COLLEGE AND CAREER DEVELOPMENT

LESSON 6-1 ▲ WHAT IS CAREER GUIDANCE WASHINGTON?

**LEARNING GOALS/OUTCOMES**

* Introduce themselves to members of a small group.
* Outline the role of their Advisor.
* Commit to ‘take charge of your future’ in personal plan development.
* Commit to being ‘high school ready’ by the end of 8th grade.

**MATERIALS NEEDED**

* **Student Handouts:**
* 6th Grade Career Guidance Washington Lesson Outline & Themes
* Let Me Introduce Myself!
* Taking Charge of My Future Certificate
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students are welcomed to 6th grade Career Guidance Washington lessons.** Ask students if they had advisory in elementary school. Explain that Career Guidance Washington is taught in advisory in middle school. Outline when advisory meets in your school, the days and times you meet, and the types of things they will be doing over the course of their 6th grade year. Provide each student with a copy of the *6th Grade Career Guidance Washington Outline and Themes*. Review outline and themes with class.
2. **Students are introduced to what they will study in Career Guidance Washington.** Tell students that Career Guidance Washington in 6th grade has three main goals:
* To expand each student’s awareness of self.
* To expand each student’s awareness of work, education, and other life activities.
* To develop each student’s skills to support academic achievement.
1. **Students are introduced to the idea of a High School and Beyond Plan (HBSP).** If possible, show students an example of a HBSP (Lesson 12-9 has template.) Explain to students that they will be creating their HBSP, a graduation requirement, as part of Career Guidance Washington. They will add examples of their work throughout the school year. Students can present their HBSP in their student-led conference in the spring in conjunction with their class registration process.
2. **Students learn the role of an advisor.** Introduce your part in the advisory process. You are to support students in your advisory by teaching important skills for middle school success for the graduation and postsecondary planning process, tracking student progress in their classes and activities, and recommending available support to students needing extra help to get back ‘on-track’.
3. **Students learn more about their advisor.** Introduce yourself to students by bringing memorabilia from your own middle school or high school experience, such as team or club photos, sweatshirt/T-shirt and/or yearbook. Using an overhead or document camera, present your pre-filled out version of the *Let Me Introduce Myself* Worksheet to introduce yourself to students.
4. **Students learn the role they will play in middle school.** Tell students they will take part in many activities in Career Guidance Washington lessons that will help them to become high school ready. By completing each activity, students will gain tools, insight, knowledge and skills to “take charge of their future” and become more “high school ready.” Their role is to ‘get involved’ in classes and activities that help them to explore interests, develop skills, and learn more about themselves and the world.
5. **Students introduce themselves to other students.** Following the model demonstrated by the teacher, ask students to fill out the *Let Me Introduce Myself!* Worksheet. This will be the first page added to their portfolio.

Ask them to find someone in this advisory class they do not know well and to introduce themselves. After reviewing their worksheets with each other, each partner introduces the other person to the class and speaks for 15 seconds about them. Monitor students offering encouragement.

1. **Students commit to ‘Take Charge of My Future’**—Once students have had the opportunity to hear about their classmates, have students complete their *Taking Charge of My Future* Worksheet. This page becomes the second page to be filed in their portfolio. Ask each student to commit to ‘taking charge of their future” and be “high school ready” by the end of 8th grade.
2. **Students identify unique strategies for becoming high school ready.** Tell students that a key part of Career Guidance Washington is the creation of a Career Guidance Washington Journal. Let them know that this journal keeps a record of what they are thinking at different times in their life. There are no wrong answers in a journal entry, the only way you can be ‘wrong’ in a journal is to not do the work or not take your writing seriously.
3. Ask each student to answer the following question in their *Journal Page*, “What are the three main obstacles that may get in their way of becoming ‘high school ready’ by the end of 8th grade?” Ask them to write what they must do to overcome those obstacles. Have students add this entry to their portfolio.

**STUDENT PRODUCTS**

* **Completed *Let Me Introduce Myself* Worksheet**
* **Completed *Taking Charge of My Life* Worksheet**
* **Completed *Journal Page***

OWNERSHIP OF LEARNING

LESSON 6-1 STUDENT HANDOUT

6TH GRADE CAREER GUIDANCE LESSON OUTLINE & THEMES

**OUTLINE**

1. What is Career Guidance Washington
2. Welcome to Middle School
3. Succeeding in Middle School
4. Sharpening My Skills
5. Time Management
6. Note-taking from Assigned Reading
7. Effective Test Preparation
8. My Bucket List of Interests
9. Wide World of Careers
10. Academic Progress Review
11. Who Will I Be in the Future?
12. Career Interest Survey
13. Six Steps to Success
14. Learning About High School
15. Income, Savings and Spending
16. Jobs, Occupations and Careers
17. Reasons for College
18. Preparing for Student-led Conferences I
19. Preparing for Student-led Conferences II
20. Student-led Conferences – How Did I Do?
21. Explore Apprenticeship
22. Career Pathways
23. Exploring Subject Areas
24. Creating a Safe Space for Learning
25. Voices of Doubt
26. Summer Goals
27. Earning a Living
28. Target Skills
29. My Voice

**THEMES**

*Career Guidance Washington addresses 8 themes important to a college and career ready student. Discuss with the class what these themes might mean/represent.*

1. Career and College Development
2. Ownership of Learning
3. Transition Skills
4. Learning Techniques
5. Metacognitive Skills
6. Academic Eligibility
7. High School and Beyond Plan
8. Financial Literacy

**QUESTION**

*What makes a student college and career ready?*

CAREER AND COLLEGE DEVELOPMENT

LESSON 6-1 STUDENT HANDOUT

 LET ME INTRODUCE MYSELF

**My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**When I am not at school, I like to…**

**I can help my community by…**

**As a student, I like to…**

**My challenges at school for me are…**

**When I was little, I wanted to grow up to be…**

**Now, I want to be…**



**I,**

*Commit to*

*“Take Charge of My Future”*

*and become “High School Ready”*

*by the end of 8th Grade.*

Student Signature Date Advisor Signature Date



CAREER AND COLLEGE DEVELOPMENT

LESSON 6-1 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 6-1 | *WHAT IS CAREER GUIDANCE WASHINGTON?***

***Q1:*** What are the three main obstacles that may get in their way of becoming ‘high school ready’ by the end of 8th grade?”

***Answers:***