

# B.R.I.D.G.E. LAW AND CAREER DEVELOPMENT LESSONS

August 2020



Greetings!

Career readiness equates to lifelong readiness. Labor market analysts agree that continued economic competitiveness in the U.S. will depend on a workforce that has acquired high levels of both technical knowledge and social competency (CASEL, 2016). While we understand that academic skills and social proficiency co-develop throughout childhood and adolescence, we also recognize that neither developmental process culminates in the automatic or involuntary attainment of career readiness. Simply put, employability skills must be cultivated. Therefore, equipping students with the skills necessary for lifelong readiness has become the professional educator's definitive goal. To achieve proper lifelong readiness, our students must begin comprehensive and age appropriate career development lessons in elementary school, with progressive skill building and support continuing throughout middle and high school.

School counselors are perfectly and uniquely poised to impact student learning, growth, and skill attainment in the areas of employability and career awareness. We want to facilitate the ease with which school counselors incorporate lifelong readiness skill building into their school counseling programs. [Senate Bill 401](#) and [Senate Bill 3](#) address this challenge through mandated career readiness activities for students in grades 6-12; however, readiness predictors and best practices demand that schools actively support the development of lifelong skills as early as kindergarten.

This handbook of career development lessons, which spans kindergarten through twelfth grades, incorporates annual activities for students that build in a developmental and sequential progression, that integrate learning engagement strategies, and that include real-world connections to core concepts. A group of elementary, middle and high school counselors from across the state worked over the summer and the fall to collaborate Georgia Department of Education staff on the content and resources contained in the lessons. The format of this handbook includes a hyperlinked table of contents to ensure that anyone using the book can move quickly to the desired lesson plan or activity and scripted lessons for ease of use.

Thank you for your continued dedication and support as you work diligently to meet your students' needs and to make a difference in the lives of all students in your building.

Sincerely,

Barbara Wall, Ed.D.



## Table of Contents

Kindergarten Career Development Lesson Plan .....	6
First Grade Career Development Lesson Plan .....	11
Second Grade Career Development Lesson Plan.....	25
Third Grade Career Development Lesson Plan .....	35
Fourth Grade Career Development Lesson Plan.....	49
Fifth Grade Career Development Lesson Plan .....	60
Sixth Grade B.R.I.D.G.E. Law Lesson Plan.....	66
Seventh Grade B.R.I.D.G.E. Law Lesson Plan .....	71
B.R.I.D.G.E. Law 7 <sup>th</sup> Grade Introduction.....	71
B.R.I.D.G.E. Law Task 7-1 and 7-2 .....	78
Eighth Grade B.R.I.D.G.E. Law Lesson Plan .....	83
B.R.I.D.G.E. Law Task 8-1A .....	83
B.R.I.D.G.E. Law Task 8-1B .....	86
B.R.I.D.G.E. Law Task 8-2A .....	92
B.R.I.D.G.E. Law Task 8-2B .....	99
B.R.I.D.G.E. Law Task 8-2C .....	108
Ninth Grade Lesson Plan.....	112
B.R.I.D.G.E. Law Task 9-1.....	112
Tenth Grade B.R.I.D.G.E. Law Lesson Plan .....	116
B.R.I.D.G.E. Law Task 10-1A .....	116
B.R.I.D.G.E. Law Task 10-1B .....	119
Eleventh Grade Lesson Plan.....	125
B.R.I.D.G.E. Law Task 11-1.....	125
B.R.I.D.G.E. Law Task 11-3.....	128
Twelfth Grade Lesson Plan.....	142
Elective IGP Lesson Plan.....	147
Elective Dual Enrollment Lesson Plan .....	150
Glossary.....	154

The Georgia B.R.I.D.G.E. Law and Career Development Lessons toolkit and student competencies are based on the ASCA National Model®, copyrighted by the American School Counselor Association. Content and templates are used with permission.

The K-5 Career Development Lesson Plans are the work of Susan Ripple, Ed.D. Content and templates are used with permission.



## B.R.I.D.G.E. Law and Career Development Lessons

The following information is the BRIDGE ADVISEMENT CHECKLIST for grades 6-12.

Grade Level and Task #	Career Advisement Processes	Data Element
6-1	6 <sup>th</sup> graders will create an electronic career profile. *If logged in through Student Longitudinal Data System Student Backpack, the account is already created for all students.	
6-2	6 <sup>th</sup> graders complete one career interest inventory and save the results in their career profile.	✓
7-1	7 <sup>th</sup> graders will complete at least one additional career interest inventory and save the results in their electronic career profile.	✓
7-2	7 <sup>th</sup> graders will explore at least three (3) Career Clusters based on their career inventory results and save the results and career statements in their electronic career profile.	✓
8-1	8 <sup>th</sup> graders will complete a career aptitude inventory.	✓
8-2	8 <sup>th</sup> graders will use their career interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9 <sup>th</sup> grade courses.	✓
8-3	8 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by the time of their IGP development (flyers, website, e-blast, etc.).	✓
Grade Level and Task #	Career Advisement Processes	
9-1	9 <sup>th</sup> graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile.	✓
9-2	9 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.	
9-3	9 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	✓
10-1	10 <sup>th</sup> graders will complete a career interest and aptitude inventory.	✓
10-2	10 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.	
10-3	10 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	✓
11-1	11 <sup>th</sup> graders will save three possible choices of postsecondary options in their career profile.	✓
11-2	11 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.	
11-3	11 <sup>th</sup> graders will research at least one additional <b>state or local workforce development initiative</b> , such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative.	✓
11-4	11 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	✓
12-1	12 <sup>th</sup> graders will complete "Next Step" information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce.	✓

**\*Note:** All activities except student account creation and the 9—11 IGP annual review and revise activities are data collection elements. Follow district directives regarding IGP development for high school students.



# B.R.I.D.G.E. Law and Career Development Lessons

Kindergarten Career Development Lesson Plan	
Lesson Unit: Lesson Title:	Kindergarten Career Exploration Lesson Tools of the Trade
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 6. Positive attitude toward work and learning B-SS 6. Use effective collaboration and cooperation skills GSE SSKE1. Describe the work that people do, such as: police officer, firefighter, soldier, chef, farmer, doctor, teacher, etc.
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Match the appropriate tools of the trade with the community helpers that use them.
Students Will:	
Resources/Materials:	<p>Computer, projector, and screen</p> <p>Tools of the Trade Power Point Presentation—available online at the CTAE Resource Network (<a href="https://www.ctaern.org/">https://www.ctaern.org/</a>), member account &amp; login required</p> <p>Source Material (Choose One):</p> <ul style="list-style-type: none"> <li>• Children's Book (2 minutes, 52 seconds): <i>Whose Tools?</i>, an illustrated children's book by Toni Buzzed &amp; Jim Datz; video read aloud available on YouTube: <a href="https://www.youtube.com/watch?v=VfjPZzsMX0">https://www.youtube.com/watch?v=VfjPZzsMX0</a> (reading demonstration available at: <a href="https://youtu.be/VfjPZzsMX0">https://youtu.be/VfjPZzsMX0</a>)</li> <li>• Children's Book (6 minutes, 9 seconds): <i>The Berenstain Bears: Jobs Around Town</i>, an illustrated children's book by Jan and Stan Berentain, with Mike Berenstain; video read aloud available on YouTube: <a href="https://www.youtube.com/watch?v=1-zd7sqqTIM">https://www.youtube.com/watch?v=1-zd7sqqTIM</a></li> </ul> <p>Copies of the Tools of the Trade Reflection handout (extras are helpful)</p>

Evidence Base			
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based

Procedures (Describe how you will)	
Introduce the Lesson:	<p><b>Say:</b> Today we are going to learn about different kinds of community helpers and the tools they use to do their jobs. But first I would like to ask, what are your job responsibilities as a kindergartener in this class? What are some tools you use to help you to do your work each day as a student?</p> <p><b>Note:</b> Example tools include pencils, pens, crayons, markers, paper, notebooks, etc.; or toy versions of a camera, hammer, tractor, fire</p> <p>Acknowledge students by praising their responses and encouraging them to consider a wide range of tools, including those they use at home.</p>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p><b>Say:</b> Do kindergarten students need these tools to be as successful as they possibly can be? Using the proper tools helps us to do our best work – just like our community helpers use tools of the trade to do their jobs well.</p>
Communicate the Lesson Objective:	<p><b>Say:</b> By the end of the lesson, you will be able to describe the type of work community helpers do (i.e., police officers, firefighters, soldiers, chefs, farmers, doctors, teachers, etc. [SSKE1, <a href="#">Kindergarten Georgia Standards of Excellence in Social Studies</a>]); and you will be able to name the types of tools community helpers use in their jobs.</p>
Teach the Content:	<p><b>Optional Warm-Up Activity.</b> Choose one of the following introductory activities:</p> <p>Conduct a dramatic reading using one of the suggested illustrated children's books. Those who do not have access to a hard copy of either title can present one of the read aloud videos using the link in the Resources and Materials section – see above – or may substitute with a suitable alternative.</p> <p>Debrief the warm-up activity by asking students to identify the community helpers around them and ask them to consider the tools of the trade community helpers might use.</p> <p><b>"I Do" Activity</b></p> <p><b>Do:</b> Use the Power Point Presentation, <i>Tools of the Trade</i>, to teach the key definitions: community, careers, and the types of communities (i.e., urban, suburban, and rural communities).</p> <p><b>Ask:</b> What is your job as a kindergartner? What are the tools you need to be a successful kindergarten student? How are each of you a helper here at school?</p> <p><b>"We Do" Activity</b></p> <p><b>Ask:</b> Who are the community helpers right here in our school? Who are the community helpers outside of our school? How do the jobs they do help our community?</p> <p><b>Do:</b> Using Slides 7-13 in the presentation, present each tool and ask students to discuss the community helpers that use them. Engage them further by using "Thumbs Up, Thumbs Down" activity during the discussion. Students will indicate a thumbs up if they agree that the tool matches the trade and a thumbs down if they disagree with the tool matching the trade.</p> <p>For example, show students a camera and ask them to identify the community helpers who use a camera in their jobs. Students may describe the helper as a "picture taker." Introduce new words, like photographer. Ask students to describe how a photographer helps the community. Possibilities for discussion include:</p> <ul style="list-style-type: none"><li>• Family Photographer – helps us by taking nice pictures of the people we love</li><li>• News Reporters – help us to know about important events in our community</li><li>• Photojournalists – help us to connect with each other and to understand our community better</li></ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<b>Alternative Presentation Method:</b> instead of using the presentation slides or photographs of common work tools, bring a suitcase with toy replicas of the same or similar work tools. The use of props increases students' curiosity and facilitates or deepens student engagement
Student Engagement Strategy	Thumbs Up, Thumbs Down Strategy
Provide Real World Connections (Problem Statement or Scenario):	<b>Discussion Prompts Implemented Throughout the Lesson:</b> <ul style="list-style-type: none"> <li>• What is your job as a kindergartner?</li> <li>• What are the tools you need to be successful as a kindergarten student (i.e., pencils, crayons, workbooks, etc.)?</li> <li>• Describe the type of work community helpers do.</li> <li>• What types of tools might a community helper use?</li> </ul>
Practice the Content (Hands-On Activities):	Identifying the tools of the trade
Summarize the Lesson:	<b>Say:</b> Today we identified our community helpers and talked about the tools they use in their jobs.
Close the Lesson:	<b>Self-Reflection</b> Students will complete the self-reflection handout (enclosed).

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	30 minutes

### Student Competencies Data

#### Self-Reflection:

The counselor will monitor class participation and will review the individual students' self-reflection sheets to determine if the learning objectives have been met.

### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## Tools of the Trade Reflection

My Name: \_\_\_\_\_ My Counselor's Name: \_\_\_\_\_

I learned about a new career today.



A career in my community is...

My Name: \_\_\_\_\_ My Counselor's Name: \_\_\_\_\_

I learned about a new career today.



A career in my community is...



## Tools of the Trade PowerPoint

### Tools of the Trade

Bridge B&B & Career Development Lesson, Grade K  
School Counselor:  
School:

1

**Suburban Communities**

- Live close together, but not as close
- Fewer people
- People live in houses or smaller buildings.
- Many people have yards.
- Many parks and natural areas.
- Usually drive
- Sometimes walk; sometimes take the bus or train

### Community: Where we live, work and play

### Careers: The jobs we do

2

**Rural Communities**

- Fewer people
- Fewer buildings spread out over large distances.
- Lots of space and open areas.
- Some people live or work on a farm.
- Must drive, as it is too far to walk.
- Some roads aren't paved, so people often drive trucks.

An illustration of a dense urban area with many tall buildings, people walking, and a park.

**Urban Communities**

- Many people living close together
- Tall buildings
- Crowded spaces
- Not much open space or natural areas
- Rarely drive
- Usually walk, take the bus, or ride the train

3

### Our Community Helpers

How do the jobs they do help our community?

A collage of various community helpers including police officers, firefighters, doctors, nurses, and teachers.

4

### Tools of the Trade

Which community helper uses the tool?  
How does it help the community?

Two icons: a green thumbs up and a red thumbs down.

7

### Cars & Trucks

Icon of a bus.

### Stethoscope

Icon of a stethoscope.

8

### Camera

Icon of a camera.

### Paint Brush

Icon of a paint brush.

9

### Handcuffs

Icon of handcuffs.

### Water Hose

Icon of a coiled water hose.

10

### Computer

Icon of a laptop computer.

### Screen or Smartboard

Icon of a screen or smartboard.

11

### Styling Tools

Icon of styling tools including a hairdryer, comb, and brush.

### Farm Tools

Icon of a farmer holding a pitchfork.

12

### Movie Clapperboard

Icon of a movie clapperboard.

### Money

Icon of a dollar bill.

13

### Reflection

I learned about a new career today.

Two icons: a smiling face and a frowning face.

A career in my community is ...

14



# B.R.I.D.G.E. Law and Career Development Lessons

First Grade Career Development Lesson Plan	
Lesson Unit: Lesson Title:	First Grade Career Exploration Lesson Clothing of the Trade
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 6. Positive attitude toward work and learning B-LS 2. Demonstrate creativity B-SMS 3. Demonstrate ability to work independently
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Categorize careers according to the clothing or uniform associated with the trade.
Students Will:	Design the appropriate clothing or uniform associated with a career of their choosing.
Resources/Materials:	Computer, projector, and screen Source Material (Choose One): <ul style="list-style-type: none"> <li>• Children's Book (5 minutes, 2 seconds): <i>Clothesline Clues to Jobs People Do</i>, an illustrated children's book by Kathryn Heling &amp; Deborah Hembrook (reading demonstration available at: <a href="https://youtu.be/Lj4xZ_0prMA">https://youtu.be/Lj4xZ_0prMA</a>)</li> <li>• Children's Video (6 minutes, 17 seconds): <i>Kids Describe Their Dream Job to an Illustrator</i>, an interactive interview by HiHo Kids (available online at: <a href="https://youtu.be/PrBmifzYfNg">https://youtu.be/PrBmifzYfNg</a>)</li> </ul> Handout: <i>T-Shirt Design Template</i> or <i>Hat Design Template</i> (enclosed) Markers, crayons or colored pencils

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	Ask students to think about the purpose of a dress code or uniform. How do clothes play an important role in places like school, on the job, or in the community?
Communicate the Lesson Objective:	<b>Say:</b> Today we will learn about different jobs & careers and the types of clothes people wear when they go to work. You will choose a job or career you like and will design a shirt or decorate a hat that represents the job or career you chose for yourself.



# B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<p><b>“I Do” Activity</b></p> <p><b>Do:</b> Choose <u>one</u> of the following source materials:</p> <ul style="list-style-type: none"><li>• <b>Option 1:</b> Using the illustrated children’s book, <i>Clothesline Clues to Jobs People Do</i>, by Kathryn Heling and Deborah Hembrook, read the story aloud or conduct a dramatic reading; or</li><li>• <b>Option 2:</b> Click on the following link and watch the video interview, <a href="#"><i>Kids Describe Their Dream Job to an Illustrator</i></a>; or</li><li>• <b>Option 3:</b> Click on the following link and watch the video, <a href="#"><i>Billy Blue Hair: What do Fire Fighters Wear? (Turnout Suits)</i></a></li></ul> <p><b>“We Do” Activity</b></p> <p>Debrief the opening activity by asking students to share their reactions to the source material. Identify and define the word, uniform. Consider the following prompts:</p> <ul style="list-style-type: none"><li>• What did you notice about the workers’ clothes?</li><li>• In what ways were the workers’ clothes similar or alike?</li><li>• What made the workers’ clothes unique or different from each other?</li><li>• What is another word we can use to describe the special clothes people wear to work?</li><li>• Why would a uniform be important for certain kinds of jobs?</li></ul> <p><b>Ask:</b> Who do you know that has one of the jobs from the story? What tools do they use, and what special gear do they wear?</p> <p><b>Say:</b> It’s important to understand that different jobs require different kinds of clothing.</p> <p><b>“We Do” Activity</b></p> <p><b>Say:</b> Think about the community helpers you see around you. What types of clothing do you see the community helpers wear when they work?</p> <ol style="list-style-type: none"><li>1. <b>Say:</b> Now turn to your neighbor [or “elbow partner”] and take turns sharing your answers with each other.</li><li>2. <b>Do:</b> Allow approximately 30 to 60 seconds for students to discuss their answers with their partners. Gain the full attention of the class – preferably, with the same strategy the teacher uses to bring the class to order – and ask for two or three volunteers to share their answers with the class. Use appropriate prompts to highlight a variety of jobs or careers.</li></ol> <p><b>“You Do” Activity</b></p> <p>Make sure students have the appropriate drawing materials (i.e., crayons, markers or colored pencils), as well as a copy of the <i>T-Shirt or Hats Template</i>. Guide students through the process of designing a shirt or decorating a hat that represents the career or job of their choosing. Allow 10-15 minutes for students to work independently, managing students’ progress by providing verbal prompts or a class countdown (10 minutes to go, five minutes to go, three minutes to finish up your drawing, one minute before we wrap-up this activity, etc.).</p>
--------------------	---



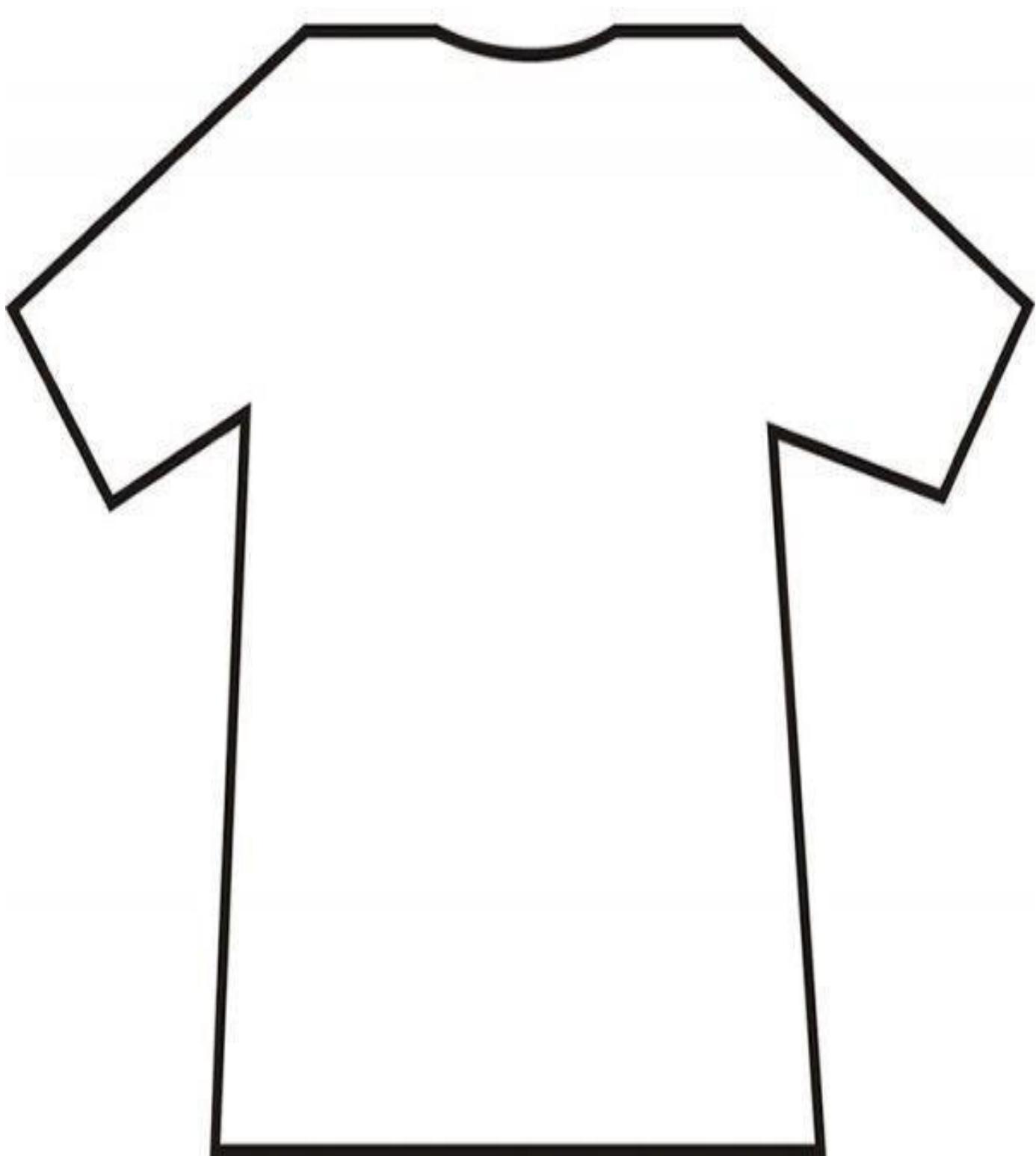
## B.R.I.D.G.E. Law and Career Development Lessons

