

# 4S Skills for Secondary School Success

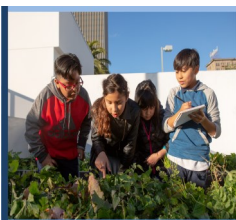
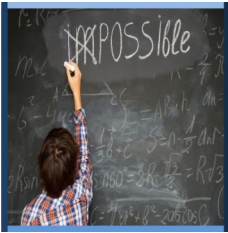


## Teacher's Manual

2025 Edition



### Unit 1: Learning with a Purpose



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## Introduction to Skills for Secondary School Success

This lesson is designed to give students an overview of both the entire 4S course and the “Learning with a Sense of Purpose” unit. It also includes a community-building experience.

### Essential Questions for 5 Units

- How does my learning at school help me prepare to become the person I want to be?
- How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I may face?
- How can effective strategies help me take charge of my learning, in class and out?
- How do we co-create a classroom and school community where learning is engaging and liberating for all?
- How do I want to make a difference in my community or in the world?

### Guiding Question

What will we be learning and doing in this course?

### Objectives

- Students will begin to build a positive classroom community and will gain an overview of what they will learn and do in the 4S course.

### Advance Preparation

- Prepare Unit Stations, using materials provided
- Place Course Overview (Do Now) where students can pick sheets up on arrival.

### Materials/Resources

- Powerpoint slideshow 1.1 (adapt as needed)
- Station posters
- Station questions
- Post-it notes and pens or markers

### Student Materials

- Course overview sheet for Do Now

## Do Now

Skim the course overview sheet. Put a check mark beside the unit title that sounds most interesting or most helpful to you.

## Introduction (Framing/Overview)

5 min.

1. Welcome students to Skills for Secondary School Success. Explain that today's goal is to give students an overview of what they will be learning and doing in this course, which is designed to help them prepare for high school.
2. Explain that before they dive into looking at the different units in the course, they will take part in an activity to build a sense of community within the class.

## Activity 1: Birthday Lineup Community Building Activity

10 min.

1. Explain to students the goal and guidelines for the Birthday Lineup.
  - Goal is for students to line up in order of their birthdays, from Jan. 1 to Dec. 31, as quickly as possible (teacher times the class).
  - No one may speak out loud, but students can write messages using the paper provided.
2. When students have lined up, each one shares his/her name, birthday, and favorite birthday food; teacher records birthdates of all students (using sheet provided at end of lesson plan guide, if desired). Acknowledge upcoming birthdays.
3. Teacher leads class to debrief the activity. Possible debriefing questions include:
  - What did you notice about strategies you used to make this work?
  - What steps could have helped us do this faster (besides being able to talk out loud)?
  - Did you find anyone with a birthday close to yours that you didn't already know about?

**Whole class  
cooperative  
activity**

**Whole class  
discussion**

**Activity 2:**

(20-25 minutes)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Divide students into five groups by birthday. Groups do a gallery walk to discover what each unit will focus on.           <ul style="list-style-type: none"> <li>• Encourage students to discuss or post responses to the questions at each unit station.</li> <li>• Groups spend about 4-5 minutes at each station. (Advise students when it is time to move to the next station.)</li> </ul> </li> <li>2. Invite students to briefly report on what they noticed. Which units do they think will be most interesting? Most fun? Most useful?</li> </ol> | <p><b>Cooperative learning in teams</b></p> <p><b>Whole class discussion</b></p> |
|--|--|

**Closure**

Teacher gives a brief overview of upcoming Unit 1 themes and activities (using slide show):

- *Who am I? What is my purpose?*
- *What work will fit with my talents, interests, and personality?*
- *How does school prepare me to fulfil my life's purpose and work?*

## Do Now: Course Overview Sheet

Listed below are the titles for the different units in the Skills for Secondary School Success (4S) course. Read the titles of the units and place a check mark beside the name of the unit that you think will be most interesting or helpful to you.

\_\_\_\_\_ **Unit 1: Learning with a Sense of Purpose**

\_\_\_\_\_ **Unit 2: Confronting Challenges and Having a Growth Mindset**

\_\_\_\_\_ **Unit 3: Managing My Learning**

\_\_\_\_\_ **Unit 4: Interacting with Others as We Learn Together**

\_\_\_\_\_ **Unit 5: Making a Difference in My Community and World**

## **Group Discussion Questions for Course Overview Gallery Walk** (NOTE: See separate sheets on next pages for each station for teacher to use)

### **Learning with a Sense of Purpose**

What do you think of as your purpose in life?  
What gives you purpose in learning right now?  
How is school helping you prepare for your life after you finish your education?

### **Confronting Challenges and Having a Growth Mindset**

What kind of challenges do you think you might face in high school?  
What strategies do you use now when you confront challenges?  
What do you think it might mean to have a “growth mindset”?

### **Managing My Learning**

How do you feel about the idea of managing your own learning?  
How are you managing your learning now?  
What do you think it would be useful to know to help you manage your learning in high school?

### **Interacting with Others as We Learn Together**

What does the word “community” mean to you?  
What is your vision of classroom community?  
Why would we want to connect with others in our communities?

### **Making a Difference in My Community and World**

How would you like to make a difference in your community or in the world?  
What do you need to help prepare you to do this?  
How could we start making a difference in our community or world this year?

# **Unit 1: Learning with a Sense of Purpose and Belonging**

**What do you think of as your purpose in life?**

**What gives you purpose in learning right now?**

**How is school helping you prepare for your life  
after you finish your education?**

## **Unit 2: Confronting Challenges and Having a Growth Mindset**

**What kind of challenges do you think you might face in high school?**

**What strategies do you use now when you confront challenges?**

**What do you think it might mean to have a “growth mindset”?**

## **Unit 3: Managing My Own Learning**

**How do you feel about the idea of managing your own learning?**

**How are you managing your learning now?**

**What do you think it would be useful to know to help you manage your learning in high school?**

## **Unit 4: Interacting with Others as We Learn Together**

**What does the word “community” mean to you?**

**What is your vision of classroom community?**

**Why would we want to connect with others in our communities?**

## **Unit 5: Making a Difference in My Community and World**

**How would you like to make a difference in your community or in the world?**

**What do you need to help prepare you to do this?**

**How could we start making a difference  
in our community or world this year?**



## You Are the Author of Your Life Story

This lesson is designed to help students think about their unique selves and purpose in life, in preparation for exploring future career choices and considering how school helps them prepare for their life mission and work.

### Essential Question

How does my learning at school help me prepare to become the person I want to be?

### Guiding Question

Who am I and what are my unique qualities?

### Objectives

- Students will explore their own personality, values, talents, skills, interests and goals.

### Advance Preparation

- Prepare 1-minute dedication of the lesson to an important person in your life, and an explanation to the class of how they will be invited to do this.
- Have a sign-up sheet ready to list student volunteers for Lesson Dedication on specific days.
- Review introductory material to prepare for presentation (including discussion questions for 5 lines of “I Know My Soul”).
- Prepare copies of student materials; place Do Now (“A Few Fast Facts”) for students to pick up.

### Materials/Resources

- PowerPoint slideshow 1.2 (adapt as needed)

### Student Materials

- “A Few Fast Facts” Do Now sheet
- “You Are the Author of Your Life Story” reading
- “Starring Role in Your Life Story” brainstorming sheet

**Vocabulary**

- pluck

**Do Now**

5 min.

Slide 1: Students fill out the sheet “A Few Fast Facts About Me” (included below).

**Introduction (Framing/Overview)**

10 min.

1. Slide 3: Model Lesson Dedication (30-60 seconds) and invite students to volunteer to do short dedications for future class periods (see <https://www.edutopia.org/article/daily-ritual-builds-trust-and-community-among-students>). Assign volunteers to upcoming dates. Review the day’s agenda (slide 4).

