

**Career Development Lesson Plan Sampling:**

**Elementary, Middle, and High School**

## **Elementary School: 2 Lessons**

The two lessons that follow can be either used as single lessons, as a 2-lesson unit, or as a part of a 6-lesson unit. We planned the lessons as part of a 6-lesson unit, so please adjust language as needed if you're using them as single lessons.



## Lesson 1 of 6: Elementary School

School Counselor:	Elementary School Counselors
Lesson Plan Title:	Career Development: Introduction
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 1 of 6 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Grade 4-5
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 3	Understanding that post-secondary education and life-long learning are necessary for long-term career success	Student(s) will: Define career in their own words. Identify one current career goal State why career planning is important
B LS 7	Long- and short-term academic, career and social/emotional goals	

**Materials:**

- Beach ball
- Composition notebooks (one for each child in class)
- Writing utensils
- Stickers, markers, construction paper
- Scissors, glue, tape
- Letter to send home to parents via mail and email

**Describe how you will:**

Introduce Lesson Topic/Focus:	Over the next few weeks we're going to be talking about careers. Today we'll spend a little time getting to know each other and seeing what we already know about careers.
Communicate the Lesson Objective:	Today we are going to make our career notebooks - these will follow you throughout your time here in the elementary school, and you can keep them when you leave. When we leave here today your notebook will include your description of what a career is, and a list of some careers that sound fun to you.
Teach Content:	<ol style="list-style-type: none"> <li>1. Icebreaker: Race to the Truth. Have students line up on one side of the classroom. Ask questions like: Do you have a pet? Are you wearing blue? Do you live on a farm? Do you have siblings? Students go forward one step for every yes.</li> <li>2. Define career. Have students regroup. If possible, arrange chairs in a circle. Explain that the beach ball is like a talking stick - whoever has it is the one talking. Ask: Who can tell me what a career is? Toss the ball to a student, have them answer and throw it back to you, to 2 or 3 students, then summarize with something like: "Great - you got it. A career is a job that you hopefully enjoy doing, that is a good fit with your interests and your skills, makes you happy, and earns income."</li> <li>3. Introduce Career Beach Ball Game. Divide class into two equal teams - about 10 students each. Each team forms two facing rows. Students pass the ball to the facing team member, and that person says a career they know, and tosses to the next. If a student drops the ball or doesn't call out a career, the other team gets a point. When either team has 5 points, end the game. Review: You know so many careers already! Over the next few weeks, we're going to be talking more about what kinds of careers there are, and how we can use our interests and likes to help us find careers we might like.</li> </ol>

## Career Development Lesson Plans

Practice Content:	<ol style="list-style-type: none"> <li>1. Give students the notebooks. On the front of the notebook they can write their names, and on the first page, write their definition of what a career is. On the second page, they can begin a list of careers they think might be interesting.</li> <li>2. With remaining time, let students use stickers, markers, construction paper, glue, and scissors to decorate their books.</li> <li>3. Whole group discussion while decorating: What was it like to think about careers you might be interested in? Did any of your peers share anything about their interests you found interesting? Why do you think we're talking about careers already?</li> </ol>
Summarize/Close:	Great job everyone. I'll keep your books for you and we'll learn more next week. It was great getting to know you and chat a bit about careers.

### Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

#### Participation Data Plan:

Anticipated number of students:	Full class, 20-25 students
Planned length of lesson(s):	One class block, 45 minutes

#### ASCA Student Standards Data Plan:

*For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.*

Pre-/Post-Assessment items are:

1. Student artifacts: Career Notebooks and other worksheets as applicable
2. Student call outs: Counselor keeps notebook and jot notes based on participation

#### Outcome Data Plan: (choose one and describe specific data point to compare)

- ☒ Achievement (describe): School counselor will review student artifacts and notebook to assess comprehension of and engagement with lessons.
- ☐ Attendance (describe):
- ☐ Discipline (describe):

#### Follow-Up Plans

*Explain your plan for students who missed the lesson.*

Students who miss a lesson will meet with the counselor in small groups (if numbers warrant) or individually to review content from the lesson.

*Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*

Students who do not demonstrate mastery will join a small group counseling session, possibly including students from different grade levels for numbers, if the counselor sees sufficient demand. In areas of greater need, the counselor will give individual counseling (not to exceed 6 sessions) and will refer for tier 3 interventions if it seems appropriate.

Source: Idea for Career Ball Game came from Counselor Keri. Career Exploration: 12-Unit Lesson with Interactive Notebook.  
<https://www.counselorkeri.com/?s=career+counseling>

## Sample letter to send to parents:

Dear Caregiver,

Beginning the week of \_\_\_\_\_, the counseling team at \_\_\_\_\_ will begin a 6-week unit of lessons in Career Development. These lessons will address your child's personal interests and development and how these relate to career choices, will expand your child's awareness of the fields available to them, and will demonstrate how to build the skills and knowledge base necessary to find employment and succeed in whatever career they choose. Though elementary school may seem early to be talking about careers, during this time, our children are already beginning to use gender and social cues to decide what careers might be appropriate (and might already be deciding that certain careers are not). Talking to students about their interests and introducing them to a wide range of careers that fit those interests is highly beneficial. Please understand our goal is to widen - not narrow - their ideas about careers. In other words, our goal at the end of the series is not for your child to say: "I know what I want to be when I grow up," but rather to say "There are so many things I can be when I grow up."

### **Lesson 1:**

Our first lesson will be an introduction to the series, defining a career, brainstorming in a game to see how many careers we already know about, and creating our Career Notebook that will follow your child through this set of lessons and elementary school.

### **How you can help:**

Ask questions, talk to them about what you do, what your grandparents did, how you came to this country. Scour your brain to think about all of the careers you know. Research shows (and you know better than any researcher) that your influence is one of the most important factors as your child navigates this arena.

We thank you in advance for your participation in our Career Development series. We will be sending a letter prior to each lesson with a description of the lesson and how you can help. Please feel free to call or email us with any questions, or if you'd like to discuss anything further.

Sincerely,  
Your Counseling Team



## Lesson Plan 2 of 6: Elementary School

School Counselor:	Elementary School Counselors
Lesson Plan Title:	Career Development: Connecting Interests to Careers
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 2 of 6 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Grade 4-5
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 3	Understanding that post-secondary education and life-long learning are necessary for long-term career success	Student(s) will: Identify at least 1 interest Identify at least 1 thing that's important to them Identify at least 1 skill they possess Identify at least 1 career that might fit these interests/skills
B LS 7	Long- and short-term academic, career and social/emotional goals	



Materials:	
<ul style="list-style-type: none"> <li>• Interests Bingo cards (see attached)</li> <li>• Edible for Bingo prizes (give to first few students that win, as time permits, then when game concludes give to everyone)</li> <li>• Writing utensils</li> <li>• Career notebooks</li> <li>• Large poster board or <a href="#">sticky poster board</a> to make Scoot posters, each one pre-written with a description of job conditions and a typical day (see attached for examples)</li> <li>• Scoot Handouts (see attached)</li> <li>• Whiteboard and dry erase markers</li> <li>• Letter to send home to parents via mail and email</li> </ul>	