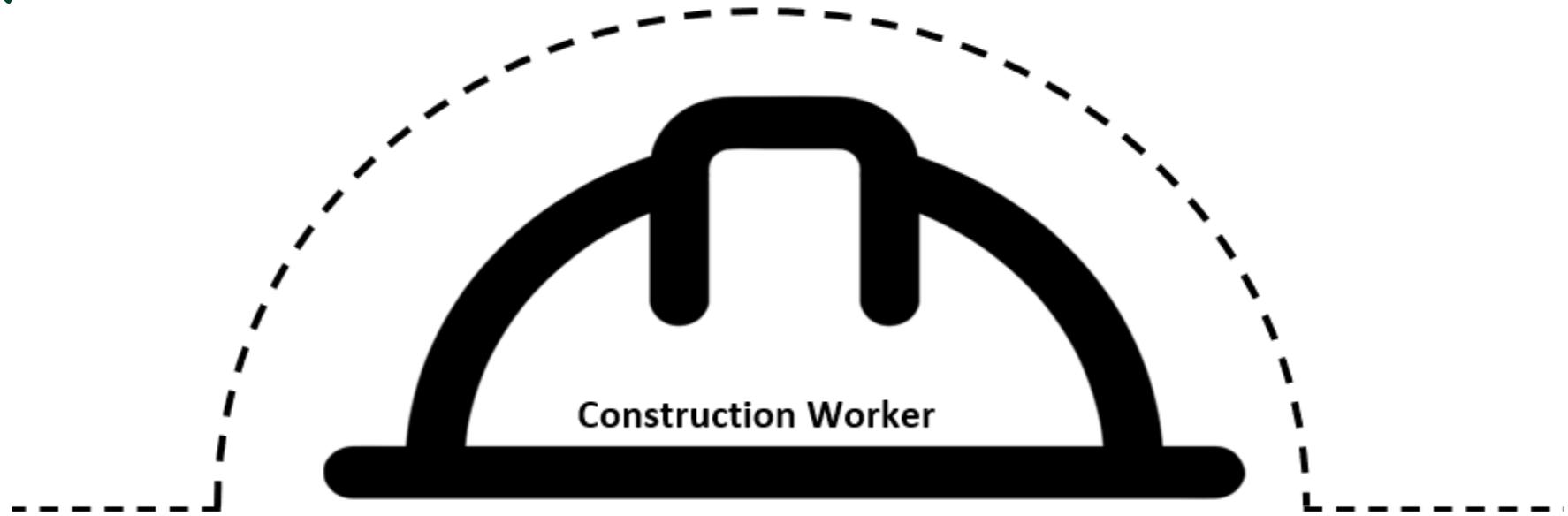
Student Engagement Strategy:	Think-Pair-Share Activity Art Project: Shirt or hat design template
Provide Real World Connections (Problem Statement or Scenario):	<b>Discussion Prompts:</b> What tools do they use or what special gear do they wear? In what ways were the community helpers' clothes similar/different? What is another word we can use to describe the special clothes people wear to work? (identify and define the word, uniform) Why would a uniform be important for certain kinds of jobs?
Practice the Content (Hands-On Activities):	Students will work independently to create a shirt or decorate a hat that represents their career of choice.
Summarize the Lesson:	<b>Say:</b> Today we learned that different careers require special gear or clothing, and you had the opportunity to create the kind of work clothes or uniform you would like to wear in your future career.
Close the Lesson:	Students conduct a gallery walk and view the shirts and hats made by their classmates. If time permits, ask one or two volunteers to share what they liked about their peers' work or to share a new idea or career they discovered during the gallery walk.

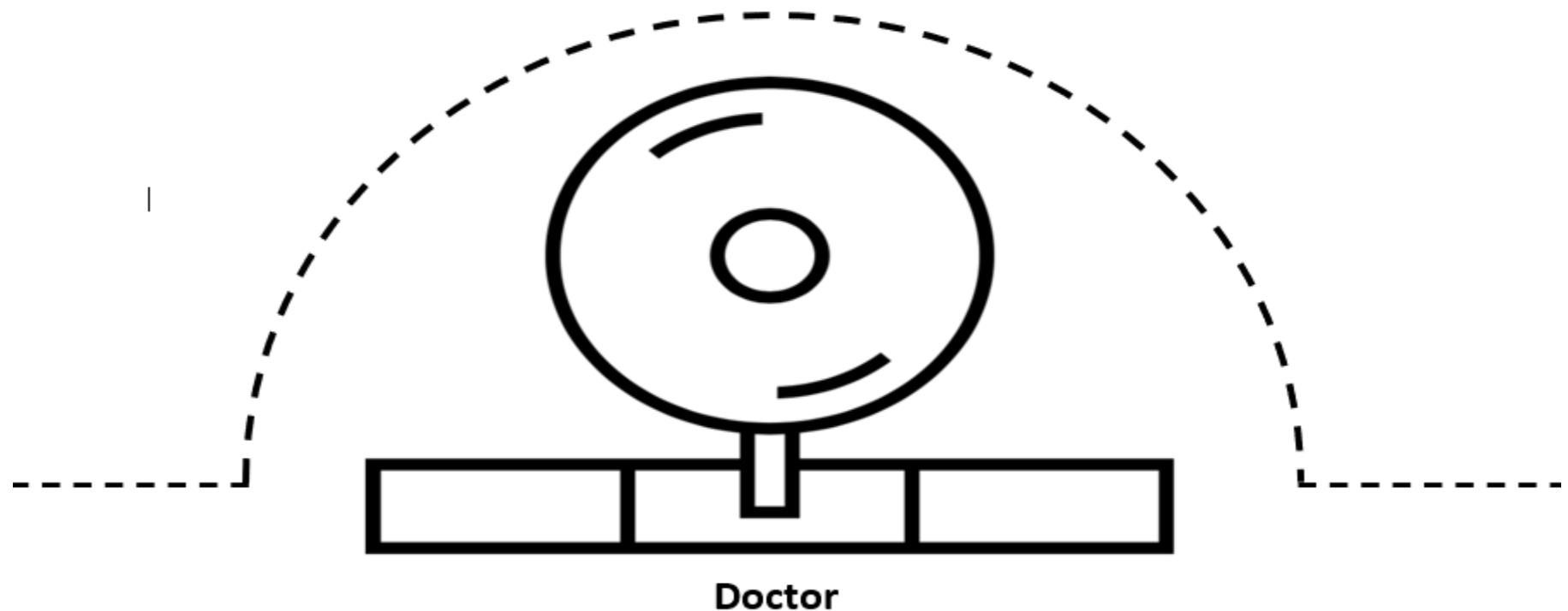
Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	30 – 45 minutes

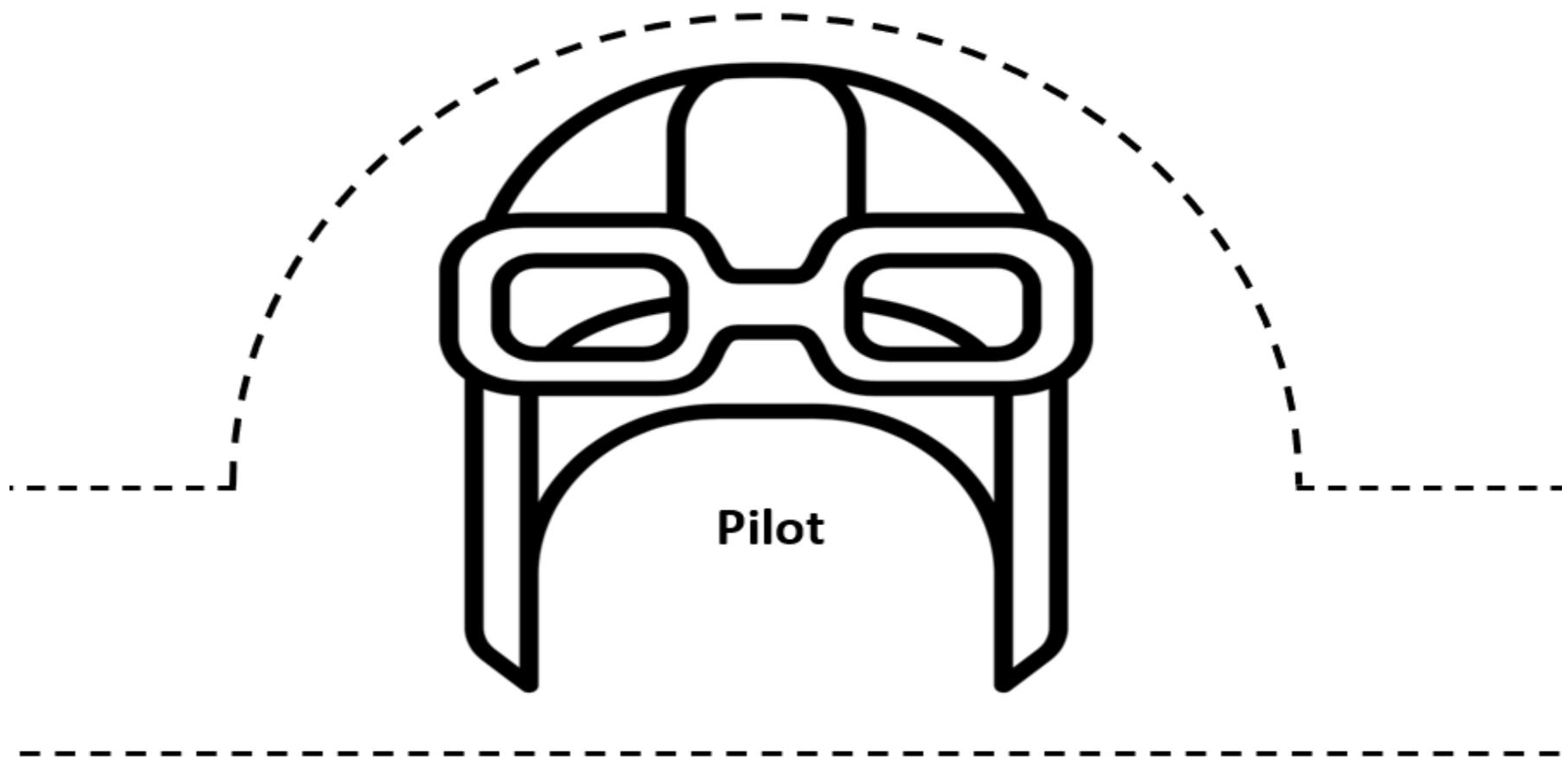
Student Competencies Data	
<b>Ticket Out the Door:</b>	At the end of the lesson, check each student's shirt or hat design to determine which students could design the appropriate clothing items for their chosen careers.

