

**Unit #1 Title:** Lifelong learning and Goal Setting

**Lesson Title:** Revisiting the Personal Plan of Study:  
Using the Occupational Trial Plan

**Lesson:** 2 of 5

**Grade Level:** 10

**Length of Lesson:** 55-70 minutes

**Mississippi College and Career Readiness Standards:**  
**ELA:** RI.10.4, RI.10.7  
**ELA:** W.10.7, W.10.8, W.10.9  
**ELA:** SL.10.1, SL.10.2, SL.10.3, SL.10.4, SL.10.5  
**ELA:** L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6  
**ELA:** WHST.10.7, WHST.10.8, WHST.10.9  
<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
 M 2, M 3, M 4, M 5, M 6  
 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7  
 B-SMS1., B-SMS.4, B-SMS.5  
 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9  
<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Materials (include activity sheets and/or supporting resources)**

Activity sheet: Occupational Trial Plan (copy for each student)  
 Counselor-completed Occupational Trial Plan to serve as an example for students' plans (make several copies)  
 Source: The Occupational Trial Plan is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980)  
 Students' Personal Plan of Study (initiated in eighth grade and reviewed, revised, and refined in subsequent years)

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.  
 The student will identify at least two personal, educational, and/or training requirements needed for his/her career choice.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.**  
 Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the Occupational Trial Plan and their individual Personal Plan of Study.

**Lesson Preparation**

**Essential Questions:**  
 I've changed my mind about my career plans three times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?  
 What does the Occupational Trial Plan have to do with my career choice?

**Engagement (Hook):**  
 So much to do! So little time! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see).

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank Occupational Trial Plan activity sheets to students.	1. Following presentation of the counselor's Occupational Trial Plan, students will create their own plans.
2. Monitor and encourage students' completion of their Occupational Trial Plans.	2. Students ask clarifying questions as they respond to the questions
3. Divide class into pairs to explain and clarify completed plans.	3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.
4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a	4. Prior to counselor-review of students' Occupational Trial Plans, develop questions to be discussed with counselor.

<p>classroom guidance lesson or as a part of the individual planning strategies.</p> <p>5. After you have had an opportunity to review their plans, return Personal Plans of Study to students for inclusion in their important papers storage system. If your district has not adopted a plan/procedure for students to use to save important papers, encourage students to develop their own.</p>	<p>5. Students will lead the review of their Occupational Trial Plans by proposing questions and supporting choices as the counselor helps students explore broader possibilities (if necessary). Students will store Occupational Trial Planner.</p>
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**Teacher Follow-Up Activities**

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

**Counselor Reflection Notes (completed after the lesson)**

## The Occupational Trial Plan

**The Occupational Trial Plan will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you'll be better prepared than many to make the hard decisions that lie ahead of you!**

**A reminder: You are to respond to the items from your own point of view, so your responses may be different from those of your friends.**

**PART I: ALL THINGS CONSIDERED**

**Check ( ) when task/activity has been completed**

**Underline one in each box**

<p>( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science, or mechanical aptitude).</p>	<p>I can meet them I cannot meet them Not sure</p>
<p>( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength, and interest).</p>	<p>I can meet them I cannot meet them Not sure</p>
<p>( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative, or mechanical personality inclinations).</p>	<p>My interests and personality needs are in the following areas:</p>
<p>( ) 4 The physical requirements, the physical surroundings, and working conditions of this occupation have been investigated.</p>	<p>They appear to be: Satisfactory Unsatisfactory</p>
<p>( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.</p>	<p>Yes      No</p>
<p>( ) 6. I can tolerate the disadvantages.</p>	<p>Yes      No</p>
<p>( ) 7. I have investigated the job outlook in this occupation for the next 10 years.</p>	<p>The outlook is: Excellent      Good Fair              Poor</p>
<p>( ) 8. The activities of this occupation seem to be in harmony with my value system and lifestyle.</p>	<p>Yes      No</p>
<p>( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.</p>	<p>I am              I am not ...willing to leave my home town area.</p>

**PART II: MORE THINGS TO CONSIDER**

1. Most workers in this occupation are found in (circle all that apply):

- |                                  |   |                                    |
|----------------------------------|---|------------------------------------|
| <input type="checkbox"/> Cities  | <input type="checkbox"/> Rural Areas          | <input type="checkbox"/> All Areas |
| <input type="checkbox"/> Offices | <input type="checkbox"/> Manufacturing Plants | <input type="checkbox"/> Other     |

2. Possibilities for promotion are:  good  fair  poor

3. The earnings I can make in this occupation are:  satisfactory  unsatisfactory for me and the lifestyle I want to live.

4. I have  have not  discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

6. I have  have not  considered the financial requirements of postsecondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:  
(Check all that apply)

- Apply for financial aid
- Apply for scholarships
- Apply for a student loan from the institution I plan to attend
- Find a job

8. I plan to seek further occupational preparation at one of these institutions:

	Name of Institution	Address	Area of Study
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

**PART III: ALL THINGS CONSIDERED: PRIORITIES FOR THE FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I ....
  
2. It will be important that my work is located ...
  
3. Satisfaction during my non-working time, means I ....
  
4. I will have a sense of stability in my work and non-work life if I ...

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date