Describe how you will:	
Introduce Lesson Topic/Focus:	Last week we spent a little time getting to know each other and talking about what we already know about careers.
Communicate the Lesson Objective:	Today we are going to learn a bit more about our interests, and think about how we can connect our interests and likes to the careers we might choose.
Teach Content:	<ol style="list-style-type: none"> <li>1. Icebreaker: Play Getting to Know You Bingo (find cards on Pinterest, TeachersPayTeachers, etc.). (Sample Bingo cards attached).Continue play until 1 or 2 people win depending on time.</li> <li>2. Regroup. Introduce Scoot activity. Give each student a Scoot handout. Each student starts at a different Scoot poster (or 2 per poster is fine). Students read the poster and check whether or not they'd be interested, and write a brief why or why not. Give students time to respond and then call out "Scoot!" Depending on time, give students time to get to each poster. Remind students not to focus on what the job is, but what the activities and conditions are when they decide.</li> <li>3. Write Interests, Values (what matters to you), Skills, Education and Training on the whiteboard in 4 columns.</li> <li>4. Read a poster out loud and have students share why or why not they were interested. Write their responses on the whiteboard in the appropriate column. Do 3 or 4 like this, depending on time.</li> </ol>
Practice Content:	Have students take out their career notebooks. Have them think about the jobs described today, and write down an interest, a skill, a value (something that matters to them), and what level of education they imagine they will achieve.
Summarize/Close:	Thanks for all the work you did today! Next week we will look even more closely at how our interests align with our career fields.

Source: Idea for Scoot posters came from Counselor Keri. Career Exploration: 12-Unit Lesson with Interactive Notebook.  
<https://www.counselorkeri.com/?s=career+counseling>; bingo cards from Etsy.

# Classmate BINGO

**Find a classmate who...**

Is the middle sibling _____	Is afraid of spiders _____	Ate cereal this morning _____	Can cross their eyes _____	Has been to the beach _____
Has traveled overseas _____	Is left-handed _____	Plays an instrument _____	Is the oldest sibling _____	Plays a sport _____
Is an only child _____	Has been in a parade _____	Has ridden a horse _____	Is allergic to something _____	Loves vegetables _____
Loves to read _____	Has 3 or more siblings _____	Has a dog _____	Has a swimming pool _____	Can do a card trick _____
Has a pet fish _____	Favorite subject is math _____	Has a cat _____	Has broken a bone _____	Can do a handstand _____

**Write their name in the square**

**Only write each name once**

# Classmate



**Find a classmate who...**

Is the oldest sibling _____	Can do a handstand _____	Plays a sport _____	Has a pet fish _____	Is the youngest sibling _____
Has been to the beach _____	Favorite subject is history _____	Has been camping _____	Rides the school bus _____	Has traveled overseas _____
Has brown eyes _____	Ate cereal this morning _____	Is left-handed _____	Loves to read _____	Has a cat _____
Has broken a bone _____	Loves to draw _____	Plays an instrument _____	Is a twin _____	Speaks two languages _____
Made the bed today _____	Is allergic to something _____	Favorite subject is math _____	Has a dog _____	Can cross their eyes _____

**Write their name in the square**

**Only write each name once**

## *Scoot! Game*

Number each poster (using 10-15, depending on space and size of group) and write a job description (not the name of the job) that includes information like what you might do in a typical day, what interests or values (things that matter to you) might draw you to the job, what level of education you might need, or what skills you might have.

Give each student a Scoot! handout and a writing utensil where they can check whether or not they'd be interested in the job described, and why or why not. Give students a few minutes at each station. Call "Scoot!" for students to rotate to the next poster. Modification depending on abilities: have students partner up and read to each other the description (pairing a reading child with a non-reading student, for instance) and they can tell each other why or why not instead of writing the answer.

Samples might be:

In this career, you'll get to work early in the morning and will leave at 3:00 pm. You'll spend your day working with children and may find that you are standing for much of your day.

In this job, you may use your athletic skills to teach people how to play sports. You will be on your feet and likely running around or active for much of the day.

In this career, you may work in a lab with other researchers examining things under a microscope and using specialized equipment. You will need to go to college for at least 4 years.

In this career you'll grow fruits and vegetables and bring them to stores or to farmer's markets to sell. You will be outside for much of the day. You do not need to go to college but you can to be even more successful.

In this career, you may sit at a computer for most of the day, working to design apps and software that people can use in their work. You will be inside for most of the day. You will need at least 4 years of college.

In this career you will be in charge of installing the electrical wiring for a house. You will need to go to a special school called a vocational school.