Slide 5: talk about the importance of reflecting on who we are and what our purpose is in life, using the Hebrew poet quotation (slide 6) and first lines of “I Know My Soul.” Lead a short discussion about “I Know My Soul” (slide 7) by telling students that Claude McKay was a poet born in Jamaica who played a large role in the Harlem Renaissance in the early 1900s. One of his poems is titled: “I Know My Soul.”

Invite students to listen as you read the first five lines of this poem, and to begin to think about their unique selves, how they form a community with others, and their purpose for learning as they continue in their schooling.

I plucked my soul out of its secret place,  
And held it to the mirror of my eye,  
To see it like a star against the sky,  
A twitching body quivering in space,  
A spark of passion shining on my face.

Lead students in a short discussion of the poem, using the following questions:

- Slide 8: What comes to mind for you when you hear a person say: *I plucked my soul out of its secret place*?
  - Slide 9: What do you think McKay means by “*held it to the mirror of my eye*”?
  - Slide 10: What things does he compare his soul to? How does it make you feel to think of your soul in these ways?
  - Why do think it is a good thing to spend time looking inward and seeking to know yourself better?
2. Slide 11: Introduce the idea that “you are the author of your life story,” and the importance of reflecting on your personality, interests, talents, skills, values, and goals as you think about your future (slide 12).

**Activity 1:**

10 min.

1. Slide 13: Students read “You Are the Author of Your Life Story” out loud with a partner (copy at end of this lesson guide).

**Partner  
Reading****Activity 2:**

20 min.

2. Slide 14: Students use the “A Starring Role in Your Life Story” brainstorming sheet (at end of lesson guide) to summarize their personality, interests, talents, skills, values, and goals.
3. Slide 15: Students share what they have written in this brainstorming sheet and the Do Now sheet (“A Few Fast Facts”) with a partner or small group.

**Individual  
brainstorming/  
writing****Partner or  
small group  
discussion****Closure**

4. Slide 16: Tell students they will use their brainstorming activities from today to express their identity creatively in the next lesson.

**Extensions/ Homework**

As homework, have students begin a personal “Strategies for Success” journal. Their first journal entry could be a paragraph on things they hope to learn from this class.

DO NOW:

## A Few Fast Facts About Me

1. One thing I am good at is \_\_\_\_\_.

2. Activities I enjoy doing (my hobbies) include \_\_\_\_\_

\_\_\_\_\_.

3. When I think about work I might do as an adult, I think it would be exciting to

\_\_\_\_\_.

4. When I think about work I might do as an adult, I think it would be boring to

\_\_\_\_\_.

5. My favorite subject in school is \_\_\_\_\_.

6. The subject I find hardest is \_\_\_\_\_.

7. I would rather work with people than work alone to get a job done.

Yes No

**“We work to discover both who we are and why we are.”**

Kenneth B. Hoyt

“The Father of Career Education”



# You Are the Author of Your Life Story...



You may not have realized it, but you are an author. *You* are the author of your life story. Your story has a beginning, middle, and end. It has characters and a plot. It is full of events and emotion. Your story is non-fiction and it is totally unique... there's not another like it. You are writing your story now, and it is a good one.

The subject of your story is *life*. *Your life*. Your life yesterday, today, and tomorrow. It's really quite a story—full of adventure and obstacles, victories and defeats. It tells the drama of your past experience and the mystery of your future. There are heroes and villains, friends and foes. There are chapters of celebration and chapters of pain.

This story is yours. Write it as you wish and  
tell us the story...

**To begin...** A story usually revolves around the main character, so your first job as an author is to create the main character. In *your* story, **you** are the main character. And *you* are a fascinating character! You have a personality, feelings, talents, and your own ideas. You have style, hobbies, and likes and dislikes. All of these make up different parts of your story, just as they make up different parts of you.

**Let's begin** our story with a description of you. To describe a person, you may use terms like:

**Personality**  
**Values**  
**Interests**  
**Skills**  
**Talents**  
**Goals**

These words describe a person's *character*. This is the "stuff" someone is made of. Let's look at these words a little more closely before we use them...

Here are some examples to help us understand exactly what each word means. Remember, these are just examples—there are many more possibilities in each category!

### Personality

This describes the way a person acts or behaves.

*Example: "Jack has an outgoing personality."*

Some words to describe personality include:

<b>outgoing</b>	<b>shy</b>
<b>honest</b>	<b>dependable</b>
<b>serious</b>	<b>easy-going</b>
<b>confident</b>	<b>sensitive</b>
<b>hardworking</b>	<b>lively</b>
<b>fun-loving</b>	<b>anxious</b>

### Values

Values are the ideals or principles a person considers most worthwhile.

*Example: "My English teacher values learning; she makes sure we understand new material."*

People have different values. Here are some possible ones:

<b>family</b>	<b>hard work</b>
<b>education</b>	<b>wealth</b>
<b>faith</b>	<b>moral living</b>
<b>friendship</b>	<b>leadership</b>
<b>success</b>	<b>justice</b>

### Interests

Interests are things or people a person most wants to be with, learn about, or focus on.

*Example: "Ryan has a strong interest in the arts."*

Some examples of different people's interests are:

<b>art</b>	<b>books</b>
<b>children</b>	<b>travel</b>
<b>history</b>	<b>fashion</b>
<b>nature</b>	<b>fitness</b>
<b>sports</b>	<b>technology</b>

### Skills

Skills are abilities a person has learned and developed.

*Example: "Amber's math skills really help in her job."*

Skills and talents are similar. A person's skills could include:

- riding a bike**
- giving a speech**
- using computers**
- painting a house**
- playing basketball**
- being a caregiver**
- relating to people**
- teaching**
- using science**
- selling a product**
- repairing things**
- taking photographs**

### Talents

Talents are a person's special *natural* abilities.

*Example: "Acting is one of Dion's many talents."*

Talents come from natural abilities. A person's talent could be almost anything. Consider these talents and abilities:

- athletic talent**
- ability to persuade others**
- artistic talent**
- problem-solving ability**
- musical talent**
- mechanical talent**
- writing talent**
- ability to figure things out**
- leadership ability**
- organizing ability**
- talent for math**

### Goals

Goals are things people hope to achieve or accomplish.

*Example: "My mom's goal is to see her children graduate from college."*

Goals, like values, vary from person to person. People work to achieve their chosen goals. Here are some possible goals:

- finding happiness**
- loving others**
- influencing society**
- building a strong family**
- reaching a high-level job**
- becoming wealthy**
- receiving recognition**
- acquiring knowledge**
- becoming wise**
- being a good person**



## The Starring Role in Your Life Story

**You** have the starring role in the story of your life. What are you like as a character? What makes you tick? You are a uniquely complex person filled to the brim with special qualities.

Over the next few weeks you will do activities designed to help you know your desires, interests, and skills. If you know yourself, you will be able to make wise choices for yourself and for your future schooling and career. A career that is in line with your personal qualities, skills and goals, is a *meaningful* career. And a meaningful career is a *satisfying* one.

In order to get started, complete the boxes below.

Two words that describe my **personality** are

\_\_\_\_\_

\_\_\_\_\_

The things I **value** most in life are

\_\_\_\_\_

\_\_\_\_\_

Some of my natural **talents** include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Things I am most **interested** in are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One **goal** that I would like to achieve in my life is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some of the **skills I hope to acquire** include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Expressing Myself

Students will use creative expression in a poem, rap, or spoken word to express their personality, values, talents, skills, interests, and/or goals. This activity prepares students for later unit exploration of career choices while highlighting the role of school in preparing them for their life's mission and work.

### Essential Question

How does my learning at school help me prepare to become the person I want to be?

### Guiding Question

How can I express my unique qualities creatively?

### Objectives

- Students will create a poem, rap, or spoken word to explore their own personality, values, talents, skills, interests and goals.

### Advance Preparation

- Connect with student who has volunteered to give a 30- to 60-second lesson dedication to an important person in his/her life to offer any needed help.
- Review introductory material to prepare for presentation; select exemplary poems to use.
- Prepare multiple print copies of poem and rap examples for student use (or copy several examples on board or poster paper).