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



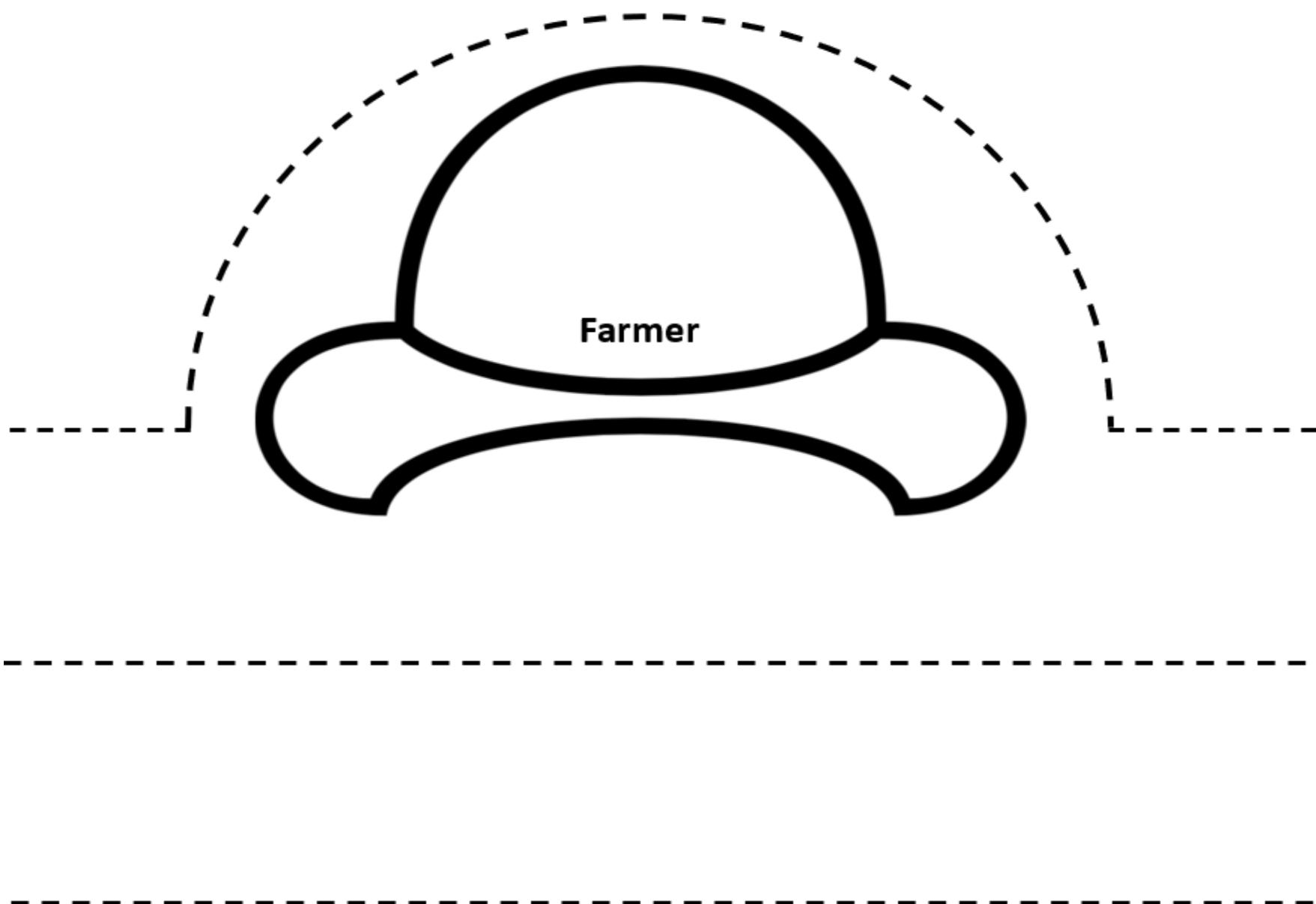


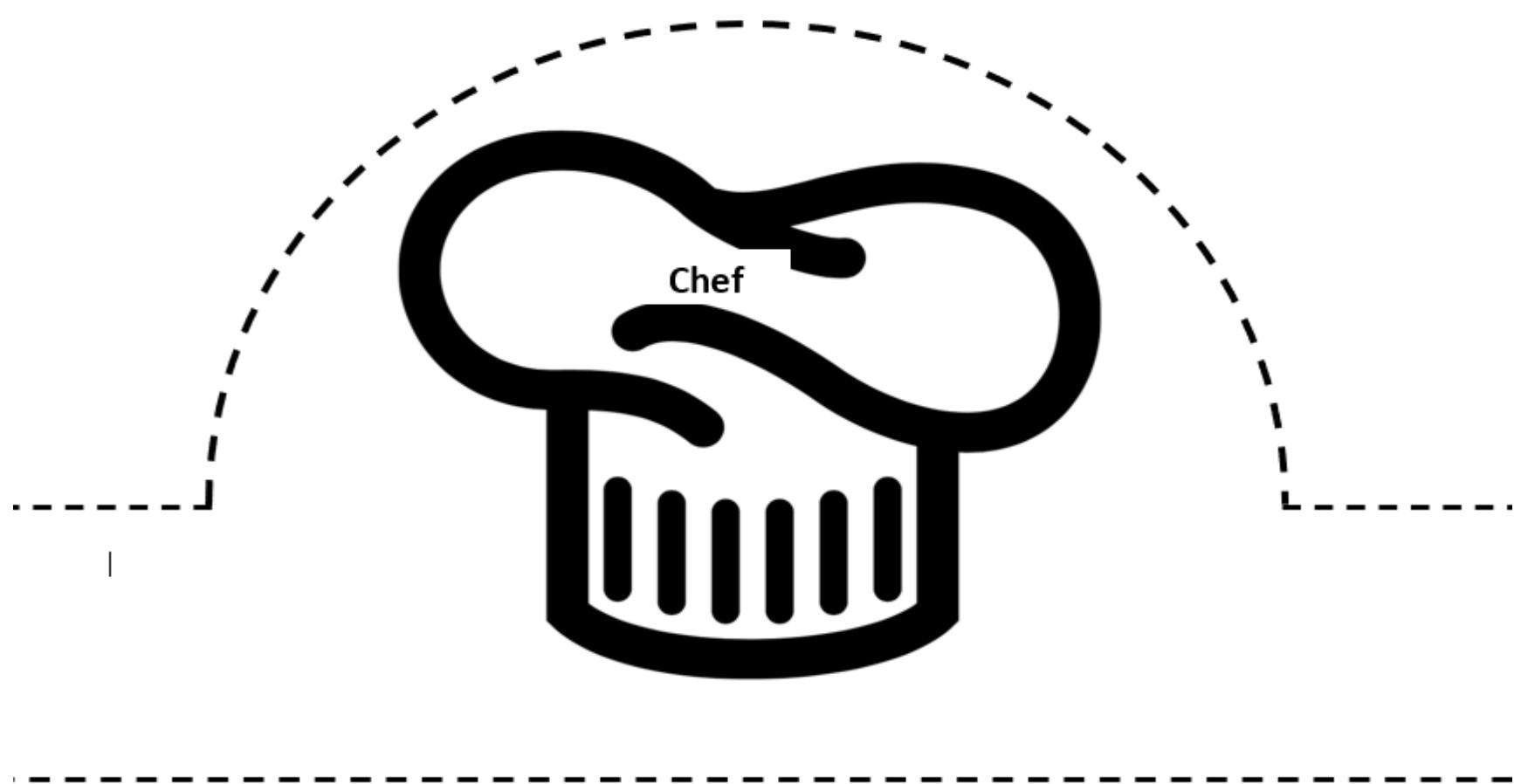




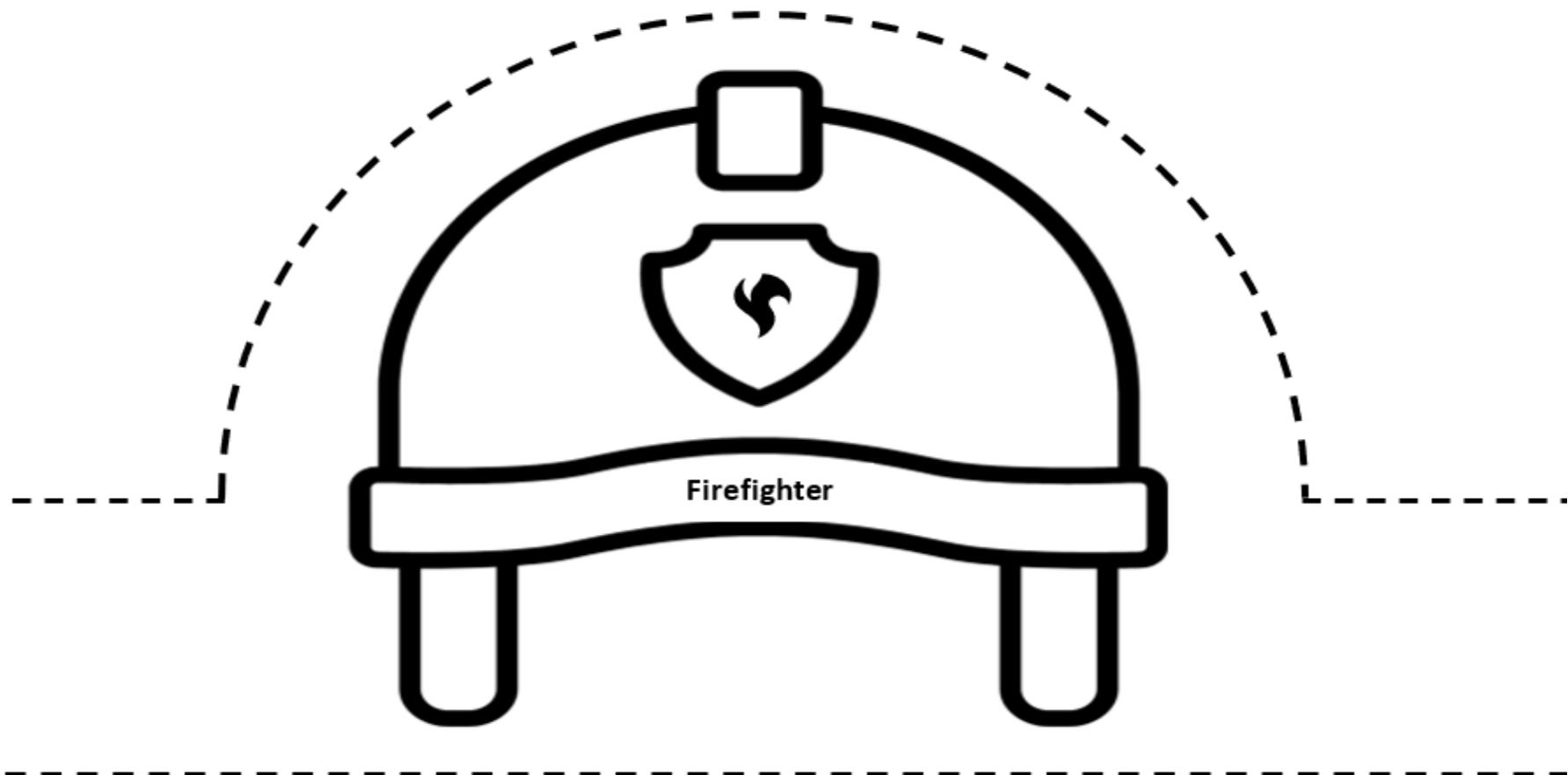


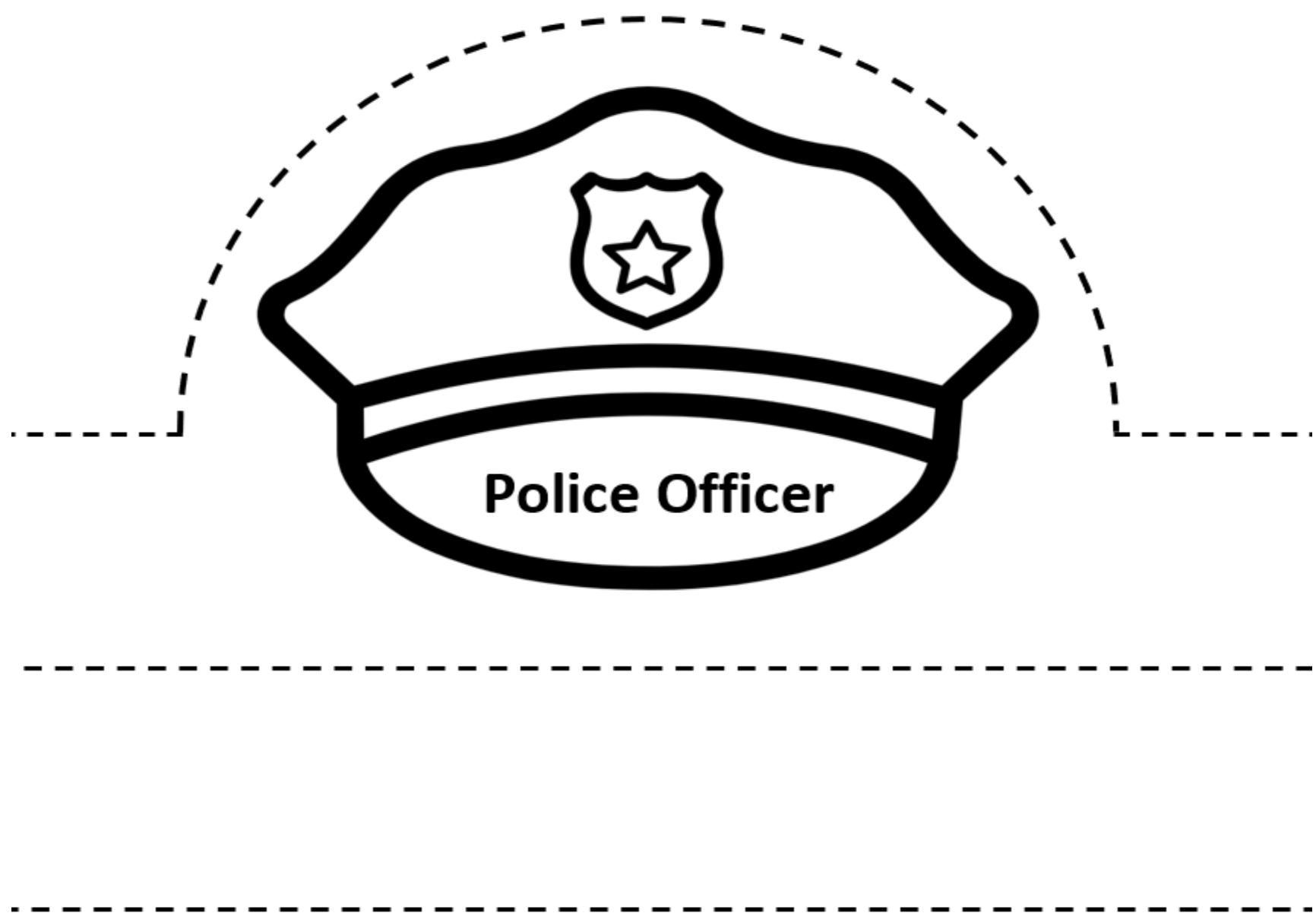














# B.R.I.D.G.E. Law and Career Development Lessons

Second Grade Career Development Lesson Plan	
Lesson Unit:	Second Grade Career Exploration Lesson
Lesson Title:	Exploring Non-Traditional Careers
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 2. Self-confidence in ability to succeed M 6. Positive attitude toward work and learning B-SS 1. Demonstrate critical-thinking skills to make informed decisions
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Distinguish between traditional and non-traditional careers.
Students Will:	Analyze the personal characters of real-life people and match those people with the non-traditional careers they chose for themselves.
Resources/Materials:	Computer and Projector Presentation: Non-Traditional Careers – available online at the CTAE Resource Network ( <a href="https://www.ctaern.org/">https://www.ctaern.org/</a> ), member account & login required Handouts & Print Material (enclosed): <ul style="list-style-type: none"> <li>• <i>Who's Who?</i> One (1) chart and one (1) set of name cards for every student group – can reuse if laminated, cut into separate pieces, and affixed with Velcro tabs or strips</li> <li>• <i>Who's Who? Round Two</i> One (1) chart and one (1) set of name cards for every student group – can be reused if laminated, cut into separate pieces, and affixed with Velcro tabs or strips</li> <li>• <i>Ticket Out the Door: Non-Traditional Careers</i> – one (1), half-page sheet for every student in the class</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<b>Presentation Slides 1-3</b>  <b>Say:</b> Today's lesson is about non-traditional careers. Can anyone give me a good definition for the word, career? What about the word, non-traditional? Careers are the kinds of jobs people do, usually for long periods of time or for extended periods of time throughout their adult lives; and the word, non-traditional, means to do something differently than most people do it or to do something differently than most people have done it in the past. So, a non-traditional career is a job that certain people <u>usually</u> do but that anyone really <u>can</u> do.



## B.R.I.D.G.E. Law and Career Development Lessons

Communicate the Lesson Objective:	<p><b>Say:</b> Before the end of the lesson not only will you understand and be able to give examples of a non-traditional career, but you will also have a chance to match real-life people with the non-traditional careers they chose for themselves.</p>
Teach the Content:	<p><b>Ice-Breaker Activity: Presentation Slides 4-9</b></p> <p><b>Say:</b> Being in a non-traditional career means doing something others don't expect. For example, one graphic artist asked himself, "What kind of work would the Disney Princesses do if they weren't busy being princesses?" and he decided to re-draw the princesses in their new careers. For example, the artist thinks if Snow White wasn't a Disney princess, she might be a counselor – maybe even a <u>school</u> counselor. What is it about Snow White that would make her good counselor?</p> <p>The Artist's Explanation: Snow White enjoys helping other people, especially the seven dwarves, and so she has her own counseling practice. When her clients are feeling too grumpy or too bashful, Snow White helps them understand &amp; manage their thoughts and feelings so they can feel better about themselves and can learn how to interact positively with others.</p> <p><b>Say:</b> What kind of work would Tiana, Anna &amp; Elsa, and Mulan do if they were not Disney Princesses?</p> <p><b>Do:</b> Give students time to brainstorm alternative careers for Tiana, Anna &amp; Elsa, and Mulan before revealing the artist's vision (Slides 7 – 9). Ask 1 – 2 students to share and explain their choices. Compare students' answers to the artist's renditions:</p> <p>The Artist's Explanation:</p> <ol style="list-style-type: none"><li>1. <b>Tiana:</b> Tiana always shared her father's love of cooking, so it's no surprise that she now shares her love of cooking with other people. As the chef and owner of one of the most popular restaurants in the city, Tiana spends her time cooking her favorite foods and trying out new recipes for the customers who visit her restaurant.</li><li>2. <b>Anna &amp; Elsa:</b> Their friend, Olaf, may love summer, but Anna and Elsa know warm weather isn't good for him. So, they have teamed up together to make sure Olaf stays just the right temperature. Anna uses her skills as a meteorologist to track the current weather, and Elsa works as a climate scientist so she can understand why the temperature might change in different places around the world.</li><li>3. <b>Mulan:</b> Others tried to tell Mulan that she didn't belong in the military. But she joined the Army anyway and became a brave soldier. Mulan now works as an attorney, where she fights to make sure other people get the chance to become whatever they want to be when they grow up.</li></ol> <p><b>"I Do" Activity (Slides 10 – 13)</b></p> <p><b>Say:</b> What we think about people and careers is important. To demonstrate, I want you to pretend for a moment that you are the editor of a magazine. What would be on the cover and why?</p>



## B.R.I.D.G.E. Law and Career Development Lessons

**Do:** Ask for 1 – 2 student volunteers to share their answers, and then contrast students' answers to the real-world, non-traditional models pictured on Slide 11.

**Say:** Modeling is a non-traditional career for men. What makes all the models pictured on the slide non-traditional?

**Do:** Discuss how some models have physical disabilities, while others are male, full-figured, or older than the traditional model. One model in the picture is well-known for adhering to strict religious beliefs regarding appropriate clothing for women. Review the core content on Slides 12 – 13.

### "We Do" Activity (Slides 14-23): Who's Who?

**Do:** Ask students to work with an elbow partner to complete the next activity. Each group will need a copy of the first *Who's Who* chart and one full set of name cards, each one cut and separated (enclosed). Slide 14 contains a visual representation of the game pieces.

**Say:** We are going to practice matching people with the right careers. Every group should have a chart and four name cards. Each card will have a different person's name listed on it. I want you to work with your group partner and to decide which person you think would be the right match for each career. Be careful, though, because these are real people working in actual careers. Why don't we do the first one together?

**Do:** Review Slides 15 – 23 and compare the real-world examples to the students' answers. Keep in mind that students may already understand the point, so it's okay if they guess correctly. Emphasize what makes each one an example of a non-traditional career.

### "You Do" Activity (Slides 24-31): Round 2 of Who's Who?

**Ask:** What did we learn matching the right careers to the right people? Instead of assigning someone to a career based solely on the person's name, what should we think about when we're making those choices?

**Do:** Discuss how personal qualities and interests are more important than a person's gender or physical qualities.

**Say:** Some of you figured out the goal was to look for opposites, but the real-life aren't really "opposites" because all of them were perfectly matched to their chosen careers. We use the word "non-traditional" to describe their career choices. If we all agree that it's better to match someone to the right career when you know the person's interests and skills, then why do most people have such a bad habit of matching up people and careers based on other things?

**Do:** Define and discuss the differences between a fact, an opinion, and a stereotype.

- **Fact:** A fact is something that is true. A fact can be proven.



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"><li>• <b>Opinion:</b> An opinion is something a person or a group of people believe to be true. An opinion varies from one person to another and can't be proven.</li><li>• <b>Stereotype:</b> A stereotype is a category or a group that we put people into. Stereotypes aren't always bad. They help us think about people quickly and make decisions quickly. But stereotypes can be bad if they keep us from seeing the truth about a person.</li></ul> <p><b>Ask:</b> What do we need to know about someone to match that person with the right career? We need to understand their interests and skills. So, let's do that before matching the next rounds of real-world examples.</p> <p><b>Do:</b> Review Slide 25 and then ask students to work with their partners to complete Round 2. Use Slides 27 – 31 to review and discuss students' answers.</p> <p><b>Closing Activity (Slides 32-35)</b></p> <p><b>Ask:</b> Why would it be a good idea to consider a non-traditional career?</p> <p><b>Do:</b> Use Slides 32 – 34 as a guide for discussing the advantages and disadvantages of non-traditional careers and to encourage students to be open to the possibility of working in a non-traditional career in the future.</p>
Student Engagement Strategy:	<ul style="list-style-type: none"><li>• Interactive matching game</li><li>• Partner work</li></ul>
Provide Real World Connections (Problem Statement or Scenario):	Real-world examples of highly successful people working in non-traditional careers
Practice the Content (Hands-On Activities):	<b>Who's Who?</b> Matching Game
Summarize the Lesson:	<b>Say:</b> In your own words, define non-traditional careers. A non-traditional career is a job that one type of person usually does but that anyone can do. It's important to think about this type of career, because not only can there be big advantages, but non-traditional careers give people the chance to do a job that makes them happy.
Close the Lesson:	At the end of the lesson students will complete the <i>Ticket Out the Door: Non-Traditional Careers</i> (enclosed). The counselor will review students' responses to determine if they can identify gender-based, non-traditional careers.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	

### Student Competencies Data

#### **Ticket Out the Door**

The counselor will review students' responses to determine if they can identify gender-based, non-traditional careers for both men and women.

 **B.R.I.D.G.E. Law and Career Development Lessons**

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



# WHO's WHO? Activity

## Match the Right Person to the Right Career

Jonathan

Lorna

Nancy

Moziah

Basketball  
Coach

Preschool  
Teacher

Fashion  
Designer

Marine  
General

## Now, Match the Right Person to the Right Career!

Kenny

Likes taking care of others

Sonia

Likes to think about the law

Max

Likes to make new rules

Mae

Likes science & technology

Politician

Astronaut

Judge

Nurse

Your Name \_\_\_\_\_

Today's Date: \_\_\_\_\_

**Ticket Out the Door:**  
**Name a Non-Traditional Career for Jeremy & Jerrica**

**Jeremy**



**Jerrica**

Your Name \_\_\_\_\_

Today's Date: \_\_\_\_\_

**Ticket Out the Door:**  
**Name a Non-Traditional Career for Jeremy & Jerrica**

**Jeremy**



**Jerrica**



# B.R.I.D.G.E. Law and Career Development Lessons

## Non-Traditional Careers PowerPoint

### Non-Traditional Careers

Bridge Bill & Career Development Lesson: 2<sup>nd</sup> Grade  
School Counselor:  
School:

1

### Key Terms



Career

A job that a person does for a long period of time



Non-Traditional

Doing things differently than most people do them

### Non-Traditional Careers

Jobs that certain people usually do but that anyone can do.



3



What job would she have if she weren't a princess?



4

### Snow White: Counselor



5

### Now you try!

What kind of work would Tiana, Anna & Elsa, and Mulan do if they were no longer princesses?

6

### Tiana: Chef



7

### Anna & Elsa: Scientists



8

### Mulan: Attorney



9

Pretend you are the editor of a magazine. What would be on the cover and why?

Traditional v. Non-Traditional Careers

10

### What Makes a Career Non-Traditional?

- Gender
- Race, Ethnicity or Home Country
- Disabilities or Abilities
- Physical Traits
- Religion, Culture or Personal Beliefs



11

12

### Examples of Non-Traditional Careers

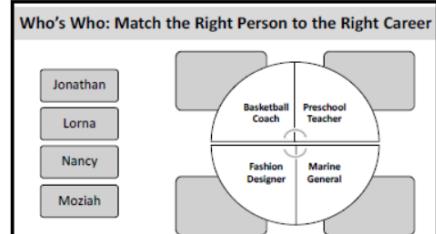
#### Girls/Women

- Astronaut
- Computer Technician
- Construction Manager
- Electrician
- Firefighter
- Welder

#### Boys/Men

- Dental Assistant
- Flight Attendant
- Nurse
- Social Worker
- Speech Therapist
- Teacher

13



14

### Check Our Answers



15

# B.R.I.D.G.E. Law and Career Development Lessons

**Nancy Lieberman,  
Men's Head Coach**

- 1<sup>st</sup> Woman in any sport named head coach of a men's professional team.
- Former professional basketball player & sports broadcaster; former NBA Assistant Coach, Sacramento Kings
- Won Olympic Silver for basketball while still in high school
- Inducted to the Naismith's Memorial Basketball Hall of Fame

16

**Why is Nancy a good basketball coach?**

- She has a great deal of experience & skill.
- She knows a lot about basketball.
- She is very competitive & likes to win.
- She inspires & motivates others to play well.
- She is a good communicator & teacher.
- She has strong leadership skills.
- She loves the game of basketball!

17

**Jonathan Hines,  
State Pre-Kindergarten  
Teacher of the Year**

- 2019-2020 Georgia Pre-Kindergarten Teacher of the Year, Obama Elementary School in Atlanta, Georgia
- Worked as a teacher assistant at a preschool while attending college for a degree in education
- Is a certified physical education & health teacher, grades PK-12
- Coaches intramural basketball

18

**Why is Jonathan a good preschool teacher?**

- He is an engaging & exciting person to be around.
- He is patient & caring toward others.
- He has good listening skills.
- He is creative & flexible.
- He likes collaborating with others.
- He has strong organizational skills.
- He loves working with children!

19

**Lorna Mahlock,  
Brigadier General**

- Chief Information Officer, United States Marines Corps & Director of Command, Control, Communications & Computers
- 1<sup>st</sup> black woman nominated for Brigadier General, U.S. Marine Corps
- Served as an air traffic controller; marine aviation instructor & company commander
- Is a combat veteran & earned the Meritorious Service Award

20

**Why is Lorna a good Marine General?**

- She follows the core values of the Marine Corps.
- She is trustworthy.
- She leads by example.
- She is calm & confident under pressure.
- She is good at directing large groups of people.
- She knows a lot about the military.
- She loves being in charge!

21

**Moziah Bridges,  
Fashion Designer &  
Entrepreneur**

- Founder & Creative Director of the men's fashion company, Mo's Bowtique
- Started his company in 2012 at the age of 9, because he couldn't find bow ties that he liked to wear
- Named a top "kidtrepreneur" by Entrepreneur.com
- Graduated high school, Class of 2020

22

**Why is Moziah a good designer & entrepreneur?**

- He has a really good imagination.
- He is not afraid take risks or to try new things.
- He is highly motivated & is a self-starter.
- He likes to create new designs & products.
- He dresses really well.
- He tries hard & never gives up.
- He loves owning his own business!

23

**So, what should we think about  
when matching the right people  
to the right careers?**

Who's Who?

24

**What do people like to do?**

<b>Kenny</b> Likes to take care of people in the hospital	<b>Sonia</b> Likes to discuss laws & to make decisions based on the law
<b>Max</b> Likes to help the public by making new rules & laws	<b>Mae</b> Likes to study science, engineering & new technology

25

**Now, Match the Right Person to the Right Career!**

<b>Kenny</b> Likes taking care of others	<b>Politician</b>	<b>Astronaut</b>
<b>Sonia</b> Likes to think about the law	<b>Judge</b>	<b>Nurse</b>
<b>Max</b> Likes to make new rules		
<b>Mae</b> Likes science & technology		

26

**Check Your Answers**

27

**Mae Jemison,  
Astronaut**

- Physician, Engineer, Professor, Author & Former NASA Astronaut
- 1<sup>st</sup> black woman to travel in space
- Served as a doctor in the Peace Corps
- Founded a technology research company & published several children's books about her life

28

**Max Cleland,  
Politician**

- State Senator & U.S. Senator from the State of Georgia
- U.S. Army Veteran; severely injured during combat; awarded Bronze Star for heroic acts & Silver Star for valor
- Former Georgia Secretary of State
- Former head of the U.S. Veterans Administration

29

**Sonia Sotomayor,  
Judge**

- Civil Rights Activist, Attorney and U.S. Supreme Court Justice
- 1<sup>st</sup> Latina to be appointed to the U.S. Supreme Court
- 1<sup>st</sup> Generation, American-born U.S. citizen; first language was Spanish
- Diagnosed with Type 1 Diabetes at age 7; studied law because her doctor said she couldn't

30



# B.R.I.D.G.E. Law and Career Development Lessons



**Kenny Gibson,  
Nurse Midwife**

---

- Registered Nurse & Certified Midwife
- Takes care of mothers & their newborn babies
- Changed to a nursing career when the restaurant he managed closed
- Has worked as a nurse in many countries & was one of only 6 male nurse midwives in Scotland

31

Why choose a non-traditional career?	
POTENTIAL ADVANTAGES	POSSIBLE CHALLENGES

32

Why choose a non-traditional career?	
POTENTIAL ADVANTAGES	POSSIBLE CHALLENGES
<ul style="list-style-type: none"> <li>• Job opportunities &amp; openings</li> <li>• Recognition</li> <li>• Excitement</li> <li>• New skills &amp; learning</li> <li>• Higher salary or pay</li> </ul>	<ul style="list-style-type: none"> <li>• Discouragement from others</li> <li>• Teasing</li> <li>• Lack of mentors</li> <li>• Pressure to perform well</li> <li>• Fear of change</li> </ul>

33

**“Being different isn’t bad. It means you’re brave enough to be yourself.”**

---

Luna Lovegood, *Harry Potter and the Deathly Hallows*  
Author, J.K. Rowling

34

**Ticket Out the Door:**  
Name a Non-Traditional Career for Jeremy & Jerrica

Jeremy \_\_\_\_\_

Jerrica \_\_\_\_\_

35



# B.R.I.D.G.E. Law and Career Development Lessons

Third Grade Career Development Lesson Plan	
Lesson Unit: Lesson Title:	Third Grade Career Exploration Lesson Odd Jobs: Understanding Career Clusters
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 6. Positive attitude toward work and learning B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SS 6. Use effective collaboration and cooperation skills
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Define the term, career cluster.
Students Will:	Distinguish between the following career clusters: Health Services; Engineering & Technology; Human Services; Natural Resources & Agriculture; Business Services & Management; and Arts & Communication.
Students Will:	Compare, categorize and classify several careers into the appropriate career clusters.
Resources/Materials:	<p>Computer, projector &amp; screen</p> <p>Power Point Presentation: <i>Career Clusters</i> – available online at the CTAE Resource Network (<a href="https://www.ctaern.org/">https://www.ctaern.org/</a>), member account &amp; login required</p> <p>Classroom Poster: Use the <i>Career Clusters KWL Chart</i> to create one (1) <i>Career Clusters KWL Poster</i> per classroom – either print the <i>Career Clusters KWL Chart</i> onto full-size poster paper; or use poster board, chart paper, craft paper, etc. to create the <i>Career Clusters KWL Poster</i> by hand</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• <i>Career Cluster KWL Chart</i> (enclosed) – one (1), half-page sheet for every student in the class</li> <li>• <i>Career Clusters</i> (enclosed) – one (1) copy per student (may laminate to reduce number of copies needed)</li> <li>• <i>Career Clusters Slide</i> – Print Slide 17 from the <i>Career Clusters</i> presentation; use it to create a rewritable class set of handouts, i.e., one (1) full-size color copy per student, laminated</li> <li>• <i>Animal Sort</i> (enclosed) – create one (1) reusable set of cards for every student group in the class (16 images per set; one (1) set for every 2 - 4 students in the class, depending on the seating arrangement)</li> </ul> <p>Dry Erase Markers: one (1) per student</p> <p>Eraser: one (1) dry eraser per student; or one (1) dry eraser shared by two students</p>

