

Lesson Plan

Picture Your Future Plan

Sub-indicator 3.2, Person and Family Centered Program Design

Common Core Standard	Learning Objective(s)
Students will be able to respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CCSS.ELA-LITERACY.SL.9-10.1.D	Students will be able to create a portrait of their future dream career. Students will be able to identify the skills and knowledge students will need to acquire to successfully plan for their dream future.

Materials

- Sticky notes or notecards
- Blank white paper
- Construction paper
- Printed images
- Magazines and newspaper
- Markers, crayons, colored pencils
- Scissors
- Tape
- Glue
- Computer
- Projector or Doc Cam
- Top 3 Careers- Graphic Organizer
- Courses and Programs Timeline Template

Opening Activity – Small Group/Whole Group, 10 Minutes

Activity Purpose:

- Students will be identify careers that align with their strengths and interests
- Students will discriminate careers they think would align with interests and which ones would not
- Explain how a job relates to their interests and future goals

Small Group:

- Students will each take 5 sticky notes or notecards and write down five careers they are interested in.
- All students at the table will put their sticky notes in the middle of the table.
- Students will go around in a circle, pick up one of the sticky notes from the pile and read what the career is. Students should continue to go around the circle until all the careers are read.
- Then, students will fill out a graphic organizer (attached) about what their top three careers from the pile were and why.
- Students will identify two careers they are not interested in and why.



Opening Activity – Continued

Whole Group:

- Prompt students to put a star next to which one of their top three careers is their number one dream career.
- Call on 2-3 students to explain why that is their top career.
- Have students turn and talk with their table partners about what skills and knowledge they would need for their career.
- Tell students to write or draw 2-3 skills they need for their dream career.

How will students demonstrate their learning?

- Students will discern which career is their number one choice, explain in writing or verbally why that career aligns to their interests.
- Students will identify 2-3 skills needed for that career.

Activity 1 – Small Group, 25 Minutes

Activity Purpose:

- Understand various career options available to students
- Identify interests and preferences and how they align to careers
- Describe skills and knowledge needed for a career
- Learn how collaborating with families can help with future planning

Description of Activity:

- Have students use the organizer they have filled out from the first opening activity.
- Provide them with art supplies and/or computers to create a self portrait. Explain the activity by explaining:
 - “Now that you have identified your number one career, we are going to envision ourselves working those careers. Your job is to create a self-portrait of yourself working in that career. Your portrait should include:”
 - Some visualization or description of who you are and what your dream career is
 - Around the image, you should provide drawings, words, or descriptions of skills and knowledge you need for you to be successful
- Provide students with a checklist if needed of what should be included in their self-portrait
- Alternatively, project google search images of what a portrait is if they still feel stuck.
- Circulate around the room and ask students:
 - What is your dream career?
 - Why is this your number one career?
 - How do your interests play a role in that career?
 - What skills will you need for your career? Why? Have students use MyNext Move to identify skills & knowledge needed.
 - What knowledge will you need for your career? Why?

Activity 1 – Continued

- If students are struggling, help prompt students though what things someone in that career would do on a daily basis and ask them what skills and knowledge they would need for that. If they are still struggling, have students watch a youtube video about that career, or do research about skills and knowledge needed for that position.

How will students demonstrate their learning?

- Students will demonstrate the skills and knowledge needed for their dream career
- Students will build self-advocacy by explaining why something is their dream career

Activity 2 – Individual, 20 Minutes

Activity Purpose:

- Students will plan when they will accomplish knowledge and skills needed for their dream career
- Students will set short and long-term goals to be ready for their dream profession
- Students will identify steps they need to plan for with their parents and/or teachers

Description of Activity:

Students will create a timeline for when they will learn the skills and knowledge needed for their job. This can be done independently, with their families, or with their transition team.

- Students can create a timeline on a blank piece of paper, on the computer, or using the graphic organizer template.
- Say, “We all have done a great job dreaming what it looks like to be a worker in our career and identifying skills and knowledge needed. Part of being ready means we have to plan for when we will learn skills and knowledge that we need. To do this, we are going to create a timeline that shows what classes and programs we want to get involved in to learn skills and knowledge and identify when we will take these classes or do these programs. This helps us to set goals for ourselves and make sure our team works together to help set us up for success!”
- Optional guidance:
 - You may want to note the academic years they have remaining until their job to support them with creating the timeline.
 - Students and families may want to look up how much time certain skills and knowledge take to accomplish
 - You may need to list the courses available at school and some common programs to get involved in.
- Students can use words and/or pictures to show when and how they are going to learn skills and knowledge needed for their careers.

Activity 2 – Continued

- Check in with students asking:
 - What skills and knowledge are you going to start to learn first? Why?
 - How are you going to learn these skills and knowledge?
 - Why is it important to create a plan/timeline?

How will students demonstrate their learning?

- Students practice self-determination by setting goals for themselves to accomplish the future they want for themselves.
- Students will produce a timeline that outlines their goals and these goals should align to the career they are interested in.

Closing Activity – Whole Group, 5 Minutes

Activity Purpose:

- Review Bite Sized “Takeaways” From the Lesson

Description of Activity:

- Students should share with a partner and/or their family member why it is important to plan how to obtain the skills and knowledge for their future.
- Students should explain why identifying classes and programs early is important for accomplishing future goals.

How will students demonstrate their learning?

- Identifying as a whole group what was learned in the lesson.
- Reinforcing the idea that planning is important for accomplishing future goals to make sure students are learning all skills and knowledge to be successful.

Name: _____

Write/draw your top 3 careers and identify why you like each career.

Career Title:			
Why do you like this career?			

Fill out the following for the career you starred (your #1 career):

Knowledge (What will you need to need to know for this job?)	Skills (What actions do you need to be able to do for this job?)