### Materials/Resources

- PowerPoint slides 1.3 (adapt as needed)

### Student Materials

- Poem, rap, and spoken word examples
- Paper, colored pens and markers

### Vocabulary

No new vocabulary.

**Do Now**

3 min.

Students begin perusing the example poems and raps (in hard copy or on the board).

Examples can be drawn from the following sources:

<https://examples.yourdictionary.com/examples-of-i-am-poems.html>

<https://steemit.com/poetry/@pressemman/eagle-s-poem-i-am-an-eagle-a1454683dce57>

(You may also want to copy or print the poems from slides 8-10 so that students will have them available as exemplars when they write their own poems.)

**Introduction (Framing/Overview)**

5-7 min.

1. Slide 3: Introductory dedication by student volunteer (30-60 seconds).
2. Briefly review the importance of exploring our self-using slides 4-8 (review from Day 2).
3. Present the concept of Self-Portrait poem, rap, or spoken word, using examples students have perused during “Do Now” and those found on slides 9-11. Ask students to comment on ways the poems are similar to, and different from, one another. (Sharing several options from which to choose is useful, but you can use discretion regarding how many examples to share).
4. Show the video performances of “I Am Limitless” (Slide 12; or another one of your choosing) and invite students’ observations and reactions.  
<https://www.youtube.com/watch?v=f5CLnmN2QcQ>
5. Give students the task of creating their own poem/rap/spoken word (slide 13). Encourage students to use printed examples as models if they find it helpful.

**Activity 1:**

22-25 min.

6. Students create their own poems, raps, or spoken word, having examples available to follow.

**Individual  
creative  
writing****Activity 2:**

8-10 min.

7. Slide 14: Student volunteers share their poems, raps, or spoken words with the class. (Depending on time and number of volunteers, this could potentially take place in subgroups).

**Student  
presentations**

**Closure**

2 min.

8. Affirm student creativity and tell students you will post all student work on walls. Tell them (slide 15) that in the next day's lesson they will begin exploring possible careers that could fit their interests and personality.



## Career Exploration I

In this lesson, students tentatively identify top Holland code(s) based on personality and interests, and identify some career options related to the Holland code(s) selected.

### Essential Question

How does my learning at school help prepare me to become the person I want to be?

### Guiding Question

What are some careers that match my personality, interests, and talents?

### Objectives

- Students will tentatively identify Holland codes matching their personality and interests.
- Students will explore and select at least three career options related to their Holland code(s).

### Advance Preparation

- Project Do Now for students.
- (Optional) Post colored signs corresponding to the six Holland code categories around the classroom.
- Decide how you will have students look for careers matching their Holland codes (see # 10 and 11) and adapt the slide show accordingly.

### Materials/Resources

- PowerPoint slideshow 1.4 (adapt as needed)
- Optional: color-coded Holland code signs
- Student materials

### Student Materials

- Handout: “Career Party”
- Questionnaire: “All About Me”
- “My Career Investigation Planner”
- Optional resource: “Which Jobs Are Right for Me?”

### Vocabulary

- career
- Holland code
- investigative
- enterprising

## Do Now

3 min.

Look at the Do Now handout, “Career Party.” Choose the top three groups you would like to hang out with. Write the category names (from the key at the bottom of the page) in the appropriate boxes.

**Pair and Share**

## Introduction (Framing/Overview)

10 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Do Now (slide 4): Choose ONE of the following options.

**Option A:** Call students’ attention to the six posters corresponding to the six Holland codes. Ask students to move to the poster that matches their **first** choice that they selected during the Do Now. Students discuss with others who made the same first choice, why they chose this group and what about it they enjoy. After about three minutes, direct students to move to the poster that matches their **second** choice from the Do Now. Again, they are to discuss with others who had the same preference why they chose that group. Then, have students return to their seats. Invite students to comment on the experience:

- *What did they find they had in common with other students who made similar choices?*
- *What differences did they notice?*
- *Why is it important to recognize that people not only have different interests, but they have different **combinations** of interests?*

**Option B:** If you prefer minimal movement in the classroom at the start of lesson, ask students to indicate by a show of hands how many of them selected Group 1 as their *first* choice. Then, ask those who selected Group 1 as a *second* choice to raise their hands. Ask students to comment on why they chose Group 1 and what they found attractive about its description. Do the same for the other five groups, giving all students an opportunity to comment on their choices.

3. Ask students what they think the word “career” means. Encourage discussion with prompts such as “What is the difference between a career and a job?” After students have offered their perspectives, share slide 5 with the vocabulary word **career**. Discuss the definition and invite students to give examples of careers. (Make sure students understand that a career is **not** limited to being a doctor or lawyer! There are many types of careers in various fields for which young people can plan and train.)
4. Ask students the following questions. After students have discussed each question, recap to make sure they captured the important points indicated.

- *Why is the choice of a career important for having a fulfilling and satisfying life?* (Most people spend more years as working adults than any other period of their lives. For example, most people spend from 13 to about 20 years as students—from kindergarten through high school graduation, college, or graduate school, depending on their chosen field. Then, they will probably spend 40 years or more as working adults! It makes sense to prepare to spend those years doing something you enjoy and are interested in.)
  - *How do the decisions you make in middle and high school affect the options you will have for your career?* While some people have a clear vision for their future career even as teenagers, many are still exploring, and that’s okay! Also, many students will change their minds—perhaps more than once—as they go through college or postsecondary training. However, getting a strong foundation in middle and high school will help them keep their options open. This means attending school regularly, keeping their grades up, and taking the most challenging classes they can. Many eighth graders also have a choice to make about where to attend high school. Choosing a school that will prepare them to attend college, or that offers a strong program in their area of interest (such as science and technology, or performing arts), will also help position them to prepare for a fulfilling career.
5. Display the concept map for the lesson (slide 6). Tell students that during this lesson, they will use identify some careers that they might want to explore, based on their interests and personal preferences.

### Activity 1: Exploring the Holland Codes

15 min.

6. Show slide 7, “Holland Career codes.” Tell students that in 1958, psychologist John Holland developed a way of putting career options into categories based on the personality types of people who do well in those careers. The Holland career framework is just one way of categorizing different career types, but for many years it has proven useful in helping people identify careers to pursue that they would find satisfying and enjoyable. (You may choose to introduce the vocabulary words “investigative” and “enterprising” at this time or return to them later.)
7. Explain to students that the “Do Now” was a fun introduction to the different career categories in the Holland framework. They will now use a more detailed questionnaire that will help them gain further insight into their personal Holland profile. (Note: advise students that this in-class activity is an informal introduction to the Holland framework. Those who would like to take a more thorough,

**Direct  
Instruction**

scientifically validated Holland inventory can find options available online or through the school guidance office.)

8. Students work through the “All About Me Questionnaire.” They are to check off each statement that is true for them, but leave blank the space beside each statement that does not apply to them. (There are no right or wrong answers!) Then, they are to add up the total number of check marks for each group of statements. Circulate among students as they complete the questionnaire, answering any questions they may have.
9. After students complete the questionnaire, have them identify their top two categories (the categories for which they checked off the greatest number of statements). Have them place their questionnaires and their Do Now handouts on their desks. Tell them that they are now going to learn more about the six Holland codes.
10. Display slide 8, “The Holland Career Hexagon.” Click to display the first Holland code category, “Realistic.” Ask students to summarize the discussion of this category from the Do Now. Ask students
  - *What are some jobs or careers that would appeal to those who rated high on the “Realistic” scale?* (For reference, see examples listed in the Resource List “Which Jobs Are Right for Me?”)
  - *Why do you think this group of careers is called “Realistic”?* (These jobs involved working with real physical objects—tools, machines, books, clothing, cosmetics, etc.)
11. Continue with each of the other five categories in the same way. The naming of the categories can be explained as follows:
  - *Investigative*—these jobs involve investigating, exploring, and analyzing to try to understand ideas and situations.
  - *Artistic*—these careers focus on creative expression in various media (writing, dance, and theater as well as the plastic arts).
  - *Social*—“social” relates to society or groups of people. This career group is for those who want to help others or work with people.
  - *Enterprising*—these people want to start new things or lead people in new directions. This word is related to “entrepreneur,” a person who starts a new business.
  - *Conventional*—“conventions” are accepted practices that keep things going. This career group is for detail-oriented people who are orderly and precise.
12. If students have not already done so, have them write the names for their top two categories in the appropriate space in the questionnaire.