## Evidence / Intervention Root

Best Practice     Action Research     Research-Informed     Evidence-Based

 **B.R.I.D.G.E. Law and Career Development Lessons**

<b>Procedures (Describe how you will)</b>	
Introduce the Lesson:	<p><b>Do:</b> Display the <i>Career Clusters KWL Poster</i> either at the front of the room or in a highly visible location. Set up the projector and start the <i>Career Clusters</i> presentation. With assistance from the teacher, arrange students into collaborative groups, 2 - 4 students in each group. Provide every student with the following:</p> <ol style="list-style-type: none"><li>1. <i>Career Cluster KWL Chart</i></li><li>2. <i>Career Clusters</i> handout</li><li>3. Laminated, rewriteable color copy of the <i>Career Clusters Slide</i> (Slide 17 in the <i>Career Clusters</i> presentation)</li><li>4. Dry-erase marker and eraser</li></ol> <p>The discussion prompts and activities in this lesson are designed to engage students' interests, to assess students' prior knowledge, and to use students' current skills and knowledge as a catalyst for understanding career clusters. The lesson activities align with the Depth of Knowledge Skills/Concepts for Third Grade, which are described in the <i>Georgia Standards of Excellence</i>. Students will use the skills of comparing, categorizing, and classifying to explore, understand, and analyze career clusters.</p> <p><b>Do:</b> Introduce yourself and tell students that today they will learn about career clusters. Begin the lesson by engaging students in an interactive discussion. Facilitate student participation by eliciting student responses and providing appropriate feedback and encouragement.</p> <p><b>Say:</b> Give me a thumbs up if you have heard of career clusters. Who can raise their hand and tell us what the word career means? A career is a job that a person has over a period of time. Who can raise their hand and share what the word cluster means? A cluster is another word for group. The cooperative groups you are sitting in right now can be called clusters.</p> <p><b>Say:</b> Let's start by writing down what we already know about career clusters. Everyone should have their own <i>KWL Chart</i>. In the first column I want you to write down what you know about career clusters. If you can't think anything to write down, that's okay; just write a question mark in column one.</p> <p><b>Do:</b> Prompt students to complete the first column in the KWL chart, but make sure they only complete the first column. The class will complete the other two columns later in the lesson. Circulate throughout the room to ensure students do not continue past column one. Give students 30 – 60 seconds to record their thoughts, and then invite students to share their answers. Use the <i>Career Clusters KWL Poster</i> to record 5 things the class knows about career clusters. Transition to the icebreaker activity.</p>
Communicate the Lesson Objective:	<p><b>Say:</b> Today you will learn what a career cluster is, and you will learn about the different types of career clusters. By the end of the lesson you will be able to use what you've learned to place different careers into the career clusters where they belong. But first, I need you to understand what it means to group things together to make clusters. We do this by categorizing and classifying things.</p>



## B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<p><b>"I Do" Activity: Guided Instruction in Categorizing and Classifying</b></p> <p>Beginning at Slide 3 of the presentation:</p> <p><b>Say:</b> We categorize by putting things into groups; and we classify the group by giving it a name. For example, if I wanted to categorize and classify items here in the classroom, then I could categorize or group things like shirts, jackets and shoes together and then classify the group as, Things People Wear; or I might categorize or group paper, books, and pencils together and classify the group as, Learning Tools.</p> <p><b>Say:</b> We are going to start by doing an activity that will help us learn how to categorize and classify. Learning how to categorize and classify will help us understand what career clusters are and how they work.</p> <p><b>"You Do" Activity: Categorize &amp; Classify Animals</b></p> <p><b>Do:</b> Pass out one (1) set of <i>Animal Sort Cards</i> for each collaborative group or partner group. A complete set contains 16 cards, each with a different picture of an animal printed on it. Instruct the class to work with their partners to categorize and classify the animals. Step one: categorize the animals into four (4) different groups. Step two: classify or name each group. Circulate in the room while students work. Allow students 1 – 2 minutes to complete the activity before moving to the next step.</p> <p><b>Say:</b> Working with your partner, come up with an explanation for how you categorized and classified each group of animals.</p> <p><b>Do:</b> Debrief the activity using Slides 4 – 7 as a guide. Possible classifications: animals that live in water; animals that fly; animals that live on land; animals that live in a rainforest or jungle; animals that are pets; etc.</p> <p><b>Say:</b> What is one category you created for these animals? What animals did you place in this category? Why?</p> <p><b>Note:</b> provide encouragement and feedback, as appropriate.</p> <p><b>Say:</b> When looking at this group of animals they all have similar characteristics. For example, the fish, whale, and octopus live in the ocean. But does this mean they are all the same? They do have characteristics that are different, too. Some are big; some are small. Some have arms, and others have fins. But you still placed them in the same category together because they all live in water.</p> <p><b>Do:</b> Continue to review each animal category. Ask 1 – 2 volunteers to share their responses and to describe how they classified each group. Possible verbal prompts include: Give me a thumbs up if you agree with this placement; do you have a different suggestion for this category?</p> <p><b>Say:</b> Creating categories is good practice for our career lesson today, because it helps us think about the characteristics that make careers similar to each other; and it makes us think about the characteristics of the people who work in those careers.</p>
--------------------	---



## B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<p><b>“We Do” Activity: Defining Career Clusters</b></p> <p><b>Say:</b> Together, we will analyze different groups of careers and will identify or name each category or group. Doing it forces us to think about the common characteristics connecting one job to the other jobs in the same category. We call these groups, career clusters, because all of the jobs in each cluster have something in common.</p> <p><b>Say:</b> Why are career clusters important? They can be helpful, because if you like one job in a career cluster, you might like other jobs in the career cluster as well.</p> <p><b>Do:</b> Instruct students to complete Column 2 on their KWL charts (i.e., What I wonder). Circulate in the room, offering encouragement and guidance while students work. Identify students who have posed a question you know will be addressed in the lesson. For example:</p> <ul style="list-style-type: none"><li>• What are the different career clusters?</li><li>• What careers go into each cluster?</li><li>• How do careers get put into different groups?</li></ul> <p><b>Do:</b> Give students 30 – 60 seconds to write down their questions, and then ask 4 – 5 students to share their questions with the class. Record student responses on the <i>Career Clusters KWL Poster</i>.</p> <p><b>“I Do” Activity: Classifying the Six (6) Career Clusters</b></p> <p><b>Do:</b> Introduce the career clusters, which are presented on Slides 8 – 10. Students will consider six (6) career clusters: 1) Health Services; 2) Engineering &amp; Technology; 3) Human Services; 4) Natural Resources &amp; Agriculture; 5) Business Services &amp; Management; and 6) Arts &amp; Communication. Refer to the <i>Career Clusters</i> handout, as needed. Begin with the definition of career clusters on Slide 8.</p> <p><b>Say:</b> Let’s start by reminding ourselves of the definition for career cluster. Would anyone like to tell us what it is? A career cluster is a group of careers that have something in common. Career clusters can be helpful, because if you like one job in a cluster, you might find other jobs in the same cluster that you like. When we look at the <i>Career Clusters</i> handout, we see a total of 17 career clusters. But if you look at the screen you will see that all 17 can be grouped under six (6) bigger categories. These six categories are the ones we will talk about today.</p> <p><b>Do:</b> Ask students to follow along on laminated copy of the career clusters sheets as you review them in the presentation.</p> <p><b>Say:</b> Not only will this help us understand why the careers in each cluster are grouped together, but it could help us identify a career cluster we like. Look closely at Career Cluster #1: Health Services. Identify the features or traits the careers in this cluster have in common.</p> <p><b>Do:</b> Ask 1 – 2 students to identify the common features or traits used to categorize and classify the Health Services career cluster (Slide 11) and highlight key features. Follow the same format to explain the remaining career clusters (Slides 12 – 16).</p>
--------------------	---

 **B.R.I.D.G.E. Law and Career Development Lessons**

Teach the Content:	<p><b>"You Do" Activity: Identifying Career Clusters &amp; Categories</b></p> <p><b>Say:</b> Now that we understand the six career clusters, we are going to practice categorizing careers into the right clusters.</p> <p><b>Do:</b> Organize students into pairs for the next activity. Each student will need a laminated copy of the six career clusters, a dry erase marker, and an eraser. Students will work in pairs to categorize sample careers into the correct clusters.</p> <p><b>Say:</b> I will display the name of a career on the screen. Working with your partner, discuss the characteristics and features of the career. After you have talked about it with your partner, review the laminated sheet and pick the career cluster where you think it belongs. Use your marker to circle the career cluster you picked. When I say go, everyone will display their cards together. I will call on one group to share why they put the career in that particular career cluster. Give me a thumbs up if you understand what to do.</p> <p><b>Do:</b> Present the first career listed on Slide 18 (Dentist). Give students 1 – 2 minutes to discuss its characteristics and features and to select the career cluster in which it belongs. Remind students to use their markers to circle the career cluster they picked. After prompting the class to hold up their sheets, check for student understanding. They should have circled <i>1. Health Services</i>, which is in the red box.</p> <p><b>Do:</b> Ask one group to share the job characteristics a dentist has in common with the other careers in the Health Services cluster – works in an office, helps people stay healthy, works with the body, etc. Provide appropriate feedback and encouragement before revealing the next career. Ask students to erase their answers; repeat the same steps for fashion designer and mail carrier.</p> <p><b>Say:</b> I would like for us to try the same thing with a few more examples, but this time let's look at a set of jobs and careers that are very different from the ones listed on the career clusters handout and the examples we just discussed. Even though every one of them is a real job, you won't find any of these on a regular list of jobs. Most of them are quite strange. Actually, all of them are unusual, which is why we call them, "Odd Jobs." Although the jobs themselves seem strange, the people in these careers are not. They are regular people, just like us, who have found a way to make a very good living doing a job they love.</p> <p><b>Do:</b> Beginning at Slide 20, present each career individually and engage the class in discussion. Potential topics: common features; salary; how the person got started; interests, skills or talents; opportunities; etc. Students will work together to categorize the odd jobs into career clusters, to discuss how they classified each career cluster, and to describe their thought process when placing the career in the right cluster:</p> <ul style="list-style-type: none"><li>• Slide 20: Professional Perfusionist (1. Health Services)</li><li>• Slide 21: Professional Line Sitter (3. Human Services)</li><li>• Slide 22: Professional Smell Tester (2. Engineering &amp; Technology)</li><li>• Slide 23: Ethical Hacker (5. Business Services &amp; Management)</li><li>• Slide 24: Wild Goose Chaser (4. Natural Resources &amp; Agriculture)</li></ul>
--------------------	--



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"> <li>• Slide 25: Decoy Executive (5. Arts &amp; Communication)</li> </ul> <p><b>Do:</b> Decoy executive is the last career students are asked to categorize and classify. Rather than prompting students to match the career to the correct cluster, ask students to indicate <i>why</i> the job of decoy executive belongs in Arts &amp; Communication. At first it might appear as though it belongs in the Business Services &amp; Management career cluster, but a decoy executive is a hired actor, which means it belongs in the same career cluster with performance arts or theatre arts.</p>
Student Engagement Strategy:	<ul style="list-style-type: none"> <li>• Thumbs Up, Thumbs Down</li> <li>• Visual Voting</li> <li>• KWL Chart</li> </ul>
Provide Real World Connections (Problem Statement or Scenario):	ODD JOBS: Normal people performing very strange jobs
Practice the Content (Hands-On Activities):	Categorizing careers into groups and classifying career clusters
Summarize the Lesson:	<b>Say:</b> Today we talked about career clusters, and we learned how to categorize and classify careers into clusters. What I want you to do now is to use your KWL chart to summarize what you learned today. Define what a career cluster is and write down one or two new things you learned from our lesson today.
Close the Lesson:	<b>Do:</b> Monitor the room while students work and identify 1 – 2 students with an accurate definition of career clusters. Identify other students who provided a good reason why clusters are important. Ask 3 – 5 students to share what they learned, making sure to call on the students you identified. Record their responses on the <i>Career Clusters KWL Poster</i> and note the names of the students who contributed their answers. The poster remains in the classroom as evidence of student learning. Collect the completed KWL charts from students and all reusable materials.

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	The counselor will monitor the in-class activities and will review students' complete KWL Charts to determine if the learning objectives have been met.
Anticipated No. of Students:	
Planned Length of Lesson(s):	30-45 minutes

Student Competencies Data	
<b>KWL Chart</b>	
The counselor will monitor student responses to the group activities to determine if students can place sample careers in the correct career cluster with accuracy. The counselor will review student responses to the <i>Career Clusters KWL Chart</i> to determine if students defined career clusters appropriately.	

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

## Career Clusters Handout

Career Cluster	Job Titles (examples)
<b>Agriculture, Food, &amp; Natural Resources</b>	Farmer, Veterinarian, Park Ranger, Landscaper, Animal Trainer, Pest Control Worker, Zoologist
<b>Architecture &amp; Construction</b>	Construction Worker, Carpenter, Plumber, Roofer, Painter, Electrician, Architect, Interior Designer
<b>Art, AV Technology, &amp; Communication</b>	Actor/Actress, Artist, Broadcaster, Choreographer, Dancer, Fashion Designer, Photographer, Videogame Designer
<b>Business Management &amp; Administration</b>	Accountant, Bookkeeper, Entrepreneur, Sales Manager, Computer & Information Systems Manager
<b>Education &amp; Training</b>	Teacher, Coach, Fitness Trainer, Athlete, Nutritionist
<b>Energy</b>	Meteorologist, Electrician, Plumber, Geologist, Chemical Engineer, Pipe Layers
<b>Finance</b>	Economist, Bank Teller, Insurance Agent, Credit Analyst, Bill Collector
<b>Government &amp; Public Administration</b>	Detective, Criminal Investigator, Postal Service Mail Carrier, Legislator, President, Meter Reader, Tax Collector
<b>Health Science</b>	Doctor, Biologist, Chiropractor, Nurse, Dental Hygienist, Dentist, EMT, Paramedic
<b>Hospitality &amp; Tourism</b>	Amusement Park Attendant, Travel Agent, Waiter/Waitress, Chef, Cook, Hotel Clerk
<b>Human Services</b>	Art Therapist, Counselor, Hairdresser, Cosmetologist, Music Director
<b>Information Technology</b>	Computer Hardware Engineer, Computer Analyst, Software Developer, Videogame Designer
<b>Law, Public Safety, Corrections &amp; Security</b>	Animal Control Worker, Detective, Criminal Investigator, EMT, Firefighter, Police Officer, Lawyer, Judge
<b>Manufacturing</b>	Chemist, Baker, Automotive Engineer, Jeweler, Interior Designer, Cabinet Maker, Aircraft/Car Assembler
<b>Marketing</b>	Retail Sales, Cashier, Floral Designer, Real Estate Agent
<b>Science, Technology, Engineering, Mathematics</b>	Aerospace Engineer, Climate Change Analyst, Biologist, Chemist, Computer Hardware Engineer
<b>Transportation, Distribution, &amp; Logistics</b>	Air Traffic Controller, Bus and Truck Mechanic, Dispatcher, Logistics Engineer, Transportation & Distribution Manager



## KWL Chart: Career Clusters

My Name: \_\_\_\_\_

 KNOW	 WONDER	 LEARNED
What I already know about career clusters	What I'd like to know about career clusters	What I learned about career clusters today

## KWL Chart: Career Clusters

My Name: \_\_\_\_\_

 KNOW	 WONDER	 LEARNED
What I already know about career clusters	What I'd like to know about career clusters	What I learned about career clusters today



## Animal Card Sort

(Page 1 of 4)

Directions: Print, laminate and cut out the individual images to create the card sort. A complete set includes 16 different animals.





## Animal Card Sort

(Page 2 of 4)

Directions: Print, laminate and cut out the individual images to create the card sort. A complete set includes 16 different animals.





## Animal Card Sort

(Page 3 of 4)

Directions: Print, laminate and cut out the individual images to create the card sort. A complete set includes 16 different animals.





## Animal Card Sort

(Page 4 of 4)

Directions: Print, laminate and cut out the individual images to create the card sort. A complete set includes 16 different animals.





# B.R.I.D.G.E. Law and Career Development Lessons

## Career Clusters PowerPoint

### Career Clusters

Bridge Bill & Career Development Lesson: 3rd Grade  
School Counselor:  
School:

1

### KWL Chart: Career Clusters

My Name: \_\_\_\_\_

KNOW	?	LEARNED
What I already know about career clusters	What I'd like to know about career clusters	What I learned about career clusters today

2

### Categorize and Classify

Categorize – Place into a group  
Classify – Name the group

3



4



5



6



7

### Career Cluster

A group of careers that share common features or traits

8

### Career Cluster

A group of careers that share common features.

Career Clusters can be helpful, because if you like one job in a career cluster, you will probably find other jobs in the same cluster you like as well.

Career Cluster	Description
Health Services	Helping people stay healthy
Engineering & Technology	Designing and creating things
Business Services & Management	Managing money and resources
Arts & Communication	Creating and sharing ideas
Natural Resources & Agriculture	Working with nature
Human Services	Helping people

9



10

### 1. Health Services

**Sample Careers**

- Doctor
- Nurse
- Pharmacist
- Surgeon
- Physical Therapist

**Common Features or Traits**

- Working in hospitals or health clinics
- Working with the human body
- Treating and preventing injury or sickness

11

### 2. Engineering & Technology

**Sample Careers**

- Biologist
- Chemist
- Scientist
- Computer Hardware Engineer

**Common Features or Traits**

- Studying mathematics and science
- Designing or using technology
- Using technology to solve problems

12

### 3. Human Services

**Sample Careers**

- Counselor
- Teacher
- Police Officer
- Store Clerk
- Hair Stylist
- Personal Care Aide

**Common Features or Traits**

- Providing a service to others
- Taking care of people
- Protecting people and their property
- Supporting families and the community

13

### 4. Natural Resources

**Sample Careers**

- Farmer
- Park Ranger
- Landscaper
- Zoologist
- Fisher

**Common Features or Traits**

- Working outside in nature
- Protecting nature & the environment – plants, animals, water, air, land
- Learning about science

14

### 5. Business & Management

**Sample Careers**

- Accountant
- Sales Manager
- Entrepreneur
- Banker
- Marketing Agent
- Money Manager

**Common Features or Traits**

- Working with numbers, data, or information
- Working in an office
- Leading other people
- Selling products
- Managing money

15

# B.R.I.D.G.E. Law and Career Development Lessons

## 6. Arts and Communication

### Sample Careers

- Actor / Actress
- Choreographer
- Author
- Illustrator
- Journalist

### Common Features or Traits

- Working with different kinds of art – writing, drama, visual arts, music
- Entertaining people
- Sharing information or news

16

## Career Clusters

### 1. HEALTH SERVICES

- Sample Careers:** Doctor, nurse, pharmacist  
**Common Features or Traits:** Health & medical treatment for injury & disease, medicine

### 2. ENGINEERING & TECHNOLOGY

- Sample Careers:** Computer engineer, scientist  
**Common Features or Traits:** Science, math, technology

### 3. HUMAN SERVICES

- Sample Careers:** Counselor, teacher, detective  
**Common Features or Traits:** Personal service, community support, safety & security

### 4. NATURAL RESOURCES

- Sample Careers:** Farmer, park ranger, fisher  
**Common Features or Traits:** Food, nature, animals, land, water, air, parks, wildlife

### 5. BUSINESS & MANAGEMENT

- Sample Careers:** Accountant, manager  
**Common Features or Traits:** Business, sales, leadership

### 6. ARTS AND COMMUNICATION

- Sample Careers:** Actor, dancer, journalist  
**Common Features or Traits:** Art, music, acting, writing

17

## Match the Job Title to the Right Career Cluster

Dentist

Mail Carrier

Fashion Designer



18

## ODD JOBS: Regular People Performing Strange Jobs

Can you identify the right career clusters for the following odd jobs?

19

### Dana Professional Smell Tester



Often companies need the help of a chemist to evaluate the smells associated with their products. That's where professional smell testers – who are trained chemists – evaluate all sorts of smells, from the sweetest smells to downright gross ones. Sometimes this means smelling the latest perfumes or chocolate. However, sometimes companies like Dana may need to do things like smell the undershirts of study volunteers or smell old tennis shoes to see if a product still works. Eww!

### Shigeaki Perfusionist



A heart surgeon can't operate on a heart while it is still pumping, so the perfusionist's job is to run the heart and lungs through a machine. Only someone with a Certified Clinical Perfusionist (CCP) credential can work as a perfusionist. These professionals do not necessarily have to work full-time hours. In fact, they work as needed or on an on-call basis.

The average salary is \$117,000 per year.

20

### Robert Professional Line Sitter



Robert had no idea when he answered a request on the app Task Rabbit, it would lead to a new career, and when he earned \$175 for sitting in line for a movie ticket with the latest iPhone, Robert realized there were opportunities for people with lots of patience. He now earns \$1000 or more per week sitting in line for people who are too busy to wait in line for themselves. Robert started his own line sitting company, Some Old Line Dudes, in 2012.

21

### Bob Wild Goose Chaser



Bob founded Goose Chasers in 1999, after a local golf club owner offered Bob's border collie to chase away a group of geese from a golf course. The owner asked Bob if he would be interested in using his dog to keep his golf course clear. Bob agreed, and the company grew permanently – without harming any birds. Others learned about it, and very soon Bob began chasing geese full-time. His company has grown very quickly. He now has multiple office locations in several states.

22

### Anonymous Decoy Executive



In business, appearance can be everything. Companies want to appear strong and influential, especially during important meetings or negotiations. International companies will even hire fake executives to make their companies appear more legitimate and powerful than they really are. While he can't reveal his name, our decoy executive gets paid to pretend. Posing as a member of the executive team, he attends meetings or events so that others will think the company is very large & powerful.

