

**Title of Lesson:** Being In-the-Know About the College-Career Connection

**ASCA National Standards: C:B2.1**

**ASCA Domain:** Career Development

**ASCA Standard:** Students will employ strategies to achieve future career goals with success and satisfaction.

**ASCA Competency:** Identify Career Goals

**ASCA /Indicator:** Demonstrate awareness of the education and training needed to achieve career goals.

**Learning Objective(s):** Students will gain an understanding of the wide range of preparation required for different career paths and will see the connection between higher education choices and career goals. By the end of the lesson, 90% of students will be aware of the connection between higher education and achieving career goals, as measured through post-survey questions.

**Materials:** Chalk board and chalk or newsprint, easel, and markers; Post-Its; computer terminal with Internet access (optional), Pre- and Post-Surveys.

### **Developmental Learning Activities:**

**Introduction** Pass out Pre-Survey and ask students to complete and return.

Begin by asking students about their plans for education after high school. How many are interested in some kind of training school such as culinary school or technical training. How many plan to go to a 2- or 4-year college? Ask if any students expect to go on to graduate school or beyond.

Next initiate a discussion of the world of careers. Ask students what kinds of factors affect career decisions. (Elicit the following: skills; interests; geographic factors (e.g. fishing requires access to a body of water; farming requires a rural setting, to work in certain industries, it is necessary to be near the industrial centers.); educational opportunities; salary requirements; working conditions.) Ask students to indicate if they feel they have a strong career direction.

**Activity** Hand out Post-Its, (two per student). Ask students to write one career per Post-It. At least one should be a career they are interested in pursuing; the other may be the career of someone they know or have heard about. Meanwhile, write on the chalk board or newsprint the following headings and draw lines to make columns: high school, 2-year college, 4-year college, graduate school, post graduate school, other training.

Call on students one at a time to share a career label with the group. Decide as a group in which column the career should go, based on the amount of education and training needed. Depending on time, go on to examine students' second and third career suggestions. (If there is a computer terminal available that is linked to the Internet, go to the web site for Career Zone: <http://www.nycareerzone.org/index2.jsp;jsessionid=0001LxF-2sGffqUEuNn9e9wY7M:-1> and search each occupation for a description of the training required.)

**Conclusion** Review the range of training required for the different careers being examined. Ask students whether they were surprised to learn about the education required for the careers they posted. In what ways? Have students complete a Post-Survey.

**Data Assessment:**

- **Process Data** This lesson can be used with sixth grade advisory groups at the beginning of the school year (and may be used with seventh and eighth grade groups as well, if they have not received the material before.)
- **Perception Data** If, at the end of the lesson, 90% of participants are aware of the connection between higher education choices and career plans, the objective has been met. By comparing pre- and post surveys, it will be possible to determine how many students were affected (moved toward competency in this area) as a result of this lesson.
- **Results Data** This lesson addresses the gap in formal college-awareness preparation. In conjunction with follow-up lesson on connection between high school performance and college admissions, this material will address the perceived inability of sixth and seventh graders to envision the connection between their academic performance and high-school/college/career options. School counselors will address this gap in discussion with administration and planned advisory council.

**Follow-Up:** In subsequent lessons, students will be introduced to the concept of success in middle school as a key to entering a high school that will pave the way for acceptance to colleges (that will, in turn, provide career preparation).

Source: Chen-Hayes, 2008; ASCA, 2005, Goodnough, G.E., Perusse, R., & Erford, B. T. (2003). Developmental classroom guidance. In B. T. Erford, (Ed) *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.).

## College-Career Connection –3

Name

Date

### **Lesson Pre-Survey: The School-Career Connection**

1. What career/s are you interested in?

*Write down up to three choices.*

2. What schooling or training do you expect to do after you graduate from high school?

College-Career Connection –4

Name

Date

**Lesson Post-Survey: The School-Career Connection**

1. What career/s are you interested in?

*Write down up to three choices.*

2. What schooling or training do you expect to do after you graduate from high school?

**Title of Lesson:** Looking to the Horizon: High School and Beyond

**ASCA National Standards:** C:C1.1

**ASCA Domain:** Career Development

**ASCA Standard:** Students will understand the relationship between personal qualities, education, training and the world of work. Students will employ strategies to achieve future career goals with success and satisfaction.

**ASCA Competency:** Acquire knowledge to achieve career goals

**ASCA /Indicator:** Understand the relationship between educational achievement and career success.

Students will gain an understanding of the impact of their middle school performance on the high school options available to them in eighth grade. They will be introduced to the concept of high school choice as a significant step on the road to college choice and career options.