**Individual  
Exploration**

**Whole Class  
Discussion**

Ask students to compare their top categories that they identified in the Do Now with the top categories from the questionnaire. Are they the same? If there are differences, why do they think this is the case? *(Most students should have the same or close to the same categories. If their top two from the questionnaire are different from the top two in the Do Now, one may correspond to the third choice on the Do Now. If students' choices are not clear-cut, reassure them that this is okay—this exercise is meant to help them **begin** to think about careers they might like. Going forward, they should work with the one or two codes they feel most accurately describe them.)*

## Activity 2: Finding Careers That Match My Holland Codes 12 min.

13. Have students turn to a partner to share their top two Holland codes and explain why they think these two codes match their personality and preferences. **Pair and Share**
14. Remind students of the observation that their best career choices will likely be those where their top Holland codes intersect. For example, someone whose codes are “Investigative” and “Realistic” might want to become an engineer or a marine biologist. Someone who is “Social” and “Enterprising” might want to be a community activist or manage a daycare center. In this phase, students will be seeking career possibilities that combine their Holland preferences. **Direct Instruction**

### Then choose one of the following options:

15. **Option A:** If students have access to the Internet on individual devices, ask them to do a search for “ONET Online Interests Search.” (They should find the web page shown in the screenshot on slide 10; circulate to make sure all students are on the right page.) **Individual Media Exploration**
- Have students click on the name of their top Holland code in the list shown. This should bring up a screen like the one on slide 11.
  - Students then select their second-choice code from the dropdown menu, as shown, and click “Go.” This brings up a list of career options (as in slide 12).
  - If the list generated is too long, students can try adding their third code (click to show pointer); if the list is too short, they can try switching the order of the codes, or entering their third-choice code in place of the second. Encourage students to play with the site until they see some career options that they find interesting.

- Have students list three and up to five career options that they want to learn more about on their “Career Investigation Planner” (slide 16).
- Note: Many job titles may not be familiar to students. If time permits, clicking on individual job titles will bring up summary descriptions of the responsibilities involved (slide 13). However, some students may find the job descriptions in the ONET site hard to understand. Tell students they will have an opportunity tomorrow to learn more about the jobs they have listed.

16. **Option B:** If your students **do not** have access to the Internet on individual devices, distribute the “Which Jobs Are Right for Me?” resource list (slide 14).

- Students draw a frame around the lists for their top two Holland code categories (see slide 15).
- Students review the lists, looking for career that might interest them (especially areas that may show up on both of their lists).
- Students list three and up to five career options that they want to learn more about on their “Career Investigation Planner” (slide 16).

## Closure

5 min.

17. Slide 17: Ask students what they learned about themselves through doing the Holland code exercises. Invite students to comment on some career options they identified that they had not considered before.
18. Tell students they will have an opportunity in the next lesson to further explore the career opportunities they identified, and learn more about how to prepare for those different career paths.
19. Exit ticket (slide 18): students’ Career Investigation Planners serve as an exit ticket. You may want to keep these in the classroom, since students will use them for the Day 5 activities.

**Whole  
Class  
Discussion**

## Extensions

If you have extra time in class, encourage students to click on some of the job descriptions linked to the ONET site and to discuss with partners which jobs sound interesting to them and why.

As homework, invite students to begin looking up some of the careers they are interested in online.

**GET STARTED THINKING ABOUT YOUR FUTURE.**

**You're invited to a Career Party!**



Lucky you! You're invited to a party at a friend's house this weekend. When you arrive, you see lots of your classmates. They all seem to be talking in small groups about different topics. As you walk around the room, listen to each group to see which one you want to join:

<p><b>GROUP 1</b> Your friends in this group are talking about everything from sports to raising animals to fixing cars. Everyone in the group enjoys being outdoors and working with their hands, fixing and tinkering with things.</p>	<p><b>GROUP 2</b> Everyone in this group is interested in watching, investigating, analyzing, or solving problems. Some say they like science, others enjoy puzzles or computer games. They're definitely good at finding answers.</p>	<p><b>GROUP 3</b> This group of your friends is very creative. Some like to draw, paint, or write; others enjoy dance, theater, or creating innovative, unusual things. They all enjoy using their imagination and creativity in unstructured situations.</p>
<p><b>GROUP 4</b> At first you think this group is very loud, but then you realize they all just like to talk. Some say they want to teach other people, others want to be on stage, while others want to work with people in the medical field or social services.</p>	<p><b>GROUP 5</b> Your friends in this group are "take charge" people who like to persuade others. They're definitely leaders: some serve on the student council, while others say they want to own their own business or make a lot of money someday.</p>	<p><b>GROUP 6</b> Even though this group is quieter than the others, they do like to talk about how to keep things organized and running smoothly. Most of your friends in this group like working with numbers and data, and they're really good at it.</p>

Which group do you decide to hang out with first? Write that group's number in the box on the right.

GROUP #

After 10 minutes, that group goes in the kitchen to get some snacks. So which group do you go to next? Write that group's number in the box on the right.

GROUP #

After 10 more minutes, you decide to chat with another group. Which one? Write that group's number in the box on the right.

GROUP #

Using the KEY below, write the first letter of each of the groups you chose in order here.

--	--	--

These three letters, in this order, form your unique career code.

You can visit [onetonline.org/explore/interests](http://onetonline.org/explore/interests) and select the categories that match your code to learn about careers that might interest you.

<b>GROUP 1 = Realistic Group</b>	<b>GROUP 2 = Investigative Group</b>	<b>GROUP 3 = Artistic Group</b>
<b>GROUP 4 = Social Group</b>	<b>GROUP 5 = Enterprising Group</b>	<b>GROUP 6 = Conventional Group</b>

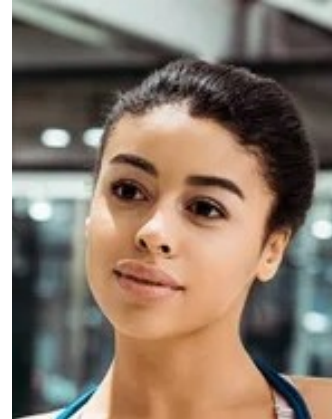
Adapted from *What Color Is Your Parachute?*, Richard Bolles, Ten Speed Press, and the Holland code career theory.

### All About Me Questionnaire

What kind of jobs would best fit your personality and abilities? Would you rather work with numbers or work with people? Work with your hands or work with ideas? Learn more about yourself by completing this questionnaire. **Put a check next to every item that is true of you.** (If the statement is not true about you, leave the space blank.) Then add your total score for each category.