23

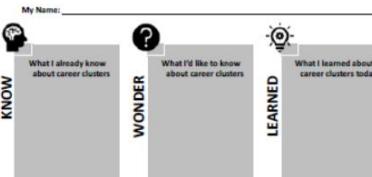
### Trishneet Ethical Hacker



Computer hackers use their skills to break into organizations electronically and to steal sensitive information that belongs to them. Hackers hurt people and businesses, which is why computer hacking is a crime. But there are good hackers, too. Trishneet works as an ethical hacker. He uses his computer skills to break into organizations by legal means, hire him to hack into their networks and to find weak spots before a criminal hacker has the chance to do it.

24

## KWL Chart: Career Clusters



25

## Career Clusters

### 1. HEALTH SERVICES

- Sample Careers:** Doctor, nurse, pharmacist  
**Common Features or Traits:** Health & medical treatment for injury & disease

### 2. ENGINEERING & TECHNOLOGY

- Sample Careers:** Computer engineer, scientist  
**Common Features or Traits:** Science, math, technology

### 3. HUMAN SERVICES

- Sample Careers:** Counselor, teacher, detective  
**Common Features or Traits:** Personal service, community support, safety & security

### 4. NATURAL RESOURCES

- Sample Careers:** Farmer, park ranger, fisher  
**Common Features or Traits:** Food, nature, animals, land, water, air, parks, wildlife

### 5. BUSINESS & MANAGEMENT

- Sample Careers:** Accountant, manager  
**Common Features or Traits:** Business, sales, leadership

### 6. ARTS AND COMMUNICATION

- Sample Careers:** Actor, dancer, journalist  
**Common Features or Traits:** Art, music, acting, writing

26



# B.R.I.D.G.E. Law and Career Development Lessons

Fourth Grade Career Development Lesson Plan	
Lesson Unit:	Fourth Grade Career Exploration Lesson
Lesson Title:	Exploring Personal Interests
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 6. Set high standards of quality
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Define the term, employability skills.
Students Will:	Make a connection between the skills students practice daily in school and the employability skills they will need in the future.
Resources/Materials:	<p>Computer, projector and screen</p> <p>PowerPoint Presentation, <i>Employability Skills</i> – available online at the CTAE Resource Network (<a href="https://www.ctaern.org/">https://www.ctaern.org/</a>), member account &amp; login required</p> <p>Classroom Poster: Create one (1) <i>Affinity Mapping Poster</i> for each class (enclosed) – print onto full-size poster paper; or use poster board, chart paper, craft paper, etc. to create the <i>Affinity Mapping Poster</i> by hand</p> <p>Sticky Notes: one pad of sticky notes per student group</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• <i>Employability Skills Handout</i>, published by the U.S. Department of Education, Division of Career and Technical Education; which is available online at: <a href="https://cte.ed.gov/initiatives/employability-skills-framework">https://cte.ed.gov/initiatives/employability-skills-framework</a>; one (1) copy per student</li> <li>• <i>Starr Scenario</i> (enclosed): one (1) class set</li> <li>• <i>My Employability Skills</i> (enclosed): one (1) copy per student</li> </ul> <p><b>Note:</b> It will be necessary to be familiar with the reading levels of your students and make accommodations to this handout to differentiate for the unique needs of your students.</p>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)
------------------------------------

 **B.R.I.D.G.E. Law and Career Development Lessons**

Introduce the Lesson:	<p><b>"We Do" Activity: Affinity Mapping – What Does it Take to be Successful?</b></p> <p><b>Say:</b> I would like to begin our lesson today by asking you to think about the word "success." What does that word mean to you?</p> <p><b>Do:</b> Allow students to raise their hands and answer the question. Use the discussion to assess students' attitudes toward academics, behavior, friendships, activities, etc. Do not attempt to control or guide students' initial responses, as the purpose of the discussion is to assess students' understanding of success in a variety of contexts – e.g., in school, at home, in extracurricular activities, with friends, etc.</p> <p><b>Note:</b> Elicit students' responses and provide feedback and encouragement, as appropriate.</p>
Introduce the Lesson:	<p>Suggested discussion prompts include:</p> <ul style="list-style-type: none"><li>• What does it mean to be successful?</li><li>• In what areas of your life are you trying to be successful?</li><li>• In what ways are you trying to be successful at school?</li></ul> <p>Possible student responses: Being successful means having success, winning, being the best, getting what you want, having good grades, being good at something, etc.</p> <p><b>Do:</b> Use the classroom <i>Affinity Mapping Poster</i> to complete the next activity. Divide the room in half. Students on the right side of the room will answer the question: What makes a successful student? Students on the left side of the room will answer the question: What makes an adult successful at work? Students will work with a partner to brainstorm the qualities, habits, and skills that make the people in their assigned category successful. Instruct students to record their answers on the sticky notes provided – writing only one answer on each sticky note.</p> <p><b>Do:</b> Give students 1 – 3 minutes to brainstorm their ideas. One member of the group will collect the sticky notes for the members of the group. Students will come to the front of the room and place their group's sticky notes in the assigned column on the <i>Affinity Mapping Poster</i>. Manage the traffic flow by calling students forward in small groups, one or two students from each side of the room coming forward at the same time. Consult with the classroom teacher on an alternative classroom management strategy, if needed. Review the chart with the class.</p> <p>Possible responses to the prompt, "What Makes a Successful Student?":</p> <ul style="list-style-type: none"><li>• Being able to work with others; listening to others</li><li>• Doing what you're supposed to do, and not getting into trouble</li><li>• Having a special talent</li><li>• Asking questions or being willing to learn; participating in class</li><li>• Helping others; being a good team member</li><li>• Trying hard; completing work and assignments</li><li>• Using technology</li><li>• Being able to read, write, do math, etc.</li><li>• Coming to school on time; coming to school every day; being responsible</li></ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p><b>Do:</b> Review the column describing the skills of a successful adult worker, making note where the skills for a successful worker overlap with the skills of a successful student. Use the middle column of the chart to list the skills that belong to both. Point out that learning how to be successful in school helps students to become a successful adult, too.</p> <p>Consider the following prompts:</p> <ul style="list-style-type: none"><li>• In what ways will the skills you learn in school right now help you continue your education?</li><li>• Thinking into the future, how will the skills you're learning now help you in middle school? In high school, and even into your future career?</li></ul> <p><b>Say:</b> The habits you build now are the habits you will likely keep. Many of the skills you are learning now are the exact same skills you will need in your future career. For example, your teachers and counselors want you to have good school attendance; but one day an employer will talk to you about being reliable and on time to work. If you learn how to have good attendance now, then you will know how to be reliable and punctual in your job. It is important for you to make a connection to what you are learning now and how it will impact you in your future.</p>
Communicate the Lesson Objective:	<p><b>Say:</b> Today we are going to talk about what it takes to be successful in a job. We want to look at what you need to be successful in school right now, and we want to think about the skills you are practicing now that will help you to be successful when you enter the world of work as an adult. We call these skills employability skills, and they are the skills which are required for you to be successful in the workforce.</p>
Teach the Content:	<p><b>"I Do" Activity: Employability Skills</b></p> <p><b>Do:</b> Display the <i>Employability Skills Handout</i> from the U.S. Department of Education, Division of Academic and Technical Education, which is available online at: <a href="http://cte.ed.gov/employabilityskills">http://cte.ed.gov/employabilityskills</a>.</p> <p><b>Note:</b> It will be necessary to be familiar with the reading levels of your students and make accommodations to this handout to differentiate for the unique needs of your students.</p> <p><b>Say:</b> Let's look at the employability skills and see how you can practice using them in school now, so that when you finish school you will be ready for success at your future job. Each of you should have a handout listing the employability skills.</p> <p><b>Do:</b> Lead the class through Slides 3 – 12 in the PowerPoint presentation. Refer to the class responses on the <i>Affinity Mapping Poster</i> and make connections to the employability skills listed on the <i>Employability Skills Handout</i>. Facilitate the discussion by providing appropriate encouragement and positive feedback.</p> <p><b>Applied Academic Skills:</b> The ability to read and write, to use math principles, and to understand scientific methods.</p> <ul style="list-style-type: none"><li>• Prompt: Every day when you come to school this is the focus of your academic work. What can you do to practice your academic skills?</li><li>• Possible responses: pay attention in class, do your homework, ask questions in class, practice the things that are harder to do, etc.</li></ul>



## B.R.I.D.G.E. Law and Career Development Lessons

**Critical Thinking Skills:** The ability to think creatively and to come up with a plan to solve a problem:

- Prompt: Have you learned how to do this in school? Give an example of how we use critical thinking in school.
- Possible responses: When two people in a group are trying to work out a compromise, but you come up with a solution where everyone wins; when you don't know how to solve a math problem one way, but you figure out a different strategy for solving it.
- Prompt: What things can you do to practice and grow in this skill?
- Possible responses: Continue to take on leadership roles in your groups; when faced with a challenge, practice using different strategies to solve it; when you aren't sure how to solve a problem, use your resources or ask for help.

**Interpersonal Skills:** The ability to work well with others.

- Prompt: How do you practice this at school?
- Possible responses: You practice this when you work in groups, when you have a conflict and you solve it peacefully, and when your school counselor provides lessons on ways to control your emotions.
- Prompt: What things can you do to practice and grow in this skill?
- Possible responses: Working with different groups of peers, volunteering to be a leader, etc.

**Personal Qualities:** The ability to take risks, to work hard, to be honest in your work, to take initiative, and to ask questions.

- Prompt: How do you practice this when working on your class work?
- Possible responses: Ask questions if you don't understand what you are supposed to do; get started right away on an assignment and not wait on your teacher to help you get started; take a risk and try something new, knowing it is okay if you are not successful the first time; try your best; put forth an effort and produce your own work.
- Prompt: A lot of the examples we've given are the things your teacher would know about you, but what are some of the personal qualities you show to others? Sometimes we call this a person's reputation.
- Possible responses: You show you're reliable by being present every day, being on time, treating others with kindness, being honest; participating in class and encouraging others to participate too.
- Prompt: What things can you do to practice and grow in this skill?
- Possible responses: Asking questions, challenging yourself, being willing to fail, putting forth effort, being responsible, and being honest.

**Technology Use:** The ability to use technology effectively. We live in the world of technology so always being willing to learn and being willing to try new technology is so important.

**Communication Skills:** The ability to listen and to comprehend what is said.

- Prompt: Listening is one of the most important skills we can have. When we listen, we focus our attention so that we can comprehend and understand what the other person is saying. When we listen, we ask questions to get a good understanding of what is expected of us,



## B.R.I.D.G.E. Law and Career Development Lessons

and we are able to respond appropriately. What things can you do to practice and grow in this skill?

- Possible responses: We can practice being a good listener in class with our teacher and by being good listener with our friends.

**Information Use:** The ability to find information and to use available resources.

- Prompt: What resources do we use at school?
- Possible responses: We use various tools such as books and internet searches to learn new facts, to research new topics, or to learn how to do things. We also have people in school who are good resources for us, like our teachers, the school counselor, our principal, etc.
- Prompt: What things can you do to practice and grow in this skill?
- Possible responses: When we try something for the first time, instead of saying, “I can’t do it,” we can use our resources. We can use the “ask three before me” strategy before asking our teacher for help – i.e., 1) ask yourself first by rereading the directions or thinking through it again; 2) look around the room for clues; and 3) ask a friend. We can look up information to help us better understand how to complete a task. We also can use our adult resources to support us when we need it. This is great practice, especially if one day you have a boss. Your boss will be there for you, just like your teacher is here for you now, but your boss will want you to know how to use information and to find resources to be successful.

**Resources Management:** The ability to manage your time and materials.

- Prompt: Have you learned about this?
- Possible responses: Your teachers help you learn how to manage your time well when they give you a due date for your work. This is also why your teachers have a certain way they want you to keep your materials organized, because it keeps you from wasting time looking for materials.
- Prompt: What things can you do to practice and grow in this skill?
- Possible responses: You can use your agenda to write down your assignments. You can turn your assignments in on time. You can keep your desk and belongings organized.

### “We Do” Activity: The Starr Scenario

**Say:** I will pass out a short scenario. Follow along as I read aloud.

**Say:** Now that we’ve talked about the connection between employability skills and the skills we practice in school every day, let’s look at an example of how this impacts us as we move forward in our education.

**Do:** Distribute copies of the handout, *Starr’s Story* (enclosed). Instruct students to read along as you read the scenario aloud. Students will respond to the questions by raising their fingers in the air to rate Starr’s employability skills on a scale of 1 – 5. Remind students to refer to the employability skills handout for help. Starr should rate high in the area of applied academic skills, but she should not rate as high on



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>other employability skills, such as resource management and critical thinking skills. Engage students in a discussion of what Starr could do to improve her skills.</p> <p><b>Say:</b> How would you rate Starr's skills: applied academic skill; resource management; critical thinking skills; and personal qualities? Which employability skills are strengths for Starr; which ones does she need to work on? How could she do that?</p>
Student Engagement Strategy:	Collaborative work Affinity mapping
Provide Real World Connections (Problem Statement or Scenario):	Comparison of employability skills and the skills students use in school daily Starr Scenario
Practice the Content (Hands-On Activities):	Affinity Mapping Rating employability skills Student Self-Assessment of Employability Skills
Summarize the Lesson:	<p><b>Say:</b> As you can see, the employability skills we talked about today are the same skills we practice in school every day. So not only are you training to be a successful student, but you are also training to be a successful worker one day.</p> <p><b>Do:</b> After discussing the relationship between employability skills and the skills practiced in school, students will use the self-assessment to rate their employability skills and to identify the skills on which they would like to work.</p>
Close the Lesson:	<p><b>Say:</b> To close the lesson, I want you to look at the handout, <i>My Employability Skills</i>, and think about the skills we discussed today. Reflect on where you are right now with your employability skills. No one is expected to be perfect, but I want you to think about which employability skills you already do well and which ones you might need to improve.</p> <p><b>Do:</b> Give each student a copy of the <i>My Employability Skills</i> handout. Students will use the list of employability skills at the bottom of the page and place them in the appropriate columns.</p> <p><b>Say:</b> The handout is divided into three columns — Me, Not Me, and Future Me. At the bottom of the handout are sample employability skills. You will place each skill in into the column where you think it belongs. The “Me” column is where you list behaviors that currently describe you. The “Not Me” column is where you list behaviors that don’t describe you. The “Future Me” column is for the skills you want to have by the time you are in middle school. In the last column, identify what you plan to do now to practice and improve your employability skills.</p>

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45 minutes

 **B.R.I.D.G.E. Law and Career Development Lessons****Student Competencies Data**

The counselor will review the results of the student self-assessment to determine if the learning objectives have been met.

**Outcome Data (Choose one and describe)**

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

## Affinity Mapping Poster: Success Skills

What makes a successful student?	BOTH	What makes a successful adult worker?

## **Starr's Story**

Starr, a 4<sup>th</sup> grade student, is involved in several activities outside of school. She is close to her parents who support her and encourage her to do her best. Starr's hard work this year has earned her straight A's in all classes. Additionally, Starr recently started an animal rescue club and earned a lead role in the school play. Suddenly, things become more difficult for Starr as she realizes she is running out of time to prepare for the play. Opening night is now three weeks away, and she's only managed to memorize Act One.

Starr begins to panic when one of her teachers announces a major project due in two weeks. She has no idea how she's going to get it all done. Afraid that her parents will be mad when her grades drop, Starr decides she must quit the play.

### **Discussion Questions**

1. How would you rate Starr's applied academic skills?
2. How would you rate Starr's resource management?
3. How would you rate Starr's critical thinking skills?
4. How would you rate Starr's personal qualities?
5. What could Starr do to improve her employability skills?



## MY EMPLOYABILITY SKILLS

Me	Not Me	Future Me

Arrive on time	Ask questions	Listen and understand	Don't talk about the people in my class
Tell the truth	Care about other people	Turn in my work on time	Stay organized
Use my resources	Keep trying when something is hard	Treat people with kindness	Use respectful language

# B.R.I.D.G.E. Law and Career Development Lessons

## Employability Skills PowerPoint

**4<sup>th</sup> Grade Career Lesson:  
Employability Skills**

School Name:  
School Counselor:  
Date:

1

Class Affinity Map		
Z kdhf dhvzbzoxffhvvxzd vvgbq#	BOTH	Z kdhf dhvzbzoxffhvvxzd dgxox# runub#

2



3

**Applied Academic Skills**

**What is it?**  
The ability to read & write, to use math principles, and to understand science.

**How do you improve your academic skills?**

- Pay attention in class.
- Complete your work.
- Practice the skills that are harder for you to do.

4

**Critical Thinking Skills**

**What is it?**  
The ability to think creatively and to solve a problem.

**How can you improve your critical thinking skills?**

- Take a leadership role.
- Practice different ways to solve a problem.
- Ask for help.

5

**Interpersonal Skills**

**What is it?**  
The ability to work with others.

**How can you improve your interpersonal skills?**

- Work in groups.
- Solve conflicts peacefully.
- Learn how to control your emotions.

6

**Personal Qualities**

**What is it?**  
The ability to take risks, to work hard, to be honest, to take initiative, and to ask questions.

**How do you improve your personal qualities?**

- Start your work quickly.
- Take risks & try hard.
- Treat people well.

7

**Technology Use**

**What is it?**  
The ability to use technology effectively.

**How do you improve your technology use skills?**

- Try new technology.
- Use technology at school.

8

**Communication Skills**

**What is it?**  
The ability to listen and to comprehend what is said.

**How do you improve your communication skills?**

- Focus your attention.
- Ask questions.

9

**Information Use**

**What is it?**  
The ability to be able to find information and to use the resources that are available to us.

**How do you improve your information use?**

- Research new topics.
- Ask your teachers & your counselor for help.

10

**Resource Management**

**What is it?**  
The ability to manage your time and materials.

**How do you improve your resource management?**

- Create a daily schedule.
- Stay organized.
- Write down assignments.

11

**Summary of Employability Skills**

Applied Academics	Technology Use
Critical Thinking Skills	Communication Skills
Interpersonal Skills	Information Use
Personal Qualities	Resource Management

12

**Starr's Story**

Starr, a 4<sup>th</sup> grade student, is involved in several activities outside of school. She is close to her parents who support her and encourage her to do her best. Starr's hard work this year has earned her straight A's in all subjects. In addition, Starr recently started an animal rescue club and earned a lead role in the school play. Suddenly, things become more difficult for Starr as she realizes she is running out of time to prepare for the play. Opening night is now three weeks away, and she's only managed to memorize Act One.

Starr begins to panic when one of her teachers announces a major project due in two weeks. She has no idea how she's going to get it all done. Afraid that her parents will be mad when her grades drop, Starr decides she must quit the play.

13

**Discussion Questions**

- How would you rate Starr's applied academic skills?
- How would you rate Starr's resource management?
- How would you rate Starr's critical thinking skills?
- How would you rate Starr's personal qualities?
- What could Starr do to improve her employability skills?