**Learning Objective(s):** By the end of the lesson, 90% of students will be perceive a connection between their efforts to make the most of their middle school experiences and the breadth of their choices of high schools. Ninety percent will be able to identify the connection between middle school performance and college entrance/career opportunities.

**Materials:** Copies of the *Directory of the New York City Public High Schools*, chalk board or newsprint and easel or white board; chalk or markers.

### **Developmental Learning Activities:**

**Introduction** Pass out Pre-Survey and have students complete and return it. Remind students that in a previous lesson they learned about the higher education requirements of some career goals. Explain that this lesson will look at what they can do now to pave the way toward their career goals by increasing their educational choices.

Ask students what makes a “good” high school. Discuss the factors of academic rigor, course or program selection, and college advisement. Elicit that *fit* is another key factor in selecting a high school. (e.g. a school that offers culinary courses is a “good” school for someone interested in cooking, but may lack the emphasis on literature that a budding writer would need.) Ask students to note other characteristics that might affect a choice of high school: size, location, dress code, internship opportunities, college courses offered, etc.

Ask students which high schools they have heard of and what they know about them. Some students may have older siblings or friends in high school and may be able to share information about specific schools. List the high schools in a column on the chalk board, white board or newsprint. Make sure the list includes: LaGuardia H.S.; at least one specialized high school, such as Stuyvesant or Bronx Science; Beacon; Millennium; Urban Assembly School of Design and Construction (or other limited unscreened school); Vanguard H.S. (or other educational option school); High School for Environmental Studies (or other school with an honors academy).

## High School and Beyond –2

**Activity** Divide students into dyads or triads and hand out high school directories. Choose a high school from the list and ask students to find the school in the directory. Help students to locate information about the school using the directory. Ask them to note if the school has a dress code, whether it is accessible or not, what the number of openings available for ninth graders is, how many students applied for those openings in the previous year. Then explain the meaning of the terms: screened, audition, educational option, limited unscreened, unscreened and zoned. (This information is in the front matter of the directory.) For those schools that are screened, ask students to note the admissions standards. Point out the significance of attendance and punctuality in the decision-making process of many schools. Explain to students that test scores and grade point averages that are used in high school selection are based on seventh grade performance.

**Conclusion** Ask students what, if any, connection there might be between the high schools they attend and the college admissions process four years later. Elicit that students who have demonstrated that they can thrive in schools with rigorous academic programs and many college-level courses might be appealing candidates for selective colleges. Other factors that might come into play in college admissions and scholarships include academic support (which helps students to achieve in high school), sports, music or arts programs, internships, community service, travel opportunities, strong college advisement, strong academic departments in areas of student interest (e.g. a student with a very strong background in h.s. economics would be an appealing candidate for a college that focuses on business). Ensure that students grasp the connection between hard work and good attendance and punctuality in seventh grade and a wider choice of high schools—which in turn could lead to a wider choice in colleges and help shape career options down the road.

### **Data Assessment:**

- **Process Data** This lesson can be used with sixth or seventh grade advisory groups at the beginning of the school year.
- **Perception Data** If, at the end of the lesson, 90% of participants are aware of the connection between middle school performance and high school options (which can then affect college entrance/career opportunities) the objective has been met. By comparing pre- and post surveys, it will be possible to determine how many students were affected (moved toward competency in this area) as a result of this lesson.
- **Results Data** This lesson addresses the perceived inability of sixth and seventh graders to comprehend the connection between their academic performance and high-school/college/career options. School counselors will address this gap in discussion with administration and planned advisory council.

## High School and Beyond—3

**Follow-Up:** In subsequent lessons, students will visit college web sites (and possibly one or two college campuses) to familiarize them with the world of college and to help them begin to visualize their own paths toward a college education.

Source: Chen-Hayes, 2008; ASCA, 2005, Goodnough, G.E., Perusse, R., & Erford, B. T. (2003). Developmental classroom guidance. In B. T. Erford, (Ed) *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.). NYC Department of Education, (2008). *Directory of the New York City Public High Schools*. NY: Author.





**Title of Lesson:** Personality Types: Who Am I and What Should I Do?

**ASCA National Standards:** A:B2.7

**ASCA Domain:** Academic Development

**ASCA Standard:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

**ASCA Competency:** Plan to achieve goals

**ASCA /Indicator:** Identify post-secondary options consistent with interests, achievement, aptitude and abilities

**Learning Objective(s):** Students will consider what personality types they are and will learn about the connection between skills/interests and career satisfaction. They will consider the academic paths they should pursue in order to reach their career goals. By the end of the lesson, 90% of students will be aware of the connection personality types and career choices, as measured through post-survey questions.