#### Category # 1

I like to play team sports.	
I like to operate tools and machinery.	
I like to work outdoors.	
I like to work on cars.	
I like to work with my hands.	
I like to fix things.	
I like to get things done.	
I like to be physically active.	
<b>TOTAL SCORE CATEGORY # 1</b>	



#### Category # 2

I like to use scientific information to solve problems.	
I like to figure things out.	
I can often suggest a better way to accomplish a task.	
I like to work alone rather than with groups of people.	
I like to perform science experiments.	
I pay close attention to details.	
I like to solve complex problems.	
I like to work with ideas more than people or things.	
<b>TOTAL SCORE CATEGORY # 2</b>	

#### Category # 3

I like to make gifts or crafts for friends and family.	
I like to write stories or poems.	
I write in a journal or diary.	
I like to play a musical instrument or sing.	
I am more of a free spirit than a person who wants to follow rules.	
I like to decorate.	
I like to perform in plays.	
I like to take pictures that really capture a person’s personality.	
<b>TOTAL SCORE CATEGORY # 3</b>	

**Category # 4**

I like to do volunteer service.	
I like working with people rather than things.	
I like to help people with their problems.	
I would enjoy working with kids or teens in a summer camp.	
I like to teach people or explain things to them.	
I would like helping students pick their high school courses.	
I like to help people make decisions.	
I like working in groups more than working by myself.	
<b>TOTAL SCORE CATEGORY # 4</b>	



Photo adapted from Allison Shelley, All4Ed

**Category # 5**

I like to lead a team of people.	
I like to persuade people to do things.	
I would like to sell things or promote ideas.	
I tend to be assertive, not shy.	
I am not afraid to take risks to accomplish something.	
I am a good talker.	
I like to work with people and data.	
I would like to supervise other people.	
<b>TOTAL SCORE CATEGORY # 5</b>	

**Category # 6**

I like to be organized and precise.	
I keep track of my money and how I spend it.	
I am a practical, down-to-earth person.	
I like to make lists.	
I like to solve math problems and work with numbers.	
I am good with details.	
I like to follow the rules.	
I like to follow clearly defined procedures.	
<b>TOTAL SCORE CATEGORY # 6</b>	

**My Holland Categories are...**

**Category with the highest score: # \_\_\_\_\_**

**Category with the next highest score: # \_\_\_\_\_**

*Your teacher will tell you the Holland code name for each category.*

**I am \_\_\_\_\_ and \_\_\_\_\_.**



### My Career Investigation Planner

My top Holland career codes are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want to learn more about the following careers (please list **at least three**):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Which Jobs Are Right for Me?

### Resource List

**Note to Teacher:** For students to access these links, they will need access to the document on a computer with internet access.

Which Holland Career codes best fit your unique personality? Some careers for each category are listed below, linked to a Wikipedia article providing more information. Look for career names that sound interesting to you, and explore to learn more. If you were strong in more than one Holland category, look for job titles listed under both of them. And remember, this is just a starting place! If you open the link for one career, you will usually find many other related opportunities.

**REALISTIC** Do you enjoy working with your hands or body, with tools, machines, and things? Do you tend to be practical and enjoy working with concrete objects? If so, you may be in the REALISTIC category.

- [Actor](#)
- [Animator](#)
- [Architect](#)
- [Artist](#)
- [Athlete](#)
- [Bartender](#)
- [Carpenter](#)
- [Caterer/chef](#)
- [Computer artist](#)
- [Computer scientist](#)
- [Cosmetologist/ Make-up artist](#)
- [Costume designer](#)
- [Dancer](#)
- [Dentist](#)
- [Driver](#) (bus, truck)
- [Engineer](#)
- [Electrician](#)
- [Environmental scientist](#)
- [Fashion designer](#)
- [Fashion model](#)
- [Filmmaker](#)
- [Firefighter](#)
- [Game designer](#)
- [Graphic designer](#)
- [Horticulturist/ gardener](#)
- [Information technologist](#)
- [Interior designer](#)
- [Laborer](#)
- [Librarian](#)
- [Martial artist](#)
- [Mechanic](#)
- [Mechanical engineer](#)
- [Musician](#)
- [Nurse](#)
- [Optometrist](#)
- [Paramedic](#)
- [Personal trainer](#)
- [Pharmacist](#)
- [Photographer](#)
- [Physical therapist](#)
- [Pilot](#)
- [Police officer](#)
- [Radiologist](#)
- [Sculptor](#)
- [Soldier](#)
- [Surgeon](#)
- [Veterinarian](#)
- [Web developer/ Web designer](#)
- [Webmaster](#)
- [Waiter/waitress](#)

**INVESTIGATIVE** Are you a thinker who likes to gather a lot of information before making decisions? Do you like to work with theories, learn new information, and analyze things? You are probably Investigative.

- [Computer scientist](#)
- [Economist](#)
- [Engineer](#)
- [Financier](#)
- [Lab worker](#)
- [Lawyer](#)
- [Librarian](#)
- [Mathematician](#)
- [Pharmacist](#)
- [Physician \(medical doctor\)](#)
- [Professor](#)
- [Computer programmer](#)
- [Psychologist](#)
- [Psychiatrist](#)
- [Public health worker](#)
- [Researcher/ scholar](#)
- [Scientist](#)
- [Statistician](#)
- [Surgeon](#)
- [Teacher](#)

**ARTISTIC** Do you like to create things? Are you original, independent, and creative? Are you a creative problem solver? You may fall into the Artistic category.

- [Actor](#)
- [Architect](#)
- [Art teacher](#)
- [Animator](#)
- [Audio engineer](#)
- [Author/poet](#)
- [Choreographer](#)
- [Dancer](#)
- [Drama teacher](#)
- [Exhibit designer](#)
- [Floral designer / florist](#)
- [Illustrator](#)
- [Interior designer](#)
- [Merchandise displayer](#)
- [Musician/singer/ songwriter](#)
- [Music teacher](#)
- [Painter/graphic designer](#)
- [Pastry chef](#)
- [Photographer](#)
- [Screenwriter](#)
- [Special effects technician](#)
- [Translator](#)
- [Writer](#)

**SOCIAL** Do you like to cooperate with people and help others? Are you a good team player? Do people describe you as nurturing? The following careers might be interesting to you:

- [Activist/social justice worker](#)
- [Advisor](#)
- [Art therapist](#)
- [Caretaker](#)
- [Civil rights lawyer](#)
- [Clinical social worker](#)
- [Community organizer](#)
- [Counselor](#)
- [Clergy](#)
- [Dance therapist](#)
- [Drama therapist](#)
- [Educator](#)
- [Human rights worker](#)
- [Nurse](#)
- [Nutritionist](#)
- [Philanthropist](#)
- [Physician \(medical doctor\)](#)
- [Psychologist](#)
- [Psychiatrist](#)
- [Receptionist](#)
- [Philosopher](#)
- [Special education teacher](#)
- [Speech-language pathologist](#)
- [Teacher](#)
- [Trainer \(business\)](#)
- [Translator/ Interpreter](#)

**ENTERPRISING** Do you like to persuade people? Are you good at selling things or telling other people what to do? Do you like competition and having a chance to be the leader? Do you prefer to focus on the big picture rather than handle small details? These careers might be a good fit for you:

- [Advertising writer/artist](#)
- [Bartender](#)
- [Businessperson](#)
- [Buyer](#)
- [Communications director](#)
- [Economist](#)
- [Entrepreneur](#)
- [Event manager](#)
- [Fashion designer](#)
- [Fashion model](#)
- [Hospitality manager](#)
- [Human resources worker](#)
- [Insurance salesperson](#)
- [Investment banker](#)
- [Journalist](#)
- [Lawyer](#)
- [Lobbyist](#)
- [Marketer](#)
- [Manager](#)
- [Management consultant](#)
- [Politician](#)
- [Professor](#)
- [Publicist](#)
- [Public administrator](#)
- [Public affairs director](#)
- [Public relations director](#)
- [Public policy worker](#)
- [Public speaker](#)
- [Realtor](#)
- [Retailer](#)
- [Stockbroker](#)
- [Salesperson](#)
- [Trainer \(business\)](#)
- [Travel agent](#)

CONVENTIONAL Are you precise, efficient, and orderly? Do you pay close attention to details and like to keep things organized? Do you like working with data? These jobs might appeal to you:

- [Accountant](#)
- [Administrator](#)
- [Administrative assistant](#)
- [Banker](#)
- [Bank teller](#)
- [Bookkeeper](#)
- [Businessperson](#)
- [Cashier](#)
- [Clerk](#)
- [Copy editor](#)
- [Computer scientist](#)
- [Desktop publisher](#)
- [Economist](#)
- [Engineer](#)
- [Financier](#)
- [Instructional technologist](#)
- [Investment banker](#)
- [Librarian](#)
- [Information technologist](#)
- [Manager](#)
- [Mathematician](#)
- [Office manager](#)
- [Payroll manager](#)
- [Pharmacist](#)
- [Proofreader](#)
- [Secretary](#)
- [Statistician](#)
- [Technical writer](#)



## Career Exploration II

In this lesson, students further investigate the Holland code-related careers they expressed interest in. They consider job outlooks and lifestyle impacts, and explore the education or training needed to enter different careers. They also have the opportunity to explore academic offerings at local postsecondary institutions.