14

P H	Q R W P H	I X W X U H P H

15



# B.R.I.D.G.E. Law and Career Development Lessons

Fifth Grade Career Development Lesson Plan	
Lesson Unit:	5 <sup>th</sup> Grade Career Exploration Lesson
Lesson Title:	PREPare for Your Future Career
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M.4 Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 7. Identify long- and short-term academic, career and social/emotional goals
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Identify short-term and long-term goals.
Students Will:	Prepare a plan for accomplishing their short-term and long-term goals.
Resources/Materials:	<p>Computer, projector and screen</p> <p>Basket: A clothing basket – or create a basket from an empty box.</p> <p>Tennis Balls: One (1) class set of used tennis balls; or create a class set of game balls from recycled paper cover with tape.</p> <p>Classroom Poster: Use the <i>PREpare Template</i> handout to create a classroom poster; either print the handout onto poster-size paper or use poster board, chart paper, craft paper, etc. to create the <i>PREpare Template</i> by hand</p> <p>Vision Board: construction paper, scissors, glue, magazines or other print material, pictures and images, etc.</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• <i>PREpare Template</i> (enclosed): one (1) copy per student</li> <li>• <i>Employability Skills Handout</i>, published by the U.S. Department of Education, Division of Career and Technical Education; which is available online at: <a href="https://cte.ed.gov/initiatives/employability-skills-framework">https://cte.ed.gov/initiatives/employability-skills-framework</a>; one (1) class set</li> <li>• Interactive Employability Skills Chart: projected on a screen in class – available online at: <a href="https://cte.ed.gov/initiatives/employability-skills-framework">https://cte.ed.gov/initiatives/employability-skills-framework</a>.</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<p><b>Say:</b> Today's lesson will help you think about the things you will need to do to be prepared for your transition to middle school, and you will create a vision accomplishing those goals. As we plan for the future, we want to set goals we can reach; but we also want to challenge ourselves by setting goals we have to work at, and we want to push ourselves to reach higher.</p> <p><b>Do:</b> Students will participate in a basket shoot game to demonstrate the process of setting appropriate but challenging goals. Rather than telling students upfront that the game is a metaphor for goal setting, let the message unfold naturally through the process of changing the rules under which students will shoot for the basket.</p>



## B.R.I.D.G.E. Law and Career Development Lessons

Introduce the Lesson:	<p><b>Do:</b> Students will play several rounds. Keep a class tally of the number of successful baskets students make in each round. Make sure each student has a ball before beginning the game. Instruct students to hold the ball still while receiving their verbal instructions.</p> <p><b>Do:</b> Lead students through four game rounds, debriefing with each round:</p> <ul style="list-style-type: none"><li>• <b>Round 1:</b> Ask students to line up on one side of the room facing the wall. While students are still facing the wall, place a basket on the opposite wall. Ask them to shoot at the basket without turning around. Relate this to the idea of, “Shooting blind,” in that, sometimes people set goals without understanding where they are going or knowing how to get there.</li><li>• <b>Round 2:</b> Students will remain standing against the same wall, but this time they face the basket while shooting. Relate this to the idea of shooting for a goal that may not be realistic. We call this, “Taking a bad shot.” While some people can make the shot – either by accident or because they have exceptional talent – for most, it’s a risky shot.</li><li>• <b>Round 3:</b> Place the basket right in front of the class. Most students realize right away that this scenario is a metaphor for, “The easy shot,” and it represents a goal that isn’t challenging enough.</li><li>• <b>Round 4:</b> Place the basket about 10 feet in front of students, which signifies an appropriate, challenging goal. Students who miss the first time can try again, which demonstrates the idea of not giving up on a goal – i.e. perseverance. If a student misses two times, then on the third attempt hold the basket and make sure the student shoots and wins. This demonstrates how the school counselor is a resource for helping them reach their goals. Ask students to identify other resources – i.e., teachers, parents, mentors, friends, coaches, older siblings, friend’s parents, and other trusted adults.</li></ul>
Communicate the Lesson Objective:	<p><b>Say:</b> Last year we discussed what it takes to be a successful student, and we looked at how the skills you practice in school also help prepare you for a future career in the workforce. We identified those skills as employability skills. Today we want to extend that lesson by thinking about your goals moving into middle school.</p>
Teach the Content:	<p><b>“I Do” Activity: PREpare for Future Careers</b></p> <p><b>Do:</b> Pass out the <i>PREpare for Future Careers</i> handout. Explain that students will be preparing for their future careers by getting ready for their next step: the transition to middle school.</p> <p><b>Say:</b> Benjamin Franklin was rumored to have said, “By failing to prepare you are preparing to fail.” Obviously, no one here wants to fail. But preparing for success takes planning, and like the opening activity showed us, we want to create a plan that is both challenging and attainable.</p> <p><b>Do:</b> Use the <i>PREpare for Future Careers</i> poster to briefly review the acronym, PRE.</p>

 **B.R.I.D.G.E. Law and Career Development Lessons**

Teach the Content:	<p><b>Do:</b> Review the acronym, PREpare:</p> <ul style="list-style-type: none"><li>• <b>P is for Planning:</b> The difference between a dream and a plan is that a plan includes specific steps for reaching the destination. If the goal is to be successful in middle school, then your plan will include the steps you can take right now to help you get there.</li><li>• <b>R is for Resources:</b> When we talk about resources we are talking about the people and things that can help us reach our goal. As you make the transition to middle school, and even further in the future, when you transition to high school, you will need support to help you reach your goals.</li><li>• <b>E is for Employability Skills:</b> Every step you take toward your future career will require you to work on what adults sometimes call your “soft skills.” Think of the specific training and education you will be required to complete as the “hard skills,” and things like a positive attitude toward work, ability to get along with others, and good attendance as the “soft skills” you will need. We learned last year these are called your employability skills.</li></ul> <p><b>“We Do” Activity: Brainstorm Ideas to <i>PREpare for Future Careers</i></b></p> <p><b>Do:</b> Lead students through the process of completing all three sections of the <i>PREpare Template</i>. While the class brainstorms ideas using their planning sheets, record student responses on the classroom poster.</p> <p><b>Say:</b> What goal would we want to create for ourselves as we PREpare to transition to middle school?</p> <p><b>Do:</b> Provide one or two examples, and then elicit additional responses from the class. Potential goals include:</p> <ul style="list-style-type: none"><li>• I will become an independent thinker.</li><li>• I will set up a schedule to help me get organized.</li><li>• I will ask questions to better understand the material we learn in class.</li><li>• I will focus my attention so I can listen and comprehend.</li><li>• I will take risk and challenge myself.</li><li>• I will learn how to get along with those who are different from me.</li><li>• I will come to school every day on time.</li></ul> <p><b>Say:</b> Now that we have goal, the next piece is to create a plan for reaching this goal. In the next section you will identify three (3) steps you plan to take toward your goal. For example, if I want to learn how to focus my attention in class, I could: 1) Sit away from the things that distract me in class; 2) Practice sitting still and listening to a podcast or audio story; and 3) Ask at least three questions in class to show understanding. What are 3 steps you can take to make sure you reach your goal?</p> <p><b>Do:</b> Ask 1 – 2 volunteers to share their goals. The class will offer suggestions for meeting those goals. Give students 1 – 2 minutes to complete the planning section of the <i>Prepare Template</i>. Circulate in the room to monitor student progress and to offer help and encouragement.</p>
--------------------	--



## B.R.I.D.G.E. Law and Career Development Lessons

	<p><b>Say:</b> The next way to PREpare for your future is to identify your resources. When we talk about resources we are talking about the people and things that help us reach our goal. Just like in our opening activity, sometimes we need someone to help us make the basket. The same is true when it comes to reaching our school goals. Our resources may include your family members, community leaders, coaches, teachers, pastor, mentors, counselors, etc. If a person helps push us to meet our school goals, then the person is a resource. Write down the names of two people who will help you reach your goal.</p> <p><b>Do:</b> Circulate in the room and encourage students as they work. Ask 2 – 3 students volunteer their answers, recording students' responses on the classroom poster.</p> <p><b>Say:</b> I want you to think about the new resources you will need. Will you need a mentor to model the skills and to encourage you along the way? Will you need additional supplies, such as a planning calendar? Will you need access to a computer? Write down 2 – 3 resources you will need in order for you to meet this goal.</p> <p><b>Do:</b> Circulate in the room and encourage students as they work. Ask 2 – 3 students volunteer their answers, recording students' responses on the classroom poster. Move to the last section, which is employability skills.</p> <p><b>Say:</b> Finally, to be fully PREpared, we need to work continuously on our “soft skills.” These are the personal characteristics and habits that employers like to see in the workplace. Last year, we learned these traits are called employability skills. They include being a leader, working as a good team member, showing respect to others, being flexible, being able to work independently, taking initiative, being willing to learn, understanding and using technology, being on time, listening to others and listening for understanding, communicating well, managing time and resources, thinking critically, and having strong academic skills (reading, writing, math, science). You've been working on these skills in school, but you need to continue to work on your employability skills as you PREpare for middle school and for your future career.</p> <p><b>Note:</b> Students can refer to the <i>Employability Skills</i> handout for help identifying the employability skills they will work on for the remainder of the school year. However, also project the interactive employability skills chart published by the U.S. Department of Education, Department of Career and Technical Education, which is available online at: <a href="https://cte.ed.gov/initiatives/employability-skills-framework">https://cte.ed.gov/initiatives/employability-skills-framework</a>.</p>
Student Engagement Strategy:	Basket Toss Game PREpare Template Vision Board
Provide Real World Connections (Problem Statement or Scenario):	Employability Skills Framework
Practice the Content (Hands-On Activities):	Vision Board



## B.R.I.D.G.E. Law and Career Development Lessons

Summarize the Lesson:	<b>Say:</b> Today we have prepared a plan for the transition to middle school and you have identified specific strategies that you can do now that will help you next year when you are a 6 <sup>th</sup> grader. The plan you developed not only will help you PREpare for middle school, but the skills you learn will also PREpare you for your future career.
Close the Lesson:	<p><b>Say:</b> As a closing activity, you will create a vision board to help you stay focused on your goal. Can anyone tell me what a vision board is? A vision board is a fun way to create and record future dreams and goals.</p> <p><b>Do:</b> Walk students through the process of creating a simple vision board. Each board should represent the P-R-E sections of the student template. Students will keep and display their vision boards in the classroom, and the counselor will collect the completed <i>PREpare Template</i>. If time is running short, students can complete the vision board as a follow up activity the next day. Consult with the teacher when planning. For vision board ideas and examples, visit:  <a href="https://offspring.lifehacker.com/make-a-vision-board-with-your-kids-1834618382">https://offspring.lifehacker.com/make-a-vision-board-with-your-kids-1834618382</a>.</p>

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	30 — 45 minutes

### Student Competencies Data

The school counselor will assess students' responses to the *PREpare Template* to determine if the learning objectives have been met.

### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

## PREpare Template

## PREPARE FOR YOUR FUTURE CAREER

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Personal Goal: By the end of my 5<sup>th</sup> grade year, I will \_\_\_\_\_

P lan	<p>Short Term Plan:</p> <p>What action steps do I need to take to be prepared for Middle School?</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>
R esources	<p>Who can help me?</p> <hr/> <hr/> <hr/> <p>What materials or extra help do I need?</p> <hr/> <hr/> <hr/>
E mployability	<p>What employability skills do I need to work on to be ready for middle school, high school, and a future career in the workforce?</p> <hr/> <hr/> <hr/> <hr/>



# B.R.I.D.G.E. Law and Career Development Lessons

Sixth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 6-1 and 6-2
Lesson Title:	Exploring Career Interests
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-LS9: Gather evidence and consider multiple perspectives to make informed decisions. B-SMS3: Demonstrate ability to work independently.
Lesson Number:	Lesson 1 of 1 within B.R.I.D.G.E. Law Task 6-1 and 6-2

Learning Objective(s)	
Students Will:	Students will recognize how their interests align with careers.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Access to the internet</li> <li>• Copies of directions for students to log into the school's B.R.I.D.G.E. Law platform to access their account</li> <li>• Copies of directions for students to access their career interest survey</li> <li>• <b>Note:</b> Counselor should be proficient in the use of this program in order to assist students. Any new student without an account will need special instructions.</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in "Introduce the Lesson")</li> <li>• Optional Reference Material: <a href="#">My Career Plan Student Guide (My Career Plan: Student Guide - Georgia Department of Education)</a></li> <li>• Writing utensils</li> <li>• Vision Board handout, copied for all students along with a few extra copies (enclosed)</li> </ul>

Evidence / Intervention Root	
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based
Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul> <p><b>Warm Up Activity</b></p> <ul style="list-style-type: none"> <li>• Distribute the Vision Board handout. <b>Say:</b> The handout you just received is your career vision board. What I want you to do now is to think about two jobs or careers you're interested in having once you grow up. Write one</li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>career name or title in each of the first two columns titled <b>Dream Job/Career</b>. Once you list a career name/title, write at least two of the six career statements listed on the bottom of the page that match what you think about each career you listed. Don't write in the third column. You will use the third column after you complete one of today's activities.</p> <ul style="list-style-type: none"><li>• Allow students time to complete the task.</li><li>• <b>Say:</b> Today, we are going to begin exploring your many career options using a career interest inventory. You will research careers that might interest you, but first you need to access your student portfolio in your account.</li><li>• <b>Say:</b> In Georgia, middle school students participate in a series of career exploration-based lessons known as B.R.I.D.G.E. Law activities. Career activities are important because they help you match your interests and talents to careers that best fit you. Knowing and understanding your career goals will help you plan your coursework. This matters because in the spring of your 8<sup>th</sup> grade year, you will register for high school classes.</li><li>• <b>Ask:</b> How many of you know the job you would like to do when you start working? Allow some, many, or all to answer.</li><li>• <b>Say:</b> In today's activity, you will learn which career clusters match your interests. Maybe your dream job will appear in your career cluster results list.</li></ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you will complete a career interest inventory, explore career clusters, and identify and save at least one career cluster of interest.
Teach the Content:	<ol style="list-style-type: none"><li>1. <b>Ask:</b> "What is the difference between a career and a job?" Allow some, many, or all to answer.<ol style="list-style-type: none"><li>a. Job—a task or piece of work, especially one that is paid</li><li>b. Career—an occupation or profession, especially one requiring special training, followed as one's lifework</li></ol></li><li>2. Draw a Venn diagram on the board to use in a discussion about jobs and careers. Above one circle, write "Jobs," and above the second circle, write "Careers." In a Venn diagram, you will write details that tell how the subjects are alike where the circles overlap, and details that tell how the subjects are different in the outer circles. Use the Venn diagram to compare and contrast the sets.</li><li>3. <b>Ask:</b> What are some examples of jobs? List student responses on the Venn diagram under "Jobs."</li><li>4. <b>Ask:</b> What are some examples of careers? List student responses on the Venn diagram under "Careers."</li><li>5. <b>Ask:</b> What do jobs and careers have in common? List answers in the overlapping area of the Venn diagram. Answers may include attendance, salary, professionalism, use of technology, supervisors, dress code, etc.</li><li>6. <b>Say:</b> Some of the answers on this diagram may match your interests. As we move through today's activities, think about what best fits your future plans. Think about whether you would like to have a job or a career.</li></ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ol style="list-style-type: none"><li>7. <b>Say:</b> Let's get you logged into your student portfolio. Look at the directions I've given you and follow the directions as I read them aloud.</li><li>8. Once students log in, <b>Say:</b> Record, store, or write your account log in and password information in a location that will allow you to access your portfolio later.</li><li>9. <b>Say:</b> Now you will take a career interest inventory that will help you figure out how your interests align with jobs and careers. Look at the directions I've given you and follow the directions as I read them aloud. <b>Note:</b> The directions should indicate that students need to save their results in their student account.</li><li>10. Allow students to complete the career interest inventory and time to review their results.</li><li>11. After students review their results, <b>Say:</b> Raise your hand if one of your dream jobs/career matches with one of the careers in your career results.</li><li>12. Ask students to share and allow time for sharing.</li><li>13. <b>Say:</b> Now, let's look at the career vision board again and focus on the third column titled, <b>Top Job/Career Match</b>. Use this column to list one of the jobs in your career interest inventory results. The job you list should be one in which you are interested. Once you list your <b>Top Job/Career Match</b>, write at least two of the six career statements listed on the bottom of the page that match what you think about the career you listed.</li><li>14. When students finish, <b>Ask:</b> Think about what you've learned today and the careers in which you are interested. If you want to look for a summer job, how could you use the results of the survey and what you've learned?</li><li>15. <b>Say:</b> If you've finished your <b>Career Vision Board</b> handout, please give to me.</li></ol>
Student Engagement Strategy:	Venn Diagram <a href="https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml">https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</a>
Provide Real World Connections (Problem Statement or Scenario):	<b>Discussion Prompt located in the Teach the Content section:</b> If you want to look for a summer job, how could you use the results of this survey?
Practice the Content (Hands-On Activities)	Students will complete the <b>Career Vision Board</b> handout.
Summarize the Lesson:	<b>Say:</b> Today you learned the difference between jobs and careers, completed a career interest inventory, saved your career interest results, and identified two dream jobs and one top job based on your career interest results.
Close the Lesson:	<b>Say:</b> In addition to working in our career platform, you can find other ways to research jobs and careers that interest you. Ask me questions or ask your teachers to learn more.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:

 **B.R.I.D.G.E. Law and Career Development Lessons**

Anticipated No. of Students:	
Planned Length of Lesson(s):	60 min

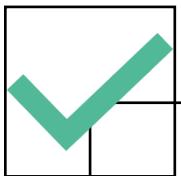
**Student Competencies Data****Outcome Data (Choose one and describe)**

<input type="checkbox"/> Achievement	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

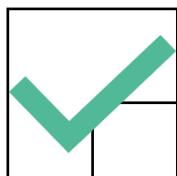


# Career Vision Board for \_\_\_\_\_

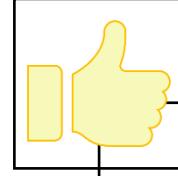
Dream Job: Jobs or careers that fit your interests. Top Job: Job or Career based on your career results.



Dream Job/Career #1



Dream Job/Career #2



Top Job/Career Match

**Directions:** Choose at least two statements and write above.

- 1. My interests are a part of this career.
- 2. My personality is a good fit for this career.
- 3. I know the skills I need to have to work in this career.
- 4. I like the work environment of this career.
- 5. I know the type of education or training needed for this career.
- 6. I know how much money I will earn in this career.



# B.R.I.D.G.E. Law and Career Development Lessons

Seventh Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law 7 <sup>th</sup> Grade Introduction
Lesson Title:	Life 101: Reality Check
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-LS1: Demonstrate critical-thinking skills to make informed decisions B-SS8: Demonstrate advocacy skills and the ability to assert self, when necessary
Lesson Number:	Lesson 1 of 2 within B.R.I.D.G.E. Law Task 7-1

Learning Objective(s)	
Students Will:	Students will learn how lifestyle choices impact managing and budgeting money.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Access to technology (if using video clip in the <b>Introduce the Lesson</b> section)</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Paper and/or chart paper</li> <li>• Sticky notes or index cards for Ticket Out the Door activity</li> <li>• “Parking lot” area on the board or on the door for Ticket Out the Door activity</li> <li>• Writing utensils</li> <li>• Copies of scenarios for student small groups (six scenarios to share among student groups, number of groups may vary between classes based on classroom teacher’s recommendation)</li> <li>• Answer sheet of scenarios for the counselor to use</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul> <p><b>Think-Pair-Share Activity:</b></p> <ul style="list-style-type: none"> <li>• The counselor will write the term <b>“Lifestyle”</b> on the board.</li> <li>• Ask: What do you think the term “lifestyle” means? Allow answers from volunteers or call on students to respond. <ul style="list-style-type: none"> <li>○ Lifestyle—the way you live your life</li> </ul> </li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"><li>• If class dynamics allow, <b>Say:</b> Face a partner to give examples of how you want to live your life when you are working a job or career.</li><li>• Allow students one to two minutes to talk, and then call on volunteers to share with the whole group.</li><li>• Optional attention getter to use prior to “lifestyle” discussion. <a href="#">Clip</a> from “The Cosby Show” where <a href="#">Theo</a> learns how to budget. This is a 2 mins, 13 sec video clip with lower quality resolution.</li></ul>
Communicate the Lesson Objective:	<b>Say:</b> Today, you will use what you know about different lifestyles to practice budgeting.
Teach the Content:	<p><b>“I Do” Activity</b></p> <ol style="list-style-type: none"><li>1. <b>Say:</b> You’ve thought about what kind of lifestyle you want to live when you are a working adult. Part of living the way you want to live includes earning money and knowing how to manage your money. <b>Budgeting</b> is the process for creating a plan for how you save and spend your money. Managing your money means following a budget.</li><li>2. <b>Say:</b> If I want to buy a new Apple watch for \$400, I need to include this purchase in my budget. Since I manage my money every month, I can’t go out and buy it right now—even though that’s what I want to do. However, I can save \$100 a month from my paycheck to buy the watch in four months. <b>Saving</b> is putting money away—in a bank or sometimes in a special place at home. My plan for how I want to save money to buy an Apple watch is an example of budgeting and saving.</li></ol> <p><b>“We Do/Group Review” Activity</b></p> <ol style="list-style-type: none"><li>3. <b>Ask</b> (the whole group): How much am I budgeting for the watch? Answer: \$400</li><li>4. <b>Ask</b> (the whole group): How much do I need to save each month? Answer: \$100</li><li>5. <b>Ask</b> (the whole group): What am I managing my money to buy? Answer: An Apple watch</li><li>6. <b>Say:</b> No matter how you live, everyone needs to develop a plan to support your lifestyle. We all must consider what we need to live, what we want to buy, and what we must plan for in case we need extra money for something that’s not in our budget (i.e. car repair). Any questions?</li><li>7. Next, divide the class into groups. Give each group a scenario (A, B, C, D, E, or F). Ask the classroom teacher to help assign students to groups OR whether the students need to work on a scenario independently.</li></ol> <p><b>“You Do” Activity</b></p> <ol style="list-style-type: none"><li>8. <b>Say:</b> Each group has a scenario that introduces a young person dealing with money. In your group, read your scenario. Assign two letter grades, A through F, to the person in the scenario. You will assign one grade for the person’s financial planning/budgeting and one grade for how the person makes choices with the budget. You will also identify problems you see with how the person manages money. Think about how this person can improve his/her budgeting.</li><li>9. Allow students three to five minutes to complete scenario questions.</li><li>10. <b>Say:</b> In one minute, I’m going to ask your group to share something interesting that you learned from your budgeting scenario, and that can be the grade and why, the problems, or the ways to improve.</li></ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>11. Call on groups as time allows. Before students respond, the counselor should read the scenarios to the whole class in order from A to F.</p> <p>12. To transition from scenarios to a summary of the lesson, <b>Say:</b> Let's think about Maisha (Scenario F) and her lifestyle for just a second. <b>Ask</b> (allow time for students to respond after each question): What type of lifestyle do you think Maisha values based on the choices she makes with money? Is Maisha able to buy what she needs? Is Maisha able to buy what she wants? Is Maisha able to save money?</p>
Student Engagement Strategy:	Think-Pair-Share activity in <b>Introduce the Lesson</b>
Provide Real World Connections (Problem Statement or Scenario):	Apple watch budgeting example in <b>Teach the Content</b>
Practice the Content (Hands-On Activities):	Budget-benders scenarios in <b>Teach the Content</b>
Summarize the Lesson:	<b>Say:</b> Today, you learned how lifestyle choices affect your plan for budgeting and managing money.
Close the Lesson:	<b>Say:</b> In closing, think about your own lifestyle. On a Ticket Out the Door sticky note or index card, write one lesson you learned about lifestyle choices, budgeting, or managing your money. Place your Ticket Out the Door in the “parking lot” area of the board (or on the door).

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	60 min

### Student Competencies Data

--

### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## Budget-Benders Scenario A



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Nari gets an allowance and supplements it with babysitting money, which is quite unpredictable. Some weeks she's very busy, but other weeks she's not. Nari doesn't write down how much she earns, but does a pretty good job keeping track of her money in her head. She purchases what she needs first and then decides how to spend the remaining balance. Nari usually ends up with \$5 to \$10 to spare each week. She never asks her guardians for extra money.

## Budget-Benders Scenario B



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Jara admits that she's no good with money. She's \$50 in the red (which means in debt or losing money) because her aunt loaned her money to buy a pair of jeans and a shirt. Jara likes going to the movies, basketball games, and the mall for entertainment, but she also enjoys buying small gifts for her girlfriends. Jara just received an unexpected check from her uncle for \$100 and immediately plans to buy a new outfit that she wants that costs \$90.

## Budget-Benders Scenario C



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Axel, a high school junior, earns his money with an after-school job. He keeps pretty good track of his expenses and usually stays in the black (which means out of debt or profitable). Recently, he borrowed \$150 from his uncle to pay for transmission work on his car. He promised to pay his uncle back from his next three paychecks at \$50 each, which means that until this gets paid off, he won't spend extra money on other purchases. A coworker has a family emergency, and Axel covers the weekend shift, which means extra hours and an additional \$120 next payday. He learns of a great concert and really wants to take his girlfriend to it. That will cost \$100, which he had not planned for. Axel decides to go to the concert and miss his first payment to his uncle, hoping his uncle doesn't hear about Axel earning the extra money.