# CAREER SCOOT

Read each career description, decide if you would choose a career like this one, and write why or why not.

1	Would choose Would not choose	2	Would choose Would not choose	3	Would choose Would not choose	4	Would choose Would not choose	5	Would choose Would not choose
6	Would choose Would not choose	7	Would choose Would not choose	8	Would choose Would not choose	9	Would choose Would not choose	10	Would choose Would not choose
11	Would choose Would not choose	12	Would choose Would not choose	13	Would choose Would not choose	14	Would choose Would not choose	15	Would choose Would not choose
16	Would choose Would not choose	17	Would choose Would not choose	18	Would choose Would not choose	19	Would choose Would not choose	20	Would choose Would not choose

## **Sample letter to send to parents:**

Dear Caregiver,

Thank you for your support - your children may have talked with you about the games we played last week identifying what careers we're already familiar with and why we might start thinking about careers even in elementary school.

### **Lesson 2:**

This week we will be playing a game called Scoot, where students visualize what a job might be like, and decide whether they might be interested in a job based on the description. Students will begin to learn about how to connect their skills, interests, desired educational levels, and values (what matters to them) to their career choices.

### **How you can help:**

You can help us by talking with your child about what interests, skills, educational level or training you feel fits with your job (or a job of a family member or friend).

Thank you again for your participation in our Career Development series. As always, please feel free to call or email us with any questions, or if you'd like to discuss anything further.

Sincerely,

Your Counseling Team

## **Middle School: 2 Lessons**

The two lessons that follow can be either used as single lessons, or as a part of a 6-lesson unit. We planned the first lesson as part of a 6-lesson unit, and the second as a stand-alone lesson, so please adjust language as needed. Lessons are accompanied by a sample letter to caregivers, as it's crucial to involve parents in career development lessons for students at all age levels.



## Lesson Plan 1 of 6: Middle School

School Counselor:	Middle School Counselors
Lesson Plan Title:	All About Me: Thinking About Careers
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 1 of 6 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	6th grade
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 2	Sense of acceptance, respect, support, and inclusions for self and others in the school environment	Student(s) will: Students will identify their interests, strengths, traits, and other characteristics.
B-SS 2	Create positive and supportive relationships with other students	Students will be able to reflect on the diversity of peers and respect others' interests.

<b>Materials:</b>
<ul style="list-style-type: none"> <li>• Individually packaged M&amp;Ms for prizes for game/M&amp;Ms game questions</li> <li>• Whiteboard and dry erase markers</li> <li>• Brown craft paper or poster board</li> <li>• Crayons, pencils, pens, and markers</li> <li>• Old magazines, picture books, and catalogs</li> <li>• Glue or glue sticks, scissors</li> <li>• Colored construction paper</li> <li>• (If paper collage seems impractical for group, students can use Google Jamboard)</li> <li>• Letter to parents via mail and email (see attached)</li> </ul>



## Career Development Lesson Plans

Describe how you will:	
Introduce Lesson Topic/Focus:	Today we'll be getting to know ourselves and each other a little better, as we prepare to spend some lessons thinking about career paths we might be interested in.
Communicate the Lesson Objective:	We'll play a game, and make a collage that helps us see ways that we're unique, ways we're similar, and we will start to think about how understanding this might help us when we're choosing a career.
Teach Content:	<ol style="list-style-type: none"> <li>1. Play the M&amp;M game (students choose an M&amp;M and answer a question that matches the color of the M&amp;M they choose (see slideshow).</li> <li>2. Ask and brainstorm: Why might the answers to these questions be important when you're considering a career path?</li> <li>3. Explain that there are endless ways to approach creating a collage. Have students draw a picture of themselves with their name in the center of a piece of poster board. When the paper has been prepared, students can draw or cut out pictures that represent their interests, strengths, feelings, traits, relationships, and experiences and glue them to the paper. Make sure students don't leave large blank spaces between their images. (Use Google Jamboard to create collages and share digitally, if the paper version is impractical for the size of group.) As students are working on collages, walk around the room asking and engaging and talking to students about their interests they're sharing.</li> </ol>
Practice Content:	After the collages are complete, have each student explain their collage to the rest of the class. Ask students to point out examples of similarities and differences in their collages. Play Kahoot! that pre-tests knowledge of career clusters for the next lesson.
Summarize/Close:	Explain that it's important to respect people's differences—it's what makes them unique—and ask for examples of how to be respectful. Encourage students to practice raising their hands and asking clarifying questions to show interest. Reconnect the idea of personal interests to career choices.