### Essential Question

How does my learning at school help prepare me to become the person I want to be?

### Guiding Question

How do career choices affect a person's lifestyle? How can I prepare for careers that interest me?

### Objectives

- Students further investigate Holland code-related careers of interest, considering job outlooks, lifestyle impacts, and preparation required.
- Students may explore academic offerings at a local two- or four-year college.

### Advance Preparation

- Project Do Now for students.
- Identify and explore (online) 3-5 local colleges or postsecondary training institutions of interest.
- Prepare multiple copies (at least 3 per student) of the “Career Profile Notes” sheet, with extras for those who need more.

### Materials/Resources

- PowerPoint slideshow 1.5 (adapt as needed)
- Student materials

### Student Materials

- Paper for Do Now
- Individual electronic devices
- “Career Profile Notes” sheet (at least 3 per student)

- “Postsecondary Education Notes” sheet

## Vocabulary

- job security
- job outlook
- apprenticeship
- associate’s, bachelor’s, and master’s degrees

## Do Now

3 min.

With a partner, brainstorm ways people’s career choices have an impact on their lifestyle outside of work. Jot down at least three examples of positive or negative impacts that different careers could have.

**Pair and Share**

## Introduction (Framing/Overview)

10 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Do Now (slide 4): Invite students to share some of the impacts of career choice that they identified with their partners.
3. After students have offered suggestions, show slide 5, “Career Choice Lifestyle Trade-offs,” and ask students to comment on the graphic.

**Whole Class Discussion**

You do not need to discuss each area in depth, but be sure to make the following points.

- The graphic does not represent “either/or” choices, but sliding scales—for example, income can fall anywhere in between “little money” and “lots of money.”
- Most of these variables are not “good” or “bad,” but represent choices where individual preferences will vary. Some people would rather live and work in a big city while others prefer the country; for some people, lots of travel is exciting, while others are happy to just stay home.
- There are some real trade-offs, where an advantage in one category may mean a sacrifice in another. For example, people with very well-paid jobs often work many more hours each week, so they may have less time for their families or leisure pursuits; however, those whose jobs entail fewer responsibilities are often not well-paid, so they have less money for basic necessities as well as “extras” like travel, vacations, or luxury items.

**Direct Instruction**

4. Display the concept map for the lesson (slide 6). Tell students that during this lesson, they will use the internet to learn more about the career choices they identified in the previous lesson. Also, they will have an opportunity to learn more about some local colleges or institutions that offer postsecondary degrees or professional training that could prepare them for the careers they are investigating.

### Activity 1: Learning More About My Career Choices

15 min.

5. Take time to discuss the last two categories listed, “job security” (slide 7) and “required preparation.”
  - Show slide 8, “Useful Terms to Know.” Ask students what they think “job security” means. Show the definition and explain to students in your own words. Ask students to give examples of jobs they think might offer high job security. *(For example, nurses and health care workers are in demand all over the country. If a nurse moves to a new location, he or she can usually find a new job fairly quickly.)* Ask students to name jobs that might offer less job security. *(People in the entertainment field are usually on short contracts. It can take a long time to get a job, and when it is over, they must find another one. As another example, professional athletes are at constant risk of career-ending injuries.)*
  - Then click to show the definition of “job outlook.” Explain to students that changes in society and technology mean that some jobs become more important, while others decline. For example, there were no careers in web design before the internet became widespread! On the other hand, as more and more robots are used in manufacturing plants, the need for human workers in those plants is declining. Ask students to suggest other examples of jobs that are increasing or declining.
  - Finally (slide 9), remind students of the need to plan ahead, keeping in mind the preparation required for various careers. Doctors and lawyers, for example, invest in at least three to five years of professional training beyond a four-year college degree.
6. Distribute the “Career Profile Notes” sheet (at least three per student; tell students that if they complete three profiles and need more, you can supply them). Have students take out their Career Investigation Planners from the previous lesson.
7. Display slide 10, “Learning More About the Careers You Selected” (**Note:** *If you prefer, project your computer screen and walk students*

**Whole  
Class  
Discussion**

**Direct  
Instruction**

**Whole Class  
Discussion**

**Direct  
Instruction**

*through the process of exploring a career, as follows, using the actual Occupational Outlook Handbook website. The screenshot slides are provided in case you are unable, or prefer not, to project the website from your computer.)* Have students open the OOH website on their devices (slide 11).

**Guided  
Exploration**

8. Direct students to enter the name of one selected career (from their Career Investigation Planner) in the search bar (upper right of the website), and click “Go.” Before moving on, make sure all students have done so successfully. *(Note: the exact job title entered may not come up, but a list will show similar titles; students should choose one of these. Make sure students are spelling the job titles correctly.)*

9. Guide students to review the “Summary” section that comes up when they entered a job title (slide 12). Ask them:

**Whole Class  
Discussion**

- What information does the summary provide?
- Does the summary use any terms that are unfamiliar? *Point out the small blue circles with question marks beside each term. Clicking on these circles will open a pop-up window with an explanation of the term. For example, “median pay” is like an average—it means that half of people in that occupation earn more than this number, and half earn less.*

Give students time to take notes on the information provided in the summary about the career they are investigating.

10. Ask students to comment on the topics listed below the summary (and in the tabs, slide 13). Why would these topics be important for someone to consider when choosing a career?

- Tell students they can explore all of the tab topics or only a few; however, they should make sure to open enough topics to fill in **all** of the spaces in the Career Profile Notes page.
- Advise students that when they are satisfied with the information they have collected on their first selected career, they should take a second Career Profile Notes sheet and repeat the process with a different career (slide 14). In all, they should complete at least three Notes sheets; they may do more if they have time.
- Point out that the section “Similar Occupations” lists related careers that may be of interest, especially if some of the things they learn about the careers they previously identified sound less than appealing. *For example, the job “Assemblers and Fabricators” (= factory workers) has a declining Job Outlook. However, the*

**Individual  
Exploration**

*similar occupation “Industrial Machinery Mechanics...” has a bright future, with projected 13% growth! A student who likes to work with his or her hands and does not want to sit in a classroom after high school might want to explore an Industrial Machinery Mechanic apprenticeship, as explained in “How to Become One.”*

11. Give students time to explore the site on their devices. Circulate in the classroom to assist students as needed, to make sure students stay on task, and to provide additional Notes sheets to students who finish the first three.

**Individual  
Exploration**

## Activity 2: Exploring Education and Training Opportunities 12 min.

12. Ask students to comment on what they learned about the career options they identified based on their Holland codes (slide 15). Ask:
- Who learned something interesting about the job outlook for one of your career options?
  - Who explored at least one other “similar occupation” to one of the career choices you listed yesterday?
  - What did you learn about the preparation required for your career options? How many people are interested in careers that require an associate’s degree (2-year college)? How many would need to go to a 4-year college (bachelor’s degree) or earn a graduate degree? How many are interested in apprenticeships or certification programs?
13. Tell students (slide 16) they will now have an opportunity to explore a few of the college and training opportunities available locally. (Of course, as students continue in high school they will want to explore many other options! This is just a chance for them to begin to discover some of the possibilities.)

