

Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Revisiting the Personal Plan of Study and Post-High School Requirements **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55-70 minutes

Mississippi College and Career Readiness Standards:
ELA: RI.9.4, RI.9.7
ELA: W.9.7, W.9.8, W.9.9
ELA: SL.9.1, SL.9.2, SL.9.3, SL.9.4, SL.9.5
ELA: L.9.1, L.9.2, L.9.3, L.9.4, L.9.5, L.9.6
ELA: WHST.9.7, WHST.9.8, WHST.9.9
<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

American School Counselor Association (ASCA) Mindsets and Behaviors:
 M 2, M 3, M 4, M 5, M 6
 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7
 B-SMS.1, B-SMS.4, B-SMS.5
 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9
<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Materials (include activity sheets and/or supporting resources)

Students’ Personal Plan of Study

A panel of four to five workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class, re: “I wish I had known then what I know now” or “If only I had known _____, I would have _____.”

Career interest inventory results

List of minimum entrance requirements for a variety of postsecondary options (including, but not limited to, colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT), and resources for gaining immediate, post-high school employment.) From counselor and/or community resources.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 Students will reevaluate, assess (review/rethink), and revise/refine their Personal Plans of Study, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions:
 How have I changed?
Engagement (Hook):
 Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>Note: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, or they may choose to observe the remainder of the guidance lesson (with students’ permission). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/revise/ refine their individual Personal Plan of Study.</p> <ol style="list-style-type: none"> 1. Facilitate the panel discussion of community members. Panel members will communicate things they wish they had known prior to making their personal career choices (allot a maximum of five minutes for each person’s narrative). 2. Divide class into small groups. Assign a panel member to each group. In the small groups, students will be able to enter into more personalized conversations with the 	<ol style="list-style-type: none"> 1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections. 2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the

<p>panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.</p> <ol style="list-style-type: none"> 3. Distribute the students' Personal Plan of Study, career interest inventories, and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the minimum entrance requirements for a variety of postsecondary education and training options, including, but not limited to colleges, universities, and/or technical schools and a planning form to guide those students seeking immediate, full-time, postsecondary employment. 4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their Personal Plans of Study. 5. When students have had an opportunity to review, revise, and refine their current plans, they will write a note to you explaining the changes they are making. As the counselor reviews revised Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled individual planning sessions. Arrange for the copying of students' revised/refined Personal Plan of Study and return the copy to the student. 	<p>lack of and/or misinformation one realizes after being in the chosen profession.</p> <ol style="list-style-type: none"> 3. Students will review their Personal Plan of Study to remind themselves of the plan they developed in eighth grade. 4. Students will use the information gained during the panel discussion, their completed (and tentative) Personal Plan of Study, their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges, universities, technical, and/or proprietary schools, or plan for immediate post-high school employment to help them review, rethink, refine, and revise their Personal Plan of Study. 5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.
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Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor Reflection Notes (completed after the lesson)

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