COLLEGE AND CAREER DEVELOPMENT

LESSON 10-3 ▲ AFTER-GRADUATION PLANNING

**LEARNING GOALS/OUTCOMES**

* Describe their desired life 20 years into the future.
* Associate personal values with different careers.
* Rank careers according to alignment with personal values.
* Relate the five paths to career options.

**MATERIALS NEEDED**

* **Student Handouts:**
* 20-Year Visualization
* 10th Grade Post-secondary/Career Planner
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students create “Most Likely To…” predictions for each other.** Explain to students that high school yearbooks often contain amazing predictions about students: for the student who is “Most Likely To…” become president of the US, or a movie star, or a pro athlete. Explain that these predictions are meant to be fun and not serious. However, they are typically based on a kernel of truth, so that a student who is involved in student government might be identified as being “Most Likely To…” become president of the US. Divide students into pairs and tell them that each one is going to come up with a “Most Likely To…” prediction for their partner. The prediction can be exaggerated or funny, but it must be kind. It should be based on something about their partner’s values or interests. Give the partners a few minutes to talk and come up with fun predictions for each other.
2. **Students’ share predictions for each other.** Ask for student volunteers to share their “Most Likely To…” prediction for their partner and, in one sentence, explain why that prediction could possibly come true. Tell students briefly how their personal values and interests will help guide them in their lives, possibly to some of the amazing accomplishments they have imagined for each other.
3. **Students visualize their desired life 20 years into the future.** Distribute the *20-Year Visualization* handout. Read the introductory statement and ask students to visualize what their lives could be like in 20 years. Have students complete the handout. Ask for student volunteers to share their visualizations about their future lives. Lead a discussion about the last question on the handout, reinforcing the notion that the lives students will have 20 years from now won’t come about by magic, the way their “Most Likely To…” predictions might. Instead, tell students their lives 20 years from now will be shaped by the decisions they make along the way, including the decisions they make in high school. The work they do now, both in high school and during their post-secondary education, will enable them to pursue and reach that desired future.
4. **Students associate personal values with different careers.** Distribute the *10th Grade Post-Secondary/Career Planner.* Ask students to identify personal values from the list at the top of the page (either their own choice today or from the personal values they have identified in previous Career Guidance Washington lessons). Lead a short discussion about how students’ personal values will guide their career choices. Explain that we each make decisions that support what we think is important. Ask students to write three possible careers on the handout (again, either their choice today or based on career ideas they have identified in previous Career Guidance Washington lessons). For each career, ask students to identify the values that each career would support. If you wish, have students discuss these value/career connections with a partner or the whole class.
5. **Students rank careers according to alignment with personal values.** Have students look over the three careers they have identified. Ask them to rank the careers in the order that each career will enable them to live out their personal values. Ask students to declare their top career interest and at least one related personal value. Lead a short discussion about how students’ personal values can help guide their decisions about possible careers.
6. **Students relate their career options to the five post-secondary paths.** For each of the careers identified, ask students to indicate which of the five post-secondary paths would be required to achieve that career. Remind students that the five paths are: four-year college, two-year college, CTE (technical college), military, and workforce. Ask students to identify the path needed for each of the three career ideas and then to circle the path they’ve written next to their top choice career. Discuss how their personal values will also affect their post-secondary path choice.
7. **Students use personal values to create their own “Most Likely To…” statements.** Ask students to use the *Journal Page* handout to answer this question:
* What am I “Most Likely To…” do with my life? (Create three statements.) How does this fit with my High School & Beyond Plan/
* What personal values relate to each of these statements?

**STUDENT PRODUCTS**

* **Completed *20-Year Visualization***
* **Completed *10th Grade Postsecondary/Career Planner***
* **Completed *Journal Page***

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LESSON 10-3 STUDENT HANDOUT

 20-YEAR VISUALIZATION

Directions*: Imagine that it is 20 years from now. You are in your mid-thirties. You are successful and happy. You have a good job, good friends, and good relationships. Think about that image and answer the following questions as you visualize where and what you might be.*

**Where do you live**? In the US or another country? In the city, suburbs, or rural area? In a detached home or apartment building or on a boat or farm? Why do you live there?

**Do you live alone or with others?** If there are others, who are they? How are they related to you?

**Where do you work and what do you do?** What do you do to earn an income? Do you work with information, people, or things? Do you sell something, or entertain people, or create something?

**How do you spend your time when you’re not working?** What are your hobbies? How do you contribute to your community? What do you do to learn new things?

**What have you done over the last 20 years to make this life possible?**  What did you do during high school to prepare for this life? What did you do after high school? What kind of post-secondary education did you receive?

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LESSON 10-3 STUDENT HANDOUT

 10th GRADE POSTSECONDARY/CAREER PLANNER

**VALUES:** Circle the ten values that are most important to you.

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement | Discipline/Structure | Love | Responsibility |
| Adventure/Excitement | Environment | Loyalty | Risk Taking |
| Balance | Fairness | Making a Difference | Security |
| Beauty | Friendship | Personal Growth | Solitude |
| Belonging/Team | Having Fun/Play | Physical Challenge | Spirituality/Religion |
| Challenge/Competition | Helping Others | Power/Control | Variety/Diversity |
| Cleanliness | Health | Precision | Wealth |
| Communication | Independence/Freedom | Recognition | Wisdom |
| Community | Laughter/Humor | Relaxation | Working Hard |
| Cooperation | Learning | Reputation |  |
| Creativity | Location | Respect |  |

**FROM VALUES TO CAREERS*.*** Identify three career ideas you are considering for your future. For each one, write a sentence or two about how that career relates to your personal values.

**Career Idea #1:**

This career could help me realize these values:

This career would require this post-secondary path:

**Career Idea #2:**

This career could help me realize these values:

This career would require this post-secondary path:

**Career Idea #3:**

This career could help me realize these values:

This career would require this post-secondary path:

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LESSON 10-3 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 10-3 | *AFTER-GRADUATION PLANNING***

***Q1:*** What am I “Most Likely To…” do with my life? (Create three statements.) What goals fit into my High School & Beyond Plan?

***Q2:*** What personal values relate to each of these statements?

***Answers:***