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.	
Participation Data Plan:	
Anticipated number of students:	Full class
Planned length of lesson(s):	Full period (45 minutes)

## Career Development Lesson Plans

### ASCA Student Standards Data Plan:

*For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.*

Pre-/Post-Assessment items are:

1. [Kahoot!](#) administered as a post-test at the end of the lesson to assess comprehension.
2. Student artifacts collected.
3. Counselor will log call-outs and student responses to assess comprehension/engagement.

### Outcome Data Plan: (choose one and describe specific data point to compare)

- ☒ **Achievement (describe)**: School counselor will use the assessments described above to assess understanding and retention of ideas presented. At the end of the 6 week lesson unit students will demonstrate an awareness of their interests and skills and how these interests and skills may work with a variety of career possibilities.
- ☐ Attendance (describe):
- ☐ Discipline (describe):

### Follow-Up Plans

*Explain your plan for students who missed the lesson.*

Students who missed the lesson will have a brief one-on-one with the school counselor to bring them up to speed on the lesson. Any handouts, worksheets, pre- or post-assessments will be administered during this session.

*Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*

Students who do not demonstrate mastery will either be included in a small group, depending on need, or will participate in individual counseling, not to exceed 6 sessions.

## Sample letter to send to parents:

Dear Caregiver,

Beginning the week of \_\_\_\_\_, the counseling team at \_\_\_\_\_ will begin a 6-week unit of lessons in Career Development. These lessons will address your child's personal interests and development and how these relate to career choices, will expand your child's awareness of the fields available to them, and will demonstrate how to build the skills and knowledge base necessary to find employment and succeed in whatever career they choose.

We ask your help in engaging your child - ask questions, talk to them about what you do, what your grandparents did, how you came to this country. Scour your brain to think about all of the careers you know. We will be sending a letter/email preceding each week's lesson to give you a heads up as to the topic we'll be discussing that week. We are also happy to send you a copy of the lesson plans on request. Some lesson plans will involve light homework for your child - an interview, making a career genogram (imagine a family tree of careers), etc. Research also shows (and you know better than any researcher) that your influence is one of the most important factors as your child navigates this arena.

### **Lesson 1:**

Our first lesson will be an introduction to the series, centered around your child's interests, likes, dislikes, hobbies, skills, etc., as we get to know ourselves and each other. Research shows that 6th and 7th grade is a valuable time to help our students find commonality in their experiences. Many students worry that the hormonal changes they are experiencing are unique to them, that there is something wrong with them, and it's reassuring to find that their classmates are experiencing many of the same feelings. At the same time, our 6th graders are continuing to develop their self-concept in relation to their peers, and it's valuable to explore what makes them unique and different from their peers in the safe, welcoming space created by our counseling team. Lastly, theorists know that a person whose personality type and interests are matched to their career choices will find greater satisfaction in the work environment, so exploring their interests is an important first step as our children begin to consider career options.

We thank you in advance for your participation in our Career Development series. Please feel free to call or email us with any questions, or if you'd like to discuss anything further.

