**Lesson Plan: Reality Check**

**Unit**: 1 **Lesson#:** 4

**Focus Question:** What’s after high school?

**Materials Need**: Computer Projection **Grade Level:** 11/12

Computers for students **Time Needed:** 45-60 min.

Pre/Post Handouts

Access to MassCIS

Pencils

You Tube Video

**Counselor:** Melissa Chisholm

Gardner High School

Gardner, Ma.

**Curriculum Links:**

**MA CDE Benchmarks:**

*A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)*

*A2-3: Organizational skills for career and life management*

*A4-1: Knowledge of the benefits of education for career and life management*

*W1-1: Skills in the planning process*

*W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests*

*W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention*

*PS1-2: Skills in relating individual learning styles, interests, values, and aptitudes to one’s concept of self*

*PS1-3: Attitudes and skills for personal responsibility and self-determination*

**ASCA**: <http://www.ascanationalmodel.org/content.asp?contentid=18> 🡪 A:B2.5, A:B2.7, C:A1.7, C:A1.5, C:B1.8, PS:A2.2, PS:B1.12

**MA Curriculum Framework:**

<http://www.doe.mass.edu/cte/frameworks/strand4.pdf> 🡪 4C

<http://www.doe.mass.edu/frameworks/ela/0311.pdf> 🡪 SL page 63

<http://www.doe.mass.edu/frameworks/health/1999/1099.pdf> 🡪 Stan. 12 page 61/62

**Goals of the lesson:**

* By the end of this lesson, the students will know the salary expected to support their desired lifestyle.
* By the end of this lesson, the students will understand the impact of post-secondary decisions on their future.
* By the end of the lesson, the students will be able to make educated decisions on college/career planning in relation to their future goals.

**Teacher Performance Objectives:**

During the lesson the teacher will review the importance of choices and their impact on post-secondary planning. The teacher will review the average income and discuss life expenses. Teachers will supervise and facilitate the use of the reality check program. Teachers will facilitate a group discussion about the career options identified for different lifestyles.

**Student Performance Objectives:**

**Cognitive:** By the end of the lesson the students will be able to

* Identify estimated salary for desired lifestyle
* Identify 3 potential jobs or careers field applicable to that individual

**Affective:** By the end of the lesson the students will

* Demonstrate understanding of the importance of post-secondary planning in order to reach post-secondary goals by successfully completing the performance objectives.

**Behavioral/Performance:** By the end of the lesson the students will

* Complete the reality check assessment
* Search for jobs that support their lifestyle using MassCIS
* Report on the different career options identified

**Modifications:**

This lesson can be delivered visually, verbally and with hands on portions to account for numerous learning styles. Visually or auditory impaired students will be able to access one form of verbal lecture or visual stimulation (power points etc.) to teach the lesson plan. EEL or learning disabled students will be encouraged for follow up 1on1 sessions if needed to ensure all information is understood.

**Pre-Assessment**

Pre-assessment will be done on both an individual level and as a group. All students will complete a pre-assessment form inquiring about student’s expected income, career cluster, specific jobs, and education required for specific career fields. Facilitator will also open a group discussion about cost of living and choices with the class to gather informal assessment information.

**Description of the Lesson**

* Pass out pre-assessment for students to complete
* Introduce the lesson and subject matter.
* Watch the Cosby Show- Real People clip on YouTube
* Large group discussion around life choices
* Log students onto computers and MassCIS
* Students will complete the Reality Check Assessment by making selections about the lifestyle they have after they complete high school.
* Review the annual salary that is generated by MassCIS
* Use MassCIS to search for jobs that will produced the desired salary
* Students will report out the different careers that match their lifestyles
* Discuss will be held on expected results and if students felt their results were realistic. Discussion will address unrealistic results and adjustments that should be made.
* Post-assessment will be provided for the completion of each student.

**Post Assessment**

Group assessment at the end of the lesson, brainstorm what was learned, are there unanswered questions, and was there overlay? Students will complete an individual post assessment asking similar questions to pre-assessment as well as additional questions such as “what courses can you take in high school to help reach your goals”, “what did you learn from this lesson”.

**Reflection**

Compare pre-assessment and post assessment. Review the questions the students still have after the lesson. Collect feedback and assess knowledge during f/u one on one counseling sessions. What can be added, what can be removed from the lesson plan? Reinforcement activity: ask students to have desired classes identified during the post-assessment listed during the student’s course scheduling meetings.

**Cited Resources:**

The American School Counselor Association. (2008). ASCA National Standards for Students.

Massachusetts Department of Elementary & Secondary Education. (2011). Massachusetts Career Development Education Benchmarks.

MassCIS Reality Check: <https://masscis.intocareers.org/realitycheck/RC_introduction.aspx>

YouTube Cosby Clip: <https://www.youtube.com/watch?v=8ivDpnyQ1Zs>

------------------------------------------------------------------------------------------------------------------------------------------

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre/Post Test (Circle One)

1. How much money will you need to make to support your life style?
2. What career do you plan to have in the future?
3. What career cluster does this occupation fit under?
4. How many years of education do you need to obtain this position?
5. What classes in high school could you take to prepare for your career field?
6. Why is this important to start thinking about now?