**Whole  
Class  
Discussion**

**Then choose one of the following options (slide 17):**

14. **Option A:** If students have access to the Internet on individual devices, provide a list of several (3-5) local colleges, universities, and/or training institutions of interest. Your list should include at least one public 2-year college and one public 4-year college. We also recommend including a private 4-year college and a reputable local trade school. Give students time to visit the websites of one or more institutions. In particular, they should visit the list of programs or majors (usually found in the “Academics” section of the website) and

**Individual  
Exploration**

see whether the institution offers a program corresponding to the career interests that they have identified. They should also visit the “Admissions” section to learn more about the steps to apply and the support the institution provides applying students. Please note:

- College websites vary in their presentation and structure. As a teacher, please explore the website of each institution listed **in advance**, so you can help students find the relevant information.
- Students should have some freedom to explore. While the “Academics” and “Admissions” sections should be their main focus, they should be allowed to visit anything on the institutional website that interests them. For example, many students may want to find out what their options for financial aid would be. Encourage students to take notes on whatever they find useful and interesting (“My Postsecondary Education Notes” page). Circulate as students investigate to help students as necessary and make sure they are on task and taking notes.
- Another area in many institutions that students may wish to explore is dual enrollment (the opportunity to enroll in classes and earn college credit while they are still in high school).

15. **Option B:** If your students **do not** have access to the Internet on individual devices, or if there is not enough time for them to engage in individual exploration of college websites, project from your own computer the website of a local public college or university. Engage interactively with students to explore the website. (Of course, you should also have explored it in advance so that you can locate information quickly and easily.) For example:

- Visit the “Academics” or “Programs and Majors” section of the website. Ask students to suggest areas of interest. Based on their suggestions, click on corresponding majors and programs. Point out interesting facts that come up. Check out several different majors and programs.
- Visit the “Admissions” section and explore the admissions process.
- Invite students to submit questions they have about the college and use the website to seek answers to those questions. (Note: if students ask about the cost of enrollment, they may experience sticker shock! If this occurs, be sure to also visit the “financial aid” section and let students know that financial aid is available in many forms. Point out also that private colleges—even though

**Teacher  
Modeling**

their tuition is higher—also often provide much more financial aid and support for qualified students.)

Give students a list of three to five local 2- and 4-year colleges and reputable training institutions. Encourage them to continue exploring these institutions, or others that may be of interest, on their own.

## Closure

5 min.

- |   |                           |
|---|---------------------------|
| 16. Have students share with a partner one or two career, education, and/or training opportunities they would like to explore further (slide 18). | <b>Pair and Share</b>     |
| 17. Close by reminding students that their schoolwork now is what prepares them for the exciting future opportunities they've been exploring.     | <b>Direct Instruction</b> |
| 18. Exit ticket: students' Career Profile Notes serve as an exit ticket (slide 19).   |                           |

## Extensions

Manage time in class by extending or decreasing how much time students have to explore the OOH and college/training institution websites. You can also have students share with a partner their top takeaway following investigation of the OOH site.

As homework, invite students to check out more college or training institution websites.

If Internet access is a problem, ask your guidance counselor for hard-copy documents that provide more information on various careers and local colleges. If this is the case, you will have to adjust the lesson accordingly.

*My Name:* \_\_\_\_\_

### Career Profile Notes

**Career Name:** \_\_\_\_\_

**Typical Entry-Level Education:** \_\_\_\_\_

**Average Pay:** \_\_\_\_\_

**Job Outlook:** \_\_\_\_\_

**Main responsibilities of this career:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What I like about this career:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Is there anything I don't like about this career? If so, what is it?**

\_\_\_\_\_

\_\_\_\_\_

**How I would enter this career (education, major, experiences):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Similar careers that might interest me:** \_\_\_\_\_

\_\_\_\_\_

**Other notes or thoughts:** \_\_\_\_\_





# My Future Self Part I

This lesson is designed to connect students' current learning in school with their personal goals for the future.

## Essential Question

How does my learning at school help prepare me to become the person I want to be?

## Guiding Questions

What does it mean to plan a structure for your life?

How can a Life's Blueprint help me create a path to my future?

## Objectives

- Students will understand the importance of having clear direction and a Life's Blueprint (vision) for their future.

## Advance Preparation

- Have a links to the video of Dr. Martin Luther King's Life's Blue Print speech ready to share, or have paper copies of the speech available if preferred (links provided: see Activity 1).
- Do an online search to select sample vision boards to share with students (see Activity 2).
- Have magazines that students will use to create Vision Boards available where students can see them.
- Consider creating your own personal Vision Board to share with students as an example.

## Materials/Resources

- PowerPoint slideshow 1.6 (adapt as needed)
- Examples of vision boards/vision projects

## Student Materials

- "Your Life's Blueprint Vocabulary Exploration and Vision Board Ideas" activity sheet

**Vocabulary**

- dignity
- crucial
- endeavor
- justice
- visualization
- blueprint

**Do Now**

3 min.

Think about what you want your life to be ten years from now. What does it look like? What does it sound like? Turn and share with a partner.

**Introduction (Framing/Overview)**

8 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Explain to students that during the next two days, they will build out a Life's Blueprint (vision) for their future selves.
3. Distribute the student activity sheet "Your Life's Blueprint Vocabulary Exploration." Introduce new vocabulary words (slide 5) by asking the students whether they know what each word means or what they think it might mean. (If you choose to use the longer version of the video, Dr. King explains what a blueprint is and how it is used.) Have students copy the words in the first column.
  - a. After students have offered their suggestions, review accurate definitions of the words (slide 6). Use each word in a sample sentence that showcases its meaning. Students take notes in center column.
  - b. Have students discuss words with a partner by restating or explaining each one in their own words, or by using words in original sentences.
  - c. Explain to the students they are going to encounter these words in Dr. King's speech, so they should look or listen for how these words are used in the context of the speech and note this on the Vocabulary Exploration sheet (right hand column).

**Whole  
Class  
Discussion**

**Direct  
Instruction**

**Pair and  
Share**

## Activity 1

8-12 min.

- Slide 8: Explain to students that Dr. Martin Luther King Jr. gave his “Life’s Blueprint” speech to a group of Philadelphia junior high students about their age. Have students watch one of the following videos of the speech:  
<https://www.youtube.com/watch?v=aDaGhmaWmo4> (7:43 min.) or [https://www.youtube.com/watch?v=852\\_SQ1EK98](https://www.youtube.com/watch?v=852_SQ1EK98) (3:33 min.); OR distribute hard copies for students to partner read (download at: <https://voiceofoc.org/wp-content/uploads/2017/01/MLK-Lifes-Blueprint.pdf>).
- After reading or watching the speech, further discuss the use of the word **blueprint** as a metaphor. (This metaphor represents having a life goal and developing a clear plan for reaching that goal.)
- Have students work with their partners to identify the three things that Dr. King shares that should be part of their life’s blueprint, and record these on their activity sheets.
- Slide 9: Ask students to list the three things a life’s blueprint should include. As they share, click through the slide to confirm answers.

**Direct  
Instruction****Media  
Interaction  
OR  
Partner  
Reading****Whole  
Class  
Discussion****Pair and  
Share**

## Activity 2

22 min.

- To introduce the concept of students creating or designing their own “Life’s Blueprints” by constructing visualization boards or products that represent how they see their future selves, have students explore examples of vision boards. (Two examples are provided on slide 10. To find more examples, enter the term “middle school vision boards” in a search engine.) If you created your own Vision Board as an example, you can share it now.
- Show one of the following videos, or another of your choosing (slide 11). If students have Internet access on their devices, you can give them the choice (depending on whether they prefer to create their vision boards manually or electronically).
  - How to Create a Vision Board  
[https://www.youtube.com/watch?v=wjy\\_nT0yT18](https://www.youtube.com/watch?v=wjy_nT0yT18)
  - How to Create a Digital Vision Board  
<https://www.youtube.com/watch?v=kTYE3ZvXfXU>

**Media  
Interaction**

You may also want to direct students to the following blog, which offers several practical suggestions for creating Vision Boards.

- Eight Ideas to Create Your Own Vision Board  
<https://www.lifehack.org/articles/productivity/8-ideas-create-your-own-vision-board.html>

Have students record videos and ideas they find inspirational for their personal Life's Blueprint visualization on their Vocabulary Exploration and Vision Board Ideas activity sheets.