## Budget-Benders Scenario D



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Gerald uses his Apple Pay app to keep up with money. Recently, he hasn't checked his transactions on the app, thinking, "There's still plenty of money in the account." Suddenly, he gets a notice from the bank that he has an overdraft, which means that he is spending more money than he has in his account. Gerald is overdrawn \$35 and will have to pay fees on three Venmo payments that didn't clear (\$20 each). That wipes out his entertainment budget, as well as the purchase of new clothes. A friend invited him over to view a new movie he has downloaded illegally from the Internet. He says, "What else is there to do when you're so broke?"

## Budget-Benders Scenario E



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Sean was recently hired to work in a restaurant. It will pay \$10 per hour and he will work an average of 22 to 25 hours per week. He will need to buy a uniform for \$30, which he will pay from his first check. He plans these expenses by using his first paycheck to cover the cost. The extra distance he will need to drive means another \$10 in gas for the week. He factors in the other items he wants to purchase, plus \$25 for savings. His budget for the first week comes to exactly \$250.

## Budget-Benders Scenario F



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person:  
a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

Maisha is a thrifty planner; she budgets and tracks her expenses carefully each month. Her parents compliment her on how well she saves, since she puts aside 15 percent from her allowance and part-time salary. Her one extravagance is her Spotify streaming service. Maisha enjoys going out to eat with friends occasionally and figures her part of the check and tip to the exact penny, which causes her friends to tease her about being cheap. Maisha decides that one way she can prove her generosity is to purchase music streaming services for her friends as unexpected gifts—even though paying for the extra streaming services will use up all of her money.



## For Counselor: Budget-Benders Possible ANSWERS



**Directions:** In your small group, read and discuss the financial planning scenario and be prepared to respond to the following three items:

1. Based on the classroom discussions, assign two grades to this person: a grade for skill in financial planning AND a grade for the person's budget choices.  
A—Excellent, B—Above Average, C—Average, D—Needs Help, F—Failing
2. Name the specific problems you see with earning, saving, or spending money, if any.
3. Suggest specific actions that would improve the individual's financial planning.

### Possible Answers:

<b>Group A: Nari</b> <ol style="list-style-type: none"><li>1. B- or C. She has a form of budget and tracks the numbers in her head. No ethics issues.</li><li>2. Her uncertain babysitting income is a problem. This is all the greater reason to save money, which she apparently doesn't do.</li><li>3. A written budget that she follows, and a savings program.</li></ol>	<b>Group D: Gerald</b> <ol style="list-style-type: none"><li>1. D for skills. A Venmo app transaction history that he does not check is not an effective budget device. On budget choices, D to F since his entertainment budget is non-existent.</li><li>2. His problem is with budgeting and strict accounting for expenditures.</li><li>3. Needs an effective budget, savings, and discipline to make it work.</li></ol>
<b>Group B: Jara</b> <ol style="list-style-type: none"><li>1. D. Needs serious help, and a D or F for budget choices since she's behind on her debt obligations.</li><li>2. Needs a realistic spending plan regarding income and expenses.</li><li>3. A big dose of honesty and self-discipline to track expenses and make hard choices.</li></ol>	<b>Group E: Sean</b> <ol style="list-style-type: none"><li>1. C. He did some serious planning, but projections were off. No budget choice issues.</li><li>2. His income projections were off; he may work only 22 hours, plus he didn't allow for withholding of taxes from his paycheck, so his planned savings are wiped out.</li><li>3. A written budget and conservative estimates of income will aid his other good habits.</li></ol>
<b>Group C: Axel</b> <ol style="list-style-type: none"><li>1. C or C+ for skill since he does budget and keep track, and a D or F for budget choices since he decided to skip his debt service even after an unexpected windfall.</li><li>2. Needs a savings plan for emergency expenditures and better budgeting for entertainment expenses.</li><li>3. Honesty and self-discipline in making hard choices.</li></ol>	<b>Group F: Maisha</b> <ol style="list-style-type: none"><li>1. A- for planning skill, C for allowing for unwise spending when feeling social pressure.</li><li>2. Didn't adequately provide for realistic social expenditures.</li><li>3. Budget choice checkup, and more careful planning for social spending, including gift-giving</li></ol>



# B.R.I.D.G.E. Law and Career Development Lessons

Seventh Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 7-1 and 7-2
Lesson Title:	How My Career Choices Align with the Lifestyle I Want
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-LS1: Demonstrate critical-thinking skills to make informed decisions
Lesson Number:	Lesson 2 of 2 within B.R.I.D.G.E. Law Task 7-1 and 7-2

Learning Objective(s)	
Students Will:	Students will explore career clusters based upon their Reality Check inventory results.
Students Will:	Students will save career clusters in their B.R.I.D.G.E. Law platform.
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Computer/screen or slide with counselor names/pictures (as listed below in “Introduce the Lesson”)</li> <li>• Copies of directions for students to log into the school’s B.R.I.D.G.E. Law platform to access their account</li> <li>• Copies of directions for students to access their career interest survey</li> <li>• <b>Note:</b> Counselor should be proficient in the use of this program in order to assist students. Any new student without an account will need special instructions.</li> <li>• 7-2 Reality Check graphic organizer (enclosed)</li> <li>• Lifestyle Reality Check: <a href="https://www.jumpstart.org/what-we-do/support-financial-education/reality-check/">https://www.jumpstart.org/what-we-do/support-financial-education/reality-check/</a> (write on the board)</li> <li>• <a href="#">GADOE Career Cluster Information</a></li> <li>• Writing utensils</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• <b>Say:</b> In our last session we talked about lifestyle, budgeting money, and managing money. You also learned how lifestyle choices affect your plan for budgeting and managing money.</li> <li>• <b>Ask:</b> Who remembers what lifestyle means?</li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"><li>○ Lifestyle—the way you live your life</li><li>• <b>Ask:</b> Who remembers what budgeting your money means?<ul style="list-style-type: none"><li>○ Budgeting—the process for creating a plan for how you save and spend your money.</li></ul></li><li>• <b>Ask:</b> Who remembers what managing your money means?<ul style="list-style-type: none"><li>○ Managing your money—following a budget.</li></ul></li><li>• Praise student responses and participation</li><li>• <b>Say:</b> Today you will take a look at how much money you will need to earn to support the type of lifestyle you want in the future, review your previously chosen career clusters, and determine if your chosen career clusters will allow you to earn the money needed to support the lifestyle you want as an adult.</li></ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you will discover how much money you need to earn to support the lifestyle you want as an independent adult, and you will explore careers from career clusters.
Teach the Content:	<ol style="list-style-type: none"><li>1. <b>Say:</b> Students, imagine you've just graduated from high school or college, and you're about to embark on your life as an independent adult—a person earns enough money to take care of all needs and some wants. What do you need to think about and plan for as you start life on your own? Where will you live? How will you get to work? Will your paycheck cover expenses such as rent, groceries, gas, electricity, and cell phone and Internet services? Will you want to eat out, go to the movies, join a gym, attend a concert, or take vacations? Oh, let me not forget about streaming services! Will you subscribe to Netflix, Hulu, Apple Music, or Pandora?</li><li>2. <b>Say:</b> Unfortunately, there's a cost for everything I just mentioned. Once you're an independent adult, you will need money to live. How much money you need will depend on what you need and what you want. For example, I want a new <u>(car, watch, pair of shoes, etc.)</u>, but that's not what I need. One thing is for sure, it's important to earn enough money to cover what you need and hopefully what you want.</li><li>3. <b>Say:</b> To help you understand what type of money you will need to earn to match the lifestyle you want to live, you are going to complete a 10-question Reality Check and look at careers that will support the lifestyle you want.</li><li>4. <b>Distribute</b> the 7-2 graphic organizer.</li><li>5. <b>Say:</b> I'm going to review the directions for today's activities, which are also listed on the handout you just received. Please wait to work until I've given all of the directions. Go ahead and turn your computer on, log into your account, open an Internet browser, and go to the website listed on your handout. I've also written the website on the board for you.</li><li>6. Check to see that all students have found the correct webpage.</li><li>7. Once students are on the correct webpage <b>Say:</b> Follow along as I read the directions aloud.</li><li>8. After reading the directions <b>Say:</b> Once you finish the Reality Check inventory, you will answer the questions on the top half of the handout. You will need to list three jobs that will provide you with enough money to support your lifestyle. For each job, list the salary and the education needed. Once you've completed the top section, raise your hand, and I'll come see you to give you the next set of directions. Go ahead and start the Reality Check inventory.</li></ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>9. As students finish their Reality Check graphic organizer and raise their hands, distribute the directions for logging into the B.R.I.D.G.E. Law platform. Remind students (1) to follow the directions to login into their B.R.I.D.G.E. Law platform, (2) to complete the bottom portion of the graphic organizer and (3) to save in their student profile at least one career cluster listed on the Reality Check graphic organizer to complete the B.R.I.D.G.E. Law task. <b>Note:</b> The directions should indicate that students need to save their results in their student account.</p> <p>10. Allow students time to complete the B.R.I.D.G.E. Law task.</p> <p>11. Ten minutes before the end of the class period, ask students to logout of the computers, and allow time for debriefing.</p> <p>12. <b>Ask:</b> What surprised you in your Reality Check? What is something you learned that may change your plans for your course of study and for life as an independent adult? What careers/career clusters did you save? Did you change careers after reviewing your Reality Check results?</p> <p>13. <b>Say:</b> Earning the money you need to cover the lifestyle that you want is important but it's only one consideration of many when you are selecting a career to pursue. If I earn a lot of money but hate what I do for a living, there's a pretty good chance that I'll experience unhappiness. The key is to find the right balance.</p> <p>14. <b>Ask:</b> What do you all think the right balance looks like? Allow time for students to respond and time to process student responses.</p> <p>15. <b>Say:</b> The right balance is a career that makes you happy, a career that helps you grow and become a better person, a career that highlights your skills, and a career that pays the bills. <b>Note:</b> You may also add comments from students to this answer.</p>
Student Engagement Strategy	Reality Check Handout/Graphic Organizer
Provide Real World Connections (Problem Statement or Scenario):	Students' lifestyle choices
Practice the Content (Hands-On Activities):	Students will identify three careers from the career clusters that support their lifestyle choices.
Summarize the Lesson:	<b>Say:</b> Today you discovered how much money you need to earn to support the lifestyle you want as an independent adult and you explored the careers that support your desired lifestyle.
Close the Lesson:	<b>Say:</b> In closing, we started today's lesson by thinking about what you will spend money on when you are an independent adult—like rent, groceries, cell phones, gym memberships or vacations. With the Reality Check, some of you may have been spot on in your lifestyle choices based on your salary, while some may have had to make some changes to your "reality." The Reality Check program is just one tool in your toolbox of lifestyle planning, but it does offer some interesting results that you can use now when you talk to your family, to your teacher, or to me as your counselor. This was a fun lesson, but it's also an important lesson for your future planning. Now before you leave, make sure you know how to return to your results so that you can explore further or share this information with someone.

 **B.R.I.D.G.E. Law and Career Development Lessons**

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	60 min
Student Competencies Data	
Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

 **B.R.I.D.G.E. Law and Career Development Lessons****7-2 Reality Check Graphic Organizer**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:**

1. Open **Jump\$tart Reality Check** website at <https://www.jumpstart.org/what-we-do/support-financial-education/reality-check/>.
2. You will answer 10 simple questions on this website about what you think your lifestyle will be – such as: Will you take public transportation or drive a new car? Will you cook your own meals or eat out?
3. When you're done with the survey, click the **See Reality** button and find out what kind of income you'll need to support your adult lifestyle.
4. Fill in the information from your Reality Check results.
5. See the directions under the chart on this page.

**What percent is deducted for federal taxes and Social Security? \_\_\_\_\_**

**What three jobs fall into the pay scale that you need to support your lifestyle?**

Jobs listed on  
Jump\$tart  
Reality Check

**1****2****3**

<b>Projected Salary</b> Hourly pay: Weekly pay: Yearly pay:	_____	_____	_____
<b>Required Education</b> Education level:	_____	_____	_____

**Directions after you finish the Jump\$tart Reality Check:**

1. Log into your account. Go to your student dashboard.
2. Look at your career clusters to complete the following.

**What three careers support your desired lifestyle? (You may need to research further career pathways.)**



- 1.
- 2.
- 3.



# B.R.I.D.G.E. Law and Career Development Lessons

Eighth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 8-1A
Lesson Title:	What is a career aptitude inventory?
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success
Lesson Number:	Lesson 1 of 2 within B.R.I.D.G.E. Law Task 8-1

Learning Objective(s)	
Students Will:	Complete a performance-based career aptitude inventory.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Student login information</li> <li>• Career aptitude inventory</li> <li>• Copies of step-by-step directions to access and complete the inventory</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you are going to complete a career aptitude inventory. Let's think about what those words might mean.
Teach the Content:	<ol style="list-style-type: none"> <li>1. <b>Ask:</b> As you've completed career lessons with counselors, what have you learned about careers? What do you know about how people connect their interests and natural talents with careers?</li> <li>2. <b>Say:</b> This may not mean anything to you right now, but our activity today will lead to your understanding of what this means for you because it will look differently for everyone in this class. Matching a career or careers to your unique interests and talents will play a big part in how happy you are as a working adult. There's an old saying, "If you do what you love, you'll never work a day in your life."</li> <li>3. <b>Ask:</b> Who can tell me what we mean when we say career?</li> </ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ol style="list-style-type: none"><li>a. Career—an occupation or profession, especially one requiring special training, followed as one's lifework.</li><li>4. <b>Say:</b> Each of us has natural talents. These talents are known as <b>aptitudes</b>. Simply put, you have an aptitude for something when it's easy for you. One way to identify a natural talent is when you find yourself saying, "It's easy for me to do _____. " <b>Note:</b> Counselors should give examples such as singing, solving puzzles, organizing class notes, restoring old cars, braiding hair, reading maps, putting something together with/without instructions, brainstorming, having a sense of humor, etc.)</li><li>5. <b>Say:</b> In today's lesson an <b>inventory</b> is an exercise to determine how your talents and interests will help you match to a career where you might find the most success based on your unique results. This assessment is not for a grade in any class, but it will give you very important information that you can use when making decisions about your future. So do your best to concentrate and focus.</li><li>6. Counselor should briefly describe the format of the aptitude inventory (i.e. YouScience offers a 60-minute, game-based assessment). Distribute directions and prepare students to start the inventory.</li><li>7. <b>Say:</b> If you have any questions while taking the inventory, please raise your hand and let me know.</li></ol>
Student Engagement Strategy:	Not applicable
Provide Real World Connections (Problem Statement or Scenario):	Completing the performance-based aptitude inventory.
Practice the Content (Hands-On Activities):	
Summarize the Lesson:	<b>Say:</b> You've completed your career aptitude inventory, and you can access your results _____. *This varies depending on the inventory.
Close the Lesson:	Understanding what we're good at doing will help us find success and satisfaction in our lives as working adults. We will discuss the results from your aptitude inventory during our next lesson.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	60+ minutes depending on the career aptitude inventory program

### Student Competencies Data

 **B.R.I.D.G.E. Law and Career Development Lessons**

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## B.R.I.D.G.E. Law and Career Development Lessons

Eighth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 8-1B
Lesson Title:	Understanding Your YouScience Career Aptitude Inventory Results
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS1: Demonstrate critical-thinking skills to make informed decisions
Lesson Number:	Lesson 2 of 2 within B.R.I.D.G.E. Law Task 8-1

Learning Objective(s)	
Students Will:	Understand how career aptitude inventories can help students learn how their talents and interests align with career opportunities.
Students Will:	
Resources/Materials:	<p><b>Note:</b> This lesson is built for the YouScience platform. Counselor should make adaptations if using a different career aptitude platform.</p> <ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Student login information</li> <li>• Career Aptitude Inventory Results (i.e. YouScience). Counselor should be proficient in the use of this program in order to assist students. Any new student without an account will need special instructions.</li> <li>• Copies of the 8-1B I Crushed It! graphic organizer (enclosed), one for each student along with extra copies</li> <li>• Copies of directions to access the career aptitude results</li> <li>• 8-1B YouScience PowerPoint</li> <li>• PowerPoint or handout of pathways offered at the feeder high school(s)</li> <li>• Computer/screen or slide with counselor names/pictures (as listed below in “Introduce the Lesson”)</li> <li>• Copies of feeder high school pathway and elective sequence charts</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> At the end of this lesson, you will understand how your interests and talents align with possible careers and pathways.



## B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<p><b>"I Do" Activity</b></p> <ol style="list-style-type: none"><li>1. <b>Say:</b> When we last met, we talked about natural talents that are unique to us. These talents are known as <b>aptitudes</b>. Remember some examples of aptitudes are singing, solving puzzles, organizing class notes, restoring old cars, braiding hair, reading maps, putting something together with/without instructions, brainstorming, having a sense of humor, etc.</li><li>2. <b>Say:</b> You also completed a career aptitude inventory on the computer, and now we're going to review your results. <b>Note:</b> Counselors should have a plan for students who did not complete the career aptitude inventory.</li><li>3. <b>Say:</b> As you review your results, please think about careers or pathways that align with your skills and abilities. You may be surprised at some of your results, while you may absolutely agree with other results. You'll also see words that describe you in a way that you haven't thought of before. After you work with your results, I'll be eager to hear you share some of your thoughts.</li><li>4. Start the YouScience demonstration PowerPoint.</li><li>5. Explain the slides<ol style="list-style-type: none"><li>a. Slide 1: <b>Say:</b> This is your login screen where you will enter your username and password.</li><li>b. Slide 2: <b>Say:</b> When you log in, your homepage will display your top two talents. When you click on one of the top two talents, it will highlight this talent area in the pie chart below and display a description of the talent.</li><li>c. Slide 3: <b>Say:</b> Once you click on the talent, use the scroll bar to go further down the page to learn more. Click the green "View Career Matches" button to reveal career clusters that match your unique talents and interests.</li><li>d. Slide 4: <b>Say:</b> Sort career clusters by "Aptitudes." Seven career clusters are displayed; however, if you click the green "Load More" button, more clusters will appear. Today, you are going to work with three clusters of your choice.</li><li>e. Slide 5: <b>Say:</b> Each cluster will display numerous career cards. As you can see, Alex has many matches in the Agriculture and Natural Resources cluster. You can only see five here, but on your page, you will see many more careers that match your aptitudes. To see specific career information, you will click on the career card.</li><li>f. Slide 6: <b>Say:</b> When you click on the career card, you will find detailed information about the career.</li><li>g. Slide 7: <b>TBD Note:</b> This slide should stay on the screen while students explore YouScience.</li></ol></li><li>6. Distribute directions to access career aptitude results and the graphic organizer.</li></ol> <p><b>"You Do" Activity</b></p> <ol style="list-style-type: none"><li>7. <b>Say:</b> Now, log in to the computer and follow the directions for accessing your career aptitude inventory results. Now go learn something about yourself!</li><li>8. While students are working on the graphic organizer, check in with students to gather information on their career clusters of interest because part of the graphic organizer requires a connection to pathways offered in the feeder high school(s).</li></ol>
--------------------	--



## B.R.I.D.G.E. Law and Career Development Lessons

Student Engagement Strategy:	I Crushed It! graphic organizer
Provide Real World Connections (Problem Statement or Scenario):	YouScience career results and high school pathway connection
Practice the Content (Hands-On Activities):	Aptitude results exploration
Summarize the Lesson:	<b>Say:</b> Skills, abilities, education and training are all important to being successful in a career. Completing middle school and graduating from high school are important first steps to your career goals. The courses you are required to take and the courses you choose as electives in high school will also be important to achieving your career goals.
Close the Lesson:	<b>"We Do" Activity</b> <b>Say:</b> Look at the top right box on your graphic organizer. You want to keep this information in mind as you plan your 9 <sup>th</sup> grade schedule.

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-60 minutes

Student Competencies Data	

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



Name: \_\_\_\_\_

## I Crushed It!

My Top 2 Talents

My High School

My High School Pathways

The talent I will explore further:

Pick one word or phrase that sticks out to you.



Let's dig a little deeper. Click

[View Career Matches](#)

The three career clusters I will explore further:

Career Cluster 1

Career Cluster 2

Career Cluster 3



## I'm Still Crushing It!

Career Cluster 1

Career Cluster 2

Career Cluster 3

--	--	--

Total number of careers listed for this cluster:

Total number of careers listed for this cluster:

Total number of careers listed for this cluster:

--	--	--

Does my high school offer this career pathway?

Does my high school offer this career pathway?

Does my high school offer this career pathway?