**Materials:** Handout packets “Discover Careers that Fit You” (one for each student: [http://www.learning4liferesources.com/hollandcodes/Discover\\_Careers\\_that\\_Fit\\_You.pdf](http://www.learning4liferesources.com/hollandcodes/Discover_Careers_that_Fit_You.pdf) and one complete copy of the packet: Career Development Activity #6: <http://www.usoe.k12.ut.us/ATE/tlc/cda/Activity6.pdf> and copies for each student of pages C6:16 through C6:21 from the same packet. Chalk board or newsprint with the following labels listed: Realistic = Doer, Investigative = Thinker; Artistic = Creator; Social = Helper; Enterprising = Persuader; Conventional = Organizer; Pre- and Post-Surveys.

### **Developmental Learning Activities:**

**Introduction** Pass out Pre-Surveys and ask students to complete and return. Ask students what is meant by “personality.” After eliciting suggestions, post the personality definition from page C6:6 of career Development Activity #6 (“The combination of a person’s characteristics and traits that make him/her a unique human being.”) Briefly explain the history of John Holland’s personality typing.

“A man named John Holland spent his entire life trying to help people figure out how to choose occupations that they would enjoy. Through study and experience he learned that one of the best ways to help people choose occupations that they would enjoy is to look at their personalities. He found that people whose personalities matched their occupations most closely were the happiest and most productive workers.” (p. C6:2 of Development Activity #6).

Explain that students will take a shortened version of Holland’s personality survey to find out what types of personalities they have.

**Activity** Hand out packets “Discover Careers that Fit You.” Ask students to complete the “Career Interest Checklist” on the second page of the packet. Help students to transfer their results to the circles at the bottom of the page. Then have students write the letters of their three highest numbers in the Holland Code box. Have students look at the career lists on the third

page of their packets to see selected careers that match their personality types. Call on individual students to share their Holland Codes and discuss the list of possible careers as a class.

Pass out copies of pages C6:16-C6:21 from the packet “Career Development Activity #6.” Point out to students that in this packet, the Holland personality types have been described in different words. Show the label equivalents that you have listed on the board. Ask students to turn to the first page: “The Doers (‘Realistic’)” and direct their attention to the sample career ladder at the bottom of the page. Explain that in this packet, the authors have shown how a single career interest can lead to several different careers based on different levels of skill and education. In order to pursue a career further up the ladder, it is necessary to get more schooling. Give students time to look through the packets to find careers that match their interests.

Point out to students that they are not limited to the careers listed and that they are not required to stick to careers in their own interest groups. Explain that this is simply a guide to the types of careers that might match their personalities. Also remind students that occupational fields are always evolving; many career options available today did not exist 20 years ago, for example. But fields of interest tend to remain even if careers within those fields change.

**Conclusion** Review the significance of the Holland Codes. (They offer clues to the careers that match a person’s interests and personality type and that, therefore, might offer a high level of job satisfaction.) Elicit that setting career goals is an important step in choosing an educational path, first through high school and then through college or other post-secondary training. Have students complete and return a Post-Survey.

**Data Assessment:**

- **Process Data** This lesson can be used with advisory groups—12 to 18 in a group— in sixth, seventh or eighth grade.
- **Perception Data** If, at the end of the lesson, 90% of participants are aware of their own personality types and of the connection between personality and career choices, the objective has been met. By comparing pre- and post surveys, it will be possible to determine how many students were affected (moved toward competency in this area) as a result of this lesson.
- **Results Data** This lesson addresses the gap in middle school college-readiness preparation. It invites students to view themselves as future achievers in the world of work and demonstrates the need for self-knowledge in making long-term plans. School counselors will address this gap in discussion with administration and planned advisory council.

**Follow-Up:** In a subsequent lesson, students can use the Internet to explore more fully the educational paths to specific careers by going to Career Zone:

<http://www.nycareerzone.org/index2.jsp;jsessionid=0001LxF-2sGfjqUEuNn9e9wY7M:-1> to search occupations for a description of the education and training required.

Sources: Chen-Hayes, 2008; ASCA, 2005, Goodnough, G.E., Perusse, R., & Erford, B. T. (2003). Developmental classroom guidance. In B. T. Erford, (Ed) *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.), Utah State Office of Education, (2008). “Development Activity #6.” Retrieved 10/28/08 from <http://www.usoe.k12.ut.us/ATE/tlc/cda/Activity6.pdf>. Indiana Career and Postsecondary Advancement Center, 2000. “Discover Careers that Fit You.” Retrieved 10/28/08 from [http://www.learning4liferesources.com/hollandcodes/Discover\\_Careers\\_that\\_Fit\\_You.pdf](http://www.learning4liferesources.com/hollandcodes/Discover_Careers_that_Fit_You.pdf)