Sincerely,  
Your Counseling Team



## Lesson Plan 2: Middle School

School Counselor:	Middle School Counselors
Lesson Plan Title:	Discover your favorite career cluster
	<input checked="" type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Middle school (6-8)
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
BLS4	Self-motivation and self-direction for learning	Student(s) will: Research a company or brand of their choice to discover the careers within the organization. Students will understand how companies have many positions that require a variety of interests, skills, and responsibilities.
BLS5	Media and technology skills to enhance learning	

**Materials:**

## Career Development Lesson Plans

- Edibles for icebreaker
- A website of your choice as an example
- Laptop or device to access internet
- Letter to send home to parents via mail and email

### Describe how you will:

Introduce Lesson Topic/Focus:	Last week we talked a lot about our interests - today we're going to be learning about how there can be many different kinds of jobs within one company, organization, or an event, and how many opportunities there are for people with all different interests, skills and responsibilities to be involved.
Communicate the Lesson Objective:	We're going to play a quick game, and then we're going to talk a bit more about this idea, and you all will choose a company you'd like to investigate (could be a sports franchise, a clothing designer, whatever your team decides to investigate), do some research, and report back to the class what you found.
Teach Content:	<ol style="list-style-type: none"> <li>1. Icebreaker: Have students line up in order of their birthdays, from January 1 to December 31. Set a timer using <a href="#">Classroom Screen</a>, and if desired, play music at a low enough level that students can hear each other to arrange themselves. Offer a prize (edible) if they finish within 5 minutes (or 10, depending on how many students there are). Give edibles either way.</li> <li>2. Regroup, and play a quick clip of a football game, concert, or other event: (one example here: <a href="https://www.youtube.com/watch?v=DldQhe4azr4">https://www.youtube.com/watch?v=DldQhe4azr4</a>). Brainstorm with your class, writing on the white board to display your findings. Who else is crucial besides the players? Have students come up with ideas who would help or be in charge of certain aspects. Need help? Consider: <ul style="list-style-type: none"> <li>• Uniforms</li> <li>• Refereeing</li> <li>• Scoreboard</li> <li>• Tickets</li> <li>• Concessions</li> <li>• Field lights</li> <li>• Water and ice</li> <li>• Injured players</li> </ul> </li> <li>3. Project a website of your choosing to the class. Notice the language on the page. What does it say about the company's values? For example, the Dove website showcases people of all shapes, sizes, and skin colors. This shows that they believe that there is not one standard of beauty.</li> </ol>
Practice Content:	<ol style="list-style-type: none"> <li>1. Divide students into groups, and have them choose a website to</li> </ol>

## Career Development Lesson Plans

	<p>investigate. Walk around the room helping to point groups in the right direction as needed. Have students research the website, taking notes as they do. Guiding questions could include:</p> <ul style="list-style-type: none"> <li>• What does this company value, and what makes you think this?</li> <li>• What positions are they hiring for? Choose two and explain their differences.</li> <li>• What different types of jobs are involved in the company and the making of the website?</li> </ul> <p>2. Finally, ask the class to choose one of the websites that a group has chosen. Using a word cloud software like <a href="#">Mentimeter</a>, have students call out all the jobs/careers/etc. they can think of in that website cluster.</p>
Summarize/Close:	<p>So... what I hope we've learned today is this: let's say you love basketball, or television, but feel like your skills, interests might not align with the field. Think carefully – are there jobs within the field that might work? Maybe you won't be a professional basketball player, but you could do the marketing for the team, you could do the software development for their website, you could be a medical trainer. It's a lot to think about! Next week we'll be diving deeper into exploring your interests with a fun assessment that will help you match your interests to career types.</p>

### Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

#### Participation Data Plan:

Anticipated number of students: Full class (20-25)

Planned length of lesson(s): Full period (45 minutes)

#### ASCA Student Standards Data Plan:

*For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.*

Pre-/Post-Assessment items are:

1. Students will complete a Pre-Assessment worksheet (see attached).
2. Students will participate in a Post-Assessment Kahoot!

#### Outcome Data Plan: (choose one and describe specific data point to compare)

*Examples:*

*Achievement: School Counselor will compare understanding of career clusters as demonstrated in the pre-assessment worksheet with the understanding demonstrated in the Kahoot! participation.*

☒ **Achievement (describe)**: Demonstrate understanding of career clusters.