## Closure

2 min.

7. The exit ticket is students' completed Vocabulary Exploration and Idea Activity Sheet. Remind those who plan to create digital Vision Boards on personal devices (e.g. cell phones) to bring these devices to class tomorrow. Students may wish to bring personal photos to include on their vision boards.

## Extensions

**If time permits**, encourage students to use a search engine to find more videos about creating Vision Boards or alternative products, or show one of the motivational videos listed below.

**Homework:** You may want to assign students to select and watch one of the following motivational videos to further stimulate their aspirations when creating their Life's Blueprint boards/products.

- Denzel Washington's Motivational Graduation Speech  
<https://www.youtube.com/watch?v=0FB9i7P9Zs4>
- Jack Ma's Advice for Young People <https://www.youtube.com/watch?v=b-LTA85deuk>
- DeShauna Barber Motivational Graduation Speech  
<https://www.youtube.com/watch?v=w71aDaGAtHs>
- Michelle Obama's Best Advice for Students  
[https://www.youtube.com/watch?v=VxW5D5VPg\\_0](https://www.youtube.com/watch?v=VxW5D5VPg_0)

### Notes:

**If time permits, as the instructor, create your own Life's Blueprint vision board to share with your students.**

### Additional Resource Links:

- <https://sites.psu.edu/criticalanalysisdg/2019/11/01/martin-luther-king-jrs-motivational-speech/>
- <https://wyldlifeleader.org/2018/01/15/mlks-important-speech-to-junior-high-students-a-lesson-on-audience-purpose-profundity-and-truth/>

- [https://memphistr.org/reflection-on-mlks-what-is-your-lifes-blueprint/?gclid=CjwKCAiA65iBBhB-EiwAW253W\\_MtahZmf10YCI5EEWi3dLAV5-ZLNtkMHXOFtTvd-sJ8pd0AIYtnxxoCdFIQAvD\\_BwE](https://memphistr.org/reflection-on-mlks-what-is-your-lifes-blueprint/?gclid=CjwKCAiA65iBBhB-EiwAW253W_MtahZmf10YCI5EEWi3dLAV5-ZLNtkMHXOFtTvd-sJ8pd0AIYtnxxoCdFIQAvD_BwE)
- <https://lucasjlatour.medium.com/finding-your-lifes-blueprint-template-for-reflection-based-on-mlk-s-1967-speech-aec875ceacd9>
- <https://www.beaconbroadside.com/broadside/2017/10/the-50th-anniversary-of-martin-luther-king-jrs-what-is-your-lifes-blueprint.html>
- <https://shakeuplearning.com/blog/student-created-vision-boards-google-slides/>



# “Your Life’s Blueprint” Vocabulary Exploration and Vision Board Ideas

Word	Meaning (your own words)	Context: How the word is used in Dr. King’s speech

List **three** things that Dr. King says should be part of your life’s blueprint. Explain why.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What video(s) about vision boards did you watch?

What are some ideas you have for creating your own Life’s Blueprint?



## My Future Self Part II

This lesson is designed to connect students' current learning in school with their personal goals for the future.

### Essential Question

How does my learning at school help prepare me to become the person I want to be?

### Guiding Questions

What does it mean to plan a structure for your life?

How can a Life's Blueprint help me create a path to my future?

### Objectives

- Students will create Vision Boards or other visualization products that express their Life's Blueprint (vision) for their future.

### Advance Preparation

- Make copies of "My Life's Blueprint Think Sheet" for students to use.
- Have materials that students will use to create Vision Boards laid out for student access.

### Materials/Resources

- Lesson slides
- Poster board or bulletin board paper
- Paper (various sizes: xerox/construction/note cards)
- Markers/pens/crayons/colored pencils
- Magazines
- Glue sticks
- Optional: personal photos, popsicle sticks, Legos
- Optional: personal electronic devices (tablets, cell phones, etc.) for digital vision boards

### Student Materials

- "My Life's Blueprint Think Sheet"

**Do Now**

3 min.

Share with a partner what you learned or found inspiring from the videos you watched and sample vision boards they viewed. What did you notice? Are there ideas you want to incorporate into their own boards or projects?

**Introduction (Framing/Overview)**

5 min.

1. Student Dedication (30-60 seconds)
2. Invite several students to share with the class the things they noticed or found inspiring from the videos and sample vision boards they examined during the last class session.

**Activity 1**

27 min.

3. Students create/construct their Life's Blueprint visualization boards/products.
  - a. Students complete their Life's Blueprint Think Sheet to help guide the creation of their Life's Blueprint boards and projects. (Students complete the sheet individually, but can discuss ideas with partners or teams.)
  - b. Students decide what kind of vision board or project they will make and choose a basic structure, drawing on examples from yesterday's lesson.
  - c. Students place goals and ideas (words, symbols, etc.) on their board/project.
  - d. Students find images, words, and/or quotes (from personal photos, magazines, and/or the internet) for their vision board/products. Students can also add doodles or sketches. Encourage them to be as creative as they like.
  - e. Students sort and arrange the images and words on their boards or digital spaces.
  - f. Students edit their boards and (for physical boards) glue the images, words, etc., in place.

**Cooperative Learning****Individual Creative Activity****Activity 2**

8 min.

4. Students share their boards with their team or a partner.
5. Students identify a place to display their boards where they will see them, use them, and be motivated by them on a regular basis.

**Pair and Share**

**Closure**

2 min.

6. Students' exit ticket is their Life's Blueprint board/product.

**Extensions**

If you have more time in class, choose one of the following:

- Engage the class in a discussion to identify ways that skills they are learning now in their various classes help prepare them to achieve their Life's Blueprint in the future.
- Have students do a gallery walk around the classroom to appreciate one another's work.
- Invite students to start a Life's Blueprint Journal to chronicle their progress towards their Life's Blueprint.

Homework: If you wish, have students write a reflective paragraph identifying what their next steps toward fulfilling their Life's Blueprint should be.

**Lesson Plan Material References:**

<https://sites.psu.edu/criticalanalysisdg/2019/11/01/martin-luther-king-jrs-morivational-speech/>

[https://memphistr.org/reflection-on-mlks-what-is-your-lifes-blueprint/?gclid=CjwKCAiA65iBBhB-EiwAW253W\\_MtahZmf10YCI5EEWi3dLAV5-ZLNtkMHXOFtTvd-sJ8pd0AIYtnxxoCdFIQAvD\\_BwE](https://memphistr.org/reflection-on-mlks-what-is-your-lifes-blueprint/?gclid=CjwKCAiA65iBBhB-EiwAW253W_MtahZmf10YCI5EEWi3dLAV5-ZLNtkMHXOFtTvd-sJ8pd0AIYtnxxoCdFIQAvD_BwE)

<https://wyldlifeleader.org/2018/01/15/mlks-important-speech-to-junior-high-students-a-lesson-on-audience-purpose-profundity-and-truth/>

<https://lucasjlatour.medium.com/finding-your-lifes-blueprint-template-for-reflection-based-on-mlk-s-1967-speech-aec875ceacd9>

<https://www.beaconbroadside.com/broadside/2017/10/the-50th-anniversary-of-martin-luther-king-jrs-what-is-your-lifes-blueprint.html>

<https://shakeuplearning.com/blog/student-created-vision-boards-google-slides/>

<https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/self-awareness-lesson-plans/>



### My Life’s Blueprint Think Sheet

(You should complete your worksheet individually, but you can discuss ideas with a partner or small group and work with them as thought partners.)

**These are the questions...**

**Here are my answers...**

How do I want to express my dignity, worth, and my own “somebodiness”?	
What values do I want to live by?	
What are my passions?	
What is the life that I want? · I want to experience... · I want to be... · I want to have...	
What is the world I want to live in? · I want the world to have... · I want the world to be...	
What do I want to accomplish? What will I do in life — what will be my life's work?	