

Lesson Plan

Career Decision Making

Stage 1 – Desired Results

Content Standard(s): Development of skills and knowledge necessary to make a career selection.

Includes career exploration and self-assessments, choosing an occupational area or specific career, and researching potential career opportunities.

Unpacked Standard(s):

- Students will be able to identify work, skills, personality, personal values and interests that apply to different careers.
- Students will be able to identify the steps necessary to reach self-efficacy in the career decision making process
- Students will learn and use various career research approaches
- Students will be able to match appropriate programs of study with possible career choices.
- Students will be able to develop an educational plan consistent with

Essential Questions: (Module 2)

- *What is the career decision making process?*
- *What factors affect my own career decision making?*

<p>career choice.</p> <ul style="list-style-type: none">• Students will be able to develop educational and career goals.	
<p>Students will set their own personal goals by.... (Module 3)</p> <ul style="list-style-type: none">• The use of SMART goal worksheet at the beginning of the course, following the completion of the pre-assessment. <p>Progress on students' personalized goals will be monitored by...(Module 5)</p> <ul style="list-style-type: none">• Feedback from Instructor during In-class assignments• Feedback from peers during small group work• Self-assessment throughout the course of the class	
<p>Rules and Procedures (Module 5)</p> <p>Rules:</p> <ul style="list-style-type: none">• Participate. Active participation in class discussion is an integral part of the success of the class as a whole.• Turn in all out of class assignments at the beginning of class.• Turn off and put away all electronic devices unless told otherwise. Not using electronic devices helps students to be present for themselves and their peers.• Respect the opinions of others.• Keep all notes, invention work, homework, drafts, handouts, and anything else you produce for this class in a three-ring binder.	

Procedures:

- When it is time for small groups, choose 2-3 other students to group with
- Each time we move into small groups, choose different small group partners throughout the class.
- When small group questions are posted, give everyone in small group an opportunity to respond.
- When you complete individual work, move into a small group

Stage 2 – Assessment Evidence Directly Aligned to Content Standard**Pre-Assessment, including analysis of the pre-assessment results. (Module 3)**

The pre-assessment consists of ten True/False statements. These statements encompass the information important in the career decision making process. The same assessment will be administered at the end of the course in order to analyze the progress of the students taking the course. Obviously, this is not an all-inclusive list, but the most important concepts that I believe the students should walk away with. The pre-assessment addressed topics of career research, assessments, and familiarity with the overall process. I administered the assessment through Survey Monkey and sent the link to my students. [Online Pre-Assessment](#)

Performance Task(s) or Assignment Description(s): (Module 3)

Group discussions, assignments and course readings will be given throughout the course.

Rubric: (Module 3)

The rubric is based on four areas: Knowledge of the Career Decision Making Process, Knowledge of Assessments, Knowledge of Research, and Analysis. These four areas will be covered throughout the course.

<p>Self or Peer Assessments (Module 5)</p> <ul style="list-style-type: none"> • Structured small group discussions with open-ended questions • Clicker and Zoomerang for in-class assessments 	<p>Formative Assessments, Summative Assessments, etc. (Module 3)</p> <ul style="list-style-type: none"> • Pre and Post Assessments • Online discussion forums • Worksheets used as Formative and Summative Assessments throughout the course • Formative assessments in the form of “Check-ups” given at the end of each major topic
<p>Stage 3 – Learning Plan – Directly Aligned to Content Standard AND Assessments</p>	
<p>Learning Activities: (Module 4)</p> <ul style="list-style-type: none"> • Introduction and Pre-Assessment (10 minutes) – Start with a question and 10 question assessment that focuses on the central theme of the class. (Curiosity, Connection) • Short Lecture on Process (10 minutes) – (Coherence) • Career Decision Making Process (15 minutes) – group discussion about the process, where they are in the process and common misconceptions about career decision making (Curiosity, Connection, Coherence) • MBTI, Values Auction and Holland Interest Inventory (120 minutes) – Short versions of the MBTI and Holland Inventories given in class, followed by small group discussions. The Values Auction is a “fun” class exercise to help students determine values most important to them. Each inventory will be preceded with a short lecture on the assessment, then the students will take the assessment, followed by small group discussions. (Curiosity, Coherence, Connection, Context) • Choosing a Major Handout – a worksheet that helps students connect all of the information in 	

prior discussions to possible majors (**15 minutes**) – Students complete this independently

(Concentration, Coaching)

- SMART Goals (**30 minutes**) – Short lecture followed by individual work and then large group discussion (**Coherence, Curiosity, Connection, Context, Coaching**)
- Wrap-up (**15 minutes**) – Overview of day, 5 minute “Check-Up” essay (**Coherence, Concentration**)

Stage 4 Feedback Strategies, including Timeliness (Module 5)

- Most feedback will be given immediately from the student, instructor and peers in the form of small group discussion and non-evaluative feedback.
- Homework will be returned the following class meeting with feedback.