☐ Attendance (describe):

☐ Discipline (describe):

### Follow-Up Plans

*Explain your plan for students who missed the lesson.*

Students who missed the lesson will have a one-on-one with the school counselor to discuss missed content.

*Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*

Depending on need, students who do not demonstrate mastery may be included in a small group around career development.

## **High School: 2 Lessons**

The two lessons that follow can be either used as single lessons, or as a part of a 6-lesson unit. We planned these two lessons as part of a 6-lesson unit, so please adjust language as needed.





## Lesson Plan 1 of 6: High School

School Counselor:	High School Counselors
Lesson Plan Title:	Career Exploration: Naviance
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 1 of 6 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	9th-12th grade
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted: 9th graders		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 5	Belief in using abilities to their fullest to achieve high-quality results and outcomes.	Student(s) will: Students will identify their interests, and how that can help them with choosing a career.
B-LS 7	Long and short term academic, career, and social/emotional goals	Students will be able to identify different types of careers within the same field.

<b>Materials:</b>
<ul style="list-style-type: none"> <li>• Autograph sheets for icebreaker</li> <li>• Laptop with Powerpoint presentation</li> </ul>

## Career Development Lesson Plans

Describe how you will:	
Introduce Lesson Topic/Focus:	Deciding what to do in the future can be a very challenging and frustrating time. For those that decide college is not for them, the decision of what to do and where to work can be a difficult choice. During this lesson students will gain the self-knowledge necessary to help better prepare them to choose a career.
Communicate the Lesson Objective:	Students will learn about Naviance and everything it has to offer when it comes to creating a career interest profiler, and how to search career paths.
Teach Content:	<p>Icebreaker: Students are given a sheet with various traits on it. The objective is to find another group member who fits one of the descriptions and get that person's autograph next to the trait. Each person may not sign the same sheet more than once.</p> <ul style="list-style-type: none"><li>• Talk to students about what a career is and the different types of fields students can work in specifically some of the less well known professions.</li><li>• Explain to students what Naviance is and all of its capabilities. Explain to students the benefits of taking a career and interest inventory survey.</li><li>• Show students a sample of a finished career and interest survey and the results.</li><li>• Ask students to raise their hand and say what type of career they think would best fit their interests and personality.</li></ul>
Practice Content:	<p>Have students open their chromebooks and navigate to the Naviance app through Clever.</p> <ul style="list-style-type: none"><li>• Students will create their profile and begin the career and interest survey.</li><li>• When students are finished with the survey we will lead a discussion on the results and if anyone had any surprises with their results.</li></ul>
Summarize/Close:	We will summarize the lesson and talk more about all of the things that Naviance has to offer. For homework students are asked to think further about their results and the type of career that came up in their survey results as we will be diving further into career exploration and our interests in the next lesson.

## Career Development Lesson Plans

<b>Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.</b>	
Participation Data Plan:	
Anticipated number of students:	Full class
Planned length of lesson(s):	Full period (40 minutes)
ASCA Student Standards Data Plan:	
<p><i>For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.</i></p> <p>Pre-/Post-Assessment items are: Worksheets, student artifacts, Kahoot!'s, and counselor logs of student responses/callouts during conversations.</p>	
Outcome Data Plan: (choose one and describe specific data point to compare)	
<p><i>Examples:</i></p> <p><i>Achievement: School counselor will compare reading levels of students before and after delivery of lesson.</i></p> <p><i>Attendance: School counselor will compare number of absences last year to this year.</i></p> <p><i>Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter</i></p> <p><input checked="" type="checkbox"/> <b>Achievement (describe):</b> Counselors will compare careers students knew about or were interested in at the beginning of the lessons and what they know about different careers at the end of the lessons.</p> <p><input type="checkbox"/> Attendance (describe):</p> <p><input type="checkbox"/> Discipline (describe):</p>	
<b>Follow-Up Plans</b>	
<p><i>Explain your plan for students who missed the lesson.</i></p> <p>Students who missed the lesson will have a brief one-on-one with the school counselor to bring them up to speed on the lesson. Any handouts, worksheets, pre- or post-assessments will be administered during this session.</p> <p><i>Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&amp;B)/student learning objectives.</i></p> <p>Students who do not demonstrate mastery will either be included in a small group, depending on need, or will participate in individual counseling, not to exceed 6 sessions.</p>	



