping (for part of the day), one hand tied behind back, fingers splinted, arm strapped to board to prevent elbow use, arm in sling, leg in splints to prevent knee bend, feet tied together to prevent walking, or use of a wheelchair. Allow for extensive debriefing.
 - As an extension to the main activity, ask students to design a brochure for employers promoting the employment of people with disabilities, focusing on the things that can be done, rather than the potential problems. Ask the human resources staff of local businesses to review and comment on the brochures.
 - Invite students with disabilities to share some of the difficulties they have experienced and accommodations they have made to achieve goals in school and life.
 - Invite adults with disabilities who are employed in a range of occupations to visit and talk with the class. Before their visit ask students to use CIS Occupations to investigate their occupations. During the talk, students should note how the job and working environment have been adapted to suit the person.
 - Invite special needs teachers, counselors, or representatives from organizations to talk to students.
 - Ask students to identify famous people with disabilities and research their career pathways.
 - Ask students to research the organizations and facilities that support people with disabilities.
 - Ask students to investigate six more occupations and suggest what modifications to the tasks, equipment and environment would be necessary for someone with a disability.
 - Devise a community service project with a focus on assistance to those with disabilities.
 - Arrange for students to learn some sign language.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
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Assessment

Use the *Worksite Modifications Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Worksite Modifications \(PPT\)](#)
[Worksite Modifications Scoring Guide \(PDF\)](#)
[Worksite Modifications Scoring Guide \(DOC\)](#)
Chart paper

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