## Lesson Plan 2 of 6: High School

School Counselor:	High School Counselors
Lesson Plan Title:	Career Exploration: "Discover Your Interests"
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 2 of 6 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Grade 9-12th
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: ( <i>Best practice = select one</i> )		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
B-LS 2.	Creative approach to learning, tasks and problem-solving.	Student(s) will: learn to develop the knowledge and skills for problem-solving, critical thinking, communication skills, and adaptability.
B-LS 3.	Time-management, organizational and study skills	

**Materials:**

- Paper
- Writing utensils
- Worksheet (attached)
- [Life's an adventure](#) video.

**Describe how you will:**

Introduce Lesson Topic/Focus:	<p>Last week we talked a little bit about how to use Naviance to explore our career interests. This week we are going to define what career exploration is and also watch a video: Life's an Adventure video — <a href="http://www.wrksolutions.com/adventurevid">www.wrksolutions.com/adventurevid</a></p> <p>When I Grow Up Worksheets for "What is Your Dream Job?" and "Define Your Vision"</p>
Communicate the Lesson Objective:	<ol style="list-style-type: none"> <li>1. Discuss career exploration and career interests.</li> <li>2. Introduce opportunities available across the world and different careers available across the world.</li> <li>3. Develop a worksheet of top career choices in the present moment.</li> </ol>
Teach Content:	<ol style="list-style-type: none"> <li>1. To start, review the previous week's lesson by asking students to share what career types came up in their Naviance surveys. Write on whiteboard. Lead brief discussion - did the survey feel helpful? Accurate? Surprising?</li> <li>2. Watch and discuss the Life's an Adventure video. On a blank sheet of paper, students should record their thoughts into four quadrants labeled (1) Dream Jobs &amp; Careers, (2) Dream Activities, (3) Dream Destinations, and (4) Nightmares; the nightmares section may include jobs, destinations, and activities that would not interest them.</li> <li>3. Lead a discussion. Allow students to share their dreams and nightmares. Have students identify a couple of interests that they would like to have in their future job. Ask students which interests they might want to keep as hobbies. For example, if one of their dreams is to travel to a number of foreign countries, do they want to have this interest in their work life, personal life, or both? What are the advantages and disadvantages of each option?</li> </ol>
Practice Content:	<p>Discuss with students why it is important to get familiar with career exploration and what careers they may be interested in pursuing. After this discussion, have the students fill out a worksheet about careers called "Define Your Vision" which consists of the careers they want to explore and how they are going to pursue exploring them.</p>

## Career Development Lesson Plans

Summarize/Close:	Lead a class discussion on what careers the students have chosen as potential interests, and why did they choose them? Why not? Where in the world would you like to begin your career? Between this week and last week, we've talked a good bit about potential careers and interests. Next week we will dive a little deeper - talking about skills and education levels for different careers.
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# Worksheets

## Activity 1

### Worksheets Activity 1

Dream Jobs & Careers (Please list below)	Dream Activities (Please list below)
Dream Destinations (Please list below)	Nightmares (Non- Interest) (Please list below)

*THE  
possibilities  
ARE  
Endless*

## Activity 2



### Define Your Vision:

What is your purpose for choosing this career path?

What positive changes can I bring to this career field?



### NEEDS:

What do I need to be successful in this career?



### Business Goals:

What goals can I set to better the company/ career I am choosing?

What goals can I set personally to move up in my career?