--	--	--

One career in this cluster I want to explore:

One career in this cluster I want to explore:

One career in this cluster I want to explore:

--	--	--

What I learned about the career I explored:

What I learned about the career I explored:

What I learned about the career I explored:

--	--	--

# B.R.I.D.G.E. Law and Career Development Lessons

## YouScience Demonstration PowerPoint



1



2



3



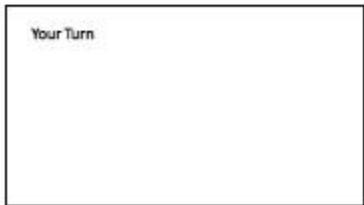
4



5



6



7



# B.R.I.D.G.E. Law and Career Development Lessons

Eighth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 8-2A
Lesson Title:	What Are the Terms I Need to Know?
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1. Demonstrate critical-thinking skills to make informed decisions
Lesson Number:	Lesson 1 of 3 within B.R.I.D.G.E. Law Task 8-2

Learning Objective(s)	
Students Will:	Learn high school terminology and definitions related to graduation requirements.
Students Will:	Understand how individual graduation plan course selections relate to post-secondary education/training and career selections.
Resources/Materials:	<ul style="list-style-type: none"> <li>• Handout: High School Terms You Need to Know (enclosed)</li> <li>• Pre/Post-Test: High School Terms You Need to Know (You will need one copy per student.)</li> <li>• 1 set of term flashcards to use for the Heads-Up activity (flashcards enclosed), cut into individual squares</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Scissors</li> <li>• <b>Note:</b> This lesson covers dual enrollment; thus, the SC may use this lesson to satisfy the requirement to notify students of dual enrollment.</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> <li>• <b>Say:</b> A high school diploma is typically a requirement for any career field. Terms and definitions used in high school are important for you to know and to understand in order to be successful. Today we will explore those terms and discover how selecting the right courses will help you earn your diploma and put you on the path to your career.</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> This lesson is designed to help you understand the terms related to high school and use that knowledge to select a career pathway. The information you learn today will help you to complete your high school Individual Graduation Plan (IGP).
Teach the Content:	“I Do” Activity



## B.R.I.D.G.E. Law and Career Development Lessons

1. Distribute the High School Terms You Need to Know Pre/Post Test. Read the instructions and give students time to complete the assessment. Have students turn over their handout to indicate that they are finished with the Pre-Test.
2. Review each term using the **High School Terms You Need to Know** handout. To help students understand the terms, provide examples to help students become more familiar with each definition. **Say:**
  - 4 X 4 Block—BOGO or two for the price of one. The course includes two semesters of information in one semester.
  - A/B Block—It's switching. For example, next Monday you may wear red socks, and Tuesday you may wear yellow socks. That means Wednesday you wear red socks again, and Thursday you will wear yellow socks.
  - Academic/Core Courses—You're taking these classes now and you will continue to take them in high school. Your English class is an example of an academic/core class.
  - Career Cluster—A display of sneakers in Academy Sports is a grouping of athletic wear or bunch of grapes is a grouping of individual grapes
  - Career Pathway—A pathway leads to something—the yellow brick road leads to Oz or a highway leads to a city or town
  - Career, Technical, Agricultural Education (CTAE)—An example of a CTAE course is a computer course. How many of you are taking or have taken a computer course?
  - Credits—A unit of credit earned is like earning a point in a video game or earning a point when making a free throw.
  - Dual Enrollment—It's doing two things at one time—competing in an athletic event and while doing so also benefitting physical health (exercising) or playing soccer in PE class which prepares a student for try-outs
  - Grade Point Average—Like a thermometer for learning. GPA's measure student success like a thermometer measures temperature.
  - Individual Graduation Plan (IGP)—Is a checklist or a "To Do" list
  - Semester—Taking a whole pizza and cutting it in half.
  - Transcript—A collection of Tweets or IG posts that live forever...a digital footprint
  - Virtual Courses—Similar to learning how to do something via a YouTube video or channel
  - Yearlong—You don't get two for the price of one. This is what you know thus far—this is what your school calendar has been since kindergarten.
3. **Say:** Academic courses provide the knowledge that students must successfully learn to graduate from high school where they will then decide what's next. Is it college, the armed forces, or going straight to work? High school **pathways** allow students to explore subjects they want to learn more about and subjects they currently enjoy. Your high school curriculum will offer you opportunities to take classes that will help you discover options for your life after high school.

**"We Do" Activity—Heads Up Activity**



## B.R.I.D.G.E. Law and Career Development Lessons

	<ol style="list-style-type: none"> <li>4. Counselor should call for volunteers, telling students that they will play this game at the front of the class.</li> <li>5. Use the flash cards as word cards for this game; you only need the card that has the term printed, not the definition. Students will take turns holding a word card on their forehead, so that they cannot see it, but the other players can. The student will ask yes or no questions of the other group members until they can correctly guess the word. For example: "Is my word a something about classes you take?" "Is 'Carnegie credit' a synonym for my word?"</li> <li>6. Tell students that they should ask only yes/no questions pertaining to the definition. Once a student guesses the word, another player takes a turn. You can also use a timer to keep things moving. There really isn't a winner for this game, but it always a favorite in classrooms.</li> <li>7. Play this game, rotating players, for up to five minutes</li> <li>8. Allow students to practice what they've learned using a Heads-Up game/activity.</li> </ol>
Engagement Strategy:	Heads Up game
Provide Real World Connections (Problem Statement or Scenario):	Real world analogies
Practice the Content (Hands-On Activities):	Heads Up game
Summarize the Lesson:	<b>Say:</b> It matters that you understand high school vocabulary so that you can actively participant in planning your Individual Graduation Plan. Understanding the terminology will also help you learn the graduation requirements and the importance of course selection to prepare for a career.
Close the Lesson:	<b>Say:</b> Today, you learned the high school terms you will need to know when we meet next time to talk about the requirements to earn a high school diploma.

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-60 minutes

Student Competencies Data	
Data from the pre/post- test will serve as knowledge data	
Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline	Not Applicable



## Heads Up Flashcards

Academic/Core Courses	GPA
Career, Technical, Agricultural Education (CTAE)	Yearlong
Career Cluster	A/B Block
Career Pathway	Semester
Credits	TRANSCRIPT
Dual Enrollment	4 x 4 Block
Individual Graduation Plan (IGP)	Virtual courses



## High School Terms You Need to Know KEY

Term	Definition
4 x 4 Block	A system of scheduling courses that involves taking four courses each semester to earn credit. In typical 4 x 4 system, students take four classes from August to December and four different courses from January to May.
A/B Block	A system of scheduling courses that involves taking courses on alternating days throughout the school year.
Academic/Core Courses	Includes required courses in English/Language Arts, Math, Science, Social Studies, and World Language.
Career, Technical, Agricultural Education (CTAE)	Courses that provide students with the skills and knowledge necessary to prepare students for high-skill, high-wage, and high-demand careers.
Career Cluster	A system of organizing similar groups of career pathways. Georgia has 17 career clusters.
Career Pathway	Three sequential and related CTAE courses designed to expose students to the skills required for a specific career.
Credit	Term used to refer to the numeric unit assigned to a course used to meet high school graduation requirements. The terms <i>credit</i> , <i>unit</i> , and <i>Carnegie Unit</i> are used interchangeably.
Dual Enrollment	Rigorous college and technical school courses that allow students to earn both college and high school credit while in high school in Georgia.
Grade Point Average (GPA)	Measure of a student's academic success
Individual Graduation Plan (IGP)	A student-specific plan developed detailing the courses necessary for a high school student to graduate from high school and to transition successfully to postsecondary education and the work force.
Semester	Refers to one half of the school term, made of two quarters.
Transcript	Official copy of a student's grades
Virtual Courses	Courses offered online through the state or the district
Yearlong	A system of scheduling courses that involves taking the same six, seven, or eight courses for the entire school year, typically from August to May.



# B.R.I.D.G.E. Law and Career Development Lessons

## Pre/Post Test: High School Terms You Need to Know

Name: \_\_\_\_\_

**Directions:** Fill in the blanks, using High School Terms from the word bank below. For the pre-test, skip any definitions about which you are unsure.

Term Pre-test	Term Post-test	Definition
		Includes required courses in English/Language Arts, Math, Science, Social Studies, and World Language
		Courses that provide students with the skills and knowledge necessary to prepare students for high-skill, high-wage, and high-demand careers.
		A system of organizing similar groups of career pathways. Georgia has 17 of these.
		Three sequential and related CTAE courses designed to expose students to the skills required for a specific career.
		Term used to refer to the numeric unit assigned to a course used to meet high school graduation requirements. This term can be used interchangeably with the terms <i>unit</i> and <i>Carnegie Unit</i> .
		Rigorous college and technical school courses that allow students to earn both college and high school credit while in high school.
		A student-specific plan developed detailing the courses necessary for a high school student to graduate from high school and to transition successfully to postsecondary education and the work force.
		A system of scheduling courses that involves taking four courses each semester to earn credit. Typically, students take four classes from August to December, and four different courses from January to May.
		A system of scheduling courses that involves taking the same six, seven, or eight courses for the entire school year, typically from August to May.
		A system of scheduling courses that involves taking courses on alternating days throughout the school year.
		Refers to one half of the school term, made of two quarters.
		Measures a student's academic success

### Word Bank:

Academic/Core Courses	Credit	Individual Graduation Plan (IGP)
Career, Technical, Agricultural Education	Dual Enrollment	A/B Block
Career Cluster	Yearlong	Semester
Career Pathway	4 x 4 Block	GPA



# B.R.I.D.G.E. Law and Career Development Lessons

## High School Terms PowerPoint



1



2



3



4



5



6



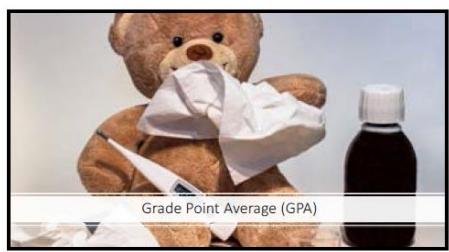
7



8



9



10



11



12



13



14



15



# B.R.I.D.G.E. Law and Career Development Lessons

Eighth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 8-2B
Lesson Title:	My High School Graduation Requirements
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-LS 7: Identify long- and short-term academic, career and social/emotional goals
Lesson Number:	Lesson 2 of 3 within B.R.I.D.G.E. Law Task 8-1
Learning Objective(s)	
Students Will:	Demonstrate knowledge of graduation requirements by planning a sample student's four-year graduation plan.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer/screen or slide with counselor names/pictures (as listed below in "Introduce the Lesson")</li> <li>• School district's graduation requirements chart</li> <li>• Copies of feeder high school's course sequence charts (academic and electives)</li> <li>• Index cards</li> <li>• Student scenarios (enclosed)</li> <li>• Copies of the four-year graduation plan templates (enclosed)</li> <li>• Copies of the guided notes handout</li> <li>• 8-2B Michael IGP PowerPoint</li> <li>• Writing utensils</li> <li>• Michael Scenario Presentation—available online in the CTAE Resource Network (<a href="https://www.ctaern.org/">https://www.ctaern.org/</a>), member account &amp; login required</li> </ul>
Evidence / Intervention Root	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> </ul> <p><b>Pull Card Activity</b></p> <ol style="list-style-type: none"> <li>1. Give each student an index card and <b>Say:</b> Write your first and last name on the index card. After you write your name, number your card one through seven. I am going to read a list of seven questions, and you will write the answers to the questions on your card. It's not necessary to write your answers in complete sentences, and you may not know the answers to the questions and that's okay. <b>Note:</b> It would help to display these questions on the screen or write them on the board.</li> </ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ol style="list-style-type: none"><li>2. Read the following questions and allow students time to respond. Allow three to four minutes for this activity.<ol style="list-style-type: none"><li>(1) How many total units of English credits do you need to graduate?</li><li>(2) How many total units of math credits do you need to graduate?</li><li>(3) How many total units of science credits do you need to graduate?</li><li>(4) How many total units of social studies do you need to graduate?</li><li>(5) What other credits do you need to graduate?</li><li>(6) How many total units of credit do you need to graduate from high school?</li><li>(7) Why is it important to know what classes you need to graduate from high school? (Optional)</li></ol></li><li>3. After students complete the pull card activity:<ul style="list-style-type: none"><li>• Collect the index cards and use to randomly choose students to participate during the lesson. (You now have a roster from which to choose students.) Use the cards to check knowledge of graduation requirements by reviewing their answers to the questions.</li></ul></li></ol>
Communicate the Lesson Objective:	<p><b>Say:</b> In our previous lesson, you learned important high school terms. Today, you will learn which courses you need to graduate from high school and how to complete a four-year graduation plan.</p>
Teach the Content:	<p><b>"I Do" Activity</b></p> <ol style="list-style-type: none"><li>1. Review high school vocabulary from lesson one in the <b>8<sup>th</sup> Grade Individual Graduation Plan</b> unit (enclosed).</li><li>2. Teach students the courses needed to graduate from high school by subject area. If schools use the standard Georgia graduation requirements, <b>Say:</b> To graduate from high school, you need:<ul style="list-style-type: none"><li>• Four units of English (Ninth Lit and American Lit are mandatory.)</li><li>• Four units of mathematics</li><li>• Four units of science (Biology; Physical Science or Physics; and Chemistry, Earth Science, Environmental Science or an AP science course are required.)</li><li>• Three units of social studies</li><li>• Half (.5) unit of Health PLUS half (.5) unit of Personal Fitness</li><li>• Three units from CTAE, Fine Arts, World/Modern Language, or ROTC</li><li>• Four electives</li><li>• For a total of 23 units</li></ul></li><li>3. <b>Note:</b> If district requirements vary from state requirements, adjust graduation requirement information accordingly.</li><li>4. Teach students about the available pathways in the feeder high school(s). <b>Say:</b> It is important for you to understand your pathway options because pathway knowledge helps you think about and make plans to meet your career goals.</li></ol> <p><b>"We Do" Activity</b></p> <ol style="list-style-type: none"><li>5. Distribute high school course sequence charts.</li></ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>6. Use the <b>Michael Scenario</b> PowerPoint to develop Michael's four-year graduation plan with the students assisting you. This will guide practice and require students to apply the knowledge. Ask for volunteers or use the pull cards to call on students to help complete the graduation plan. Type answers in the PowerPoint.</p> <p><b>"You Do" Activity</b></p> <p>7. Once the class completes Michael's four-year graduation plan:</p> <ul style="list-style-type: none"><li>• <b>Say:</b> Now, let's practice with another student's graduation plan.</li><li>• Give each student a scenario, a four-year graduation plan template, and have each student complete a plan for the student in the scenario</li><li>• <b>OR</b></li><li>• Divide the class into five small groups, give each group a scenario, give each group a four-year graduation template, and have each group complete a plan for the student in the scenario</li><li>• Tweak scenarios as needed to fit the pathways in your feeder schools.</li></ul>
Student Engagement Strategy:	Pull Card Activity
Practice the Content (Hands-On Activities):	Michael Scenario Handout
Provide Real World Connections (Problem Statement or Scenario):	Student Pathway Scenarios
Summarize the Lesson:	<p><b>Guided Notes Handout</b></p> <p>Distribute the Guided Notes handout and <b>Say:</b> Please fill in the blanks using what you learned today. Do your best. It's okay if you leave a question blank.</p> <p>Use results for data collection and consider returning the handout to students. Students could glue, tape, or staple in class notebook.</p> <p><b>Guided Notes Statements:</b></p> <ol style="list-style-type: none"><li>1. I need _____ total units of English credits to graduate from high school.</li><li>2. I need _____ total units of math credits to graduate from high school.</li><li>3. I need _____ total units of science credits to graduate from high school.</li><li>4. I need _____ total units of social studies to graduate from high school.</li><li>5. I need _____ additional units of credit to graduate from high school.</li><li>6. I need _____ total units of credit to graduate from high school.</li><li>7. I need to know which classes are required for high school graduation because _____.</li></ol> <p><b>*Note:</b> May copy the guided notes two to a page</p>
Close the Lesson:	<p><b>Say:</b> Today you learned the high school graduation requirements and worked to plan a sample student's four-year course of study. The next time we meet, you will complete your own four-year individual graduation plan.</p>

 **B.R.I.D.G.E. Law and Career Development Lessons**

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-55 minutes
Student Competencies Data (Questions based on lesson content)	
Pull Card Activity (Pre-Test) and Guided Notes Handout Results (Post-Test)	

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## High School Terms You Need to Know

Term	Definition
4 x 4 Block	A system of scheduling courses that involves taking four courses each semester to earn credit. In typical 4 x 4 system, students take four classes from August to December and four different courses from January to May.
A/B Block	A system of scheduling courses that involves taking courses on alternating days throughout the school year.
Academic/Core Courses	Includes required courses in English/Language Arts, Math, Science, Social Studies, and World Language.
Career, Technical, Agricultural Education (CTAE)	Courses that provide students with the skills and knowledge necessary to prepare students for high-skill, high-wage, and high-demand careers.
Career Cluster	A system of organizing similar groups of career pathways. Georgia has 17 career clusters.
Career Pathway	Three sequential and related CTAE courses designed to expose students to the skills required for a specific career.
Credit	Term used to refer to the numeric unit assigned to a course used to meet high school graduation requirements. The terms <i>credit</i> , <i>unit</i> , and <i>Carnegie Unit</i> are used interchangeably.
Dual Enrollment	Rigorous college and technical school courses that allow students to earn both college and high school credit while in high school in Georgia.
Grade Point Average (GPA)	Measure of a student's academic success
Individual Graduation Plan (IGP)	A student-specific plan developed detailing the courses necessary for a high school student to graduate from high school and to transition successfully to postsecondary education and the work force.
Semester	Refers to one half of the school term, made of two quarters.
Transcript	Official copy of a student's grades
Virtual Courses	Courses offered online through the state or the district
Yearlong	A system of scheduling courses that involves taking the same six, seven, or eight courses for the entire school year, typically from August to May.

## Scenarios

### Michael

Michael recently moved to Georgia and to Steph's neighborhood. One day, Steph's family decides to go and meet the new family in the neighborhood. After initial introductions, Michael tells Steph that he will start 9<sup>th</sup> grade in the fall, but he doesn't know what classes he should take. What classes will Michael need to take to earn his high school diploma?

## Student Pathway Scenarios

### Justin

Justin, a ninth-grade student, wants to work as a nurse after high school. What high school classes should Justin take to make sure that he graduates, and which classes should he take to help prepare him for a career in nursing?

### Janet

Janet, a ninth-grade student, wants to work as an accountant after high school. What high school classes should Janet take to make sure that she graduates, and which classes should she take to help prepare her for a career in accounting?

### Seth

Seth, a ninth-grade student, wants to work as a police officer after high school. What high school classes should Seth take to make sure that he graduates, and which classes should he take to help prepare him for a career in law enforcement?

### Thomas

Thomas, a ninth-grade student, wants to work as an engineer after high school. What high school classes should Thomas take to make sure that he graduates, and which classes should he take to help prepare him for a career in engineering?

### Jasmine

Jasmine, a ninth-grade student, wants to work as an electrician after high school. What high school classes should Jasmine take to make sure that she graduates, and which classes should she take to help prepare her for a career as an electrician?



## Guided Notes Activity

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. I need \_\_\_\_\_ total units of English credits to graduate from high school.
2. I need \_\_\_\_\_ total units of math credits to graduate from high school.
3. I need \_\_\_\_\_ total units of science credits to graduate from high school.
4. I need \_\_\_\_\_ total units of social studies to graduate from high school.
5. I need \_\_\_\_\_ additional units of credit to graduate from high school.
6. I need \_\_\_\_\_ total units of credit to graduate from high school.
7. I need to know which classes are required for high school graduation because \_\_\_\_\_  
\_\_\_\_\_.



## Individual Graduation Plan

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

	8th	9th	10th	11th	12th
English					
Math					
Science					
Social Studies					
CTAE, Language, Fine Arts, or ROTC					
Physical Education					
Electives					
Electives					
Total Units:					
Plans After Graduating High School:	Career Goal:  Career Training Needed:  Resources:  Next Steps:				



## Michael Scenario PowerPoint

### Michael

Michael recently moved to Georgia and to Steph's neighborhood. One day, Steph's family decides to go and meet the new family in the neighborhood.

After initial introductions, Michael tells Steph that he will start 9<sup>th</sup> grade in the fall, but he doesn't know what classes he should take.

What classes will Michael need to take to earn his high school diploma?

1

### Individual Graduation Plan

	8th	9th	10th	11th	12th
English					
Math					
Science					
Social Studies					
CTAE, Language, Fine Arts, or ROTC					
Physical Education					
Electives					
Electives					
Total Units					

2



# B.R.I.D.G.E. Law and Career Development Lessons

Eighth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 8-2C
Lesson Title:	My High School Graduation and Career Plan
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-LS 7: Identify long- and short-term academic, career and social/emotional goals
Lesson Number:	Lesson 3 of 3 within B.R.I.D.G.E. Law Task 8-2

Learning Objective(s)	
Students Will:	Demonstrate knowledge of courses needed to satisfy the requirements of a high school diploma by completing an individual graduation plan.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Copies of the school district's graduation requirements chart</li> <li>• Copies of the feeder high school's course sequence charts (academic and electives)</li> <li>• Four-year graduation plan</li> <li>• <a href="#">GaDOE Programs of Study</a> (preview documents before the lesson and print programs of study that align with pathways offered in the feeder high school/high schools)</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department.</li> </ul>
Communicate the Lesson Objective:	<p><b>Say:</b> In our previous lessons, you all learned important high school terms and high school graduation requirements. Today, you will combine all of that information by completing your own Individual Graduation Plan, which is also known as an IGP.</p>
Teach the Content:	<ol style="list-style-type: none"> <li>1. Define an Individual Graduation Plan (IGP)  <b>Say:</b> An IGP is an outline of courses a student must take and pass to graduate from high school.</li> <li>2. Review the courses needed to graduate from high school by subject area. If your school uses the standard Georgia graduation requirements, <b>Say:</b> To graduate from high school, students need:           <ul style="list-style-type: none"> <li>• Four units of English (Ninth Lit and American Lit are mandatory)</li> <li>• Four units of mathematics</li> </ul> </li> </ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"> <li>• Four units of science (Biology; Physical Science or Physics; and Chemistry, Earth Science, Environmental Science or an AP science course are required)</li> <li>• Three units of social studies</li> <li>• Half (.5) unit of Health PLUS half (.5) unit of Personal Fitness</li> <li>• Three units from CTAE, Fine Arts, World/Modern Language, or ROTC</li> <li>• Four electives</li> <li>• For a total of 23 units</li> </ul> <p>3. <b>Say:</b> An IGP is important because you will use it as a map or as a plan to make sure that you take the courses you need to earn your high school diploma.</p> <p>4. <b>Say:</b> To maximize your IGP planning, remember to consider your career interests and career aptitude results when completing their IGP. Thinking about what you want to do after high school will help you select electives.</p> <p>5. Say: To further assist you with your IGP, Programs of Study are available for your use. Programs of Study help you understand the many opportunities available to help prepare you for what you want to be after you graduate from high school. The programs of study list high school courses (academic, CTAE, etc.), dual enrollment courses, technical certificates of credit courses, diploma courses, 2- year degrees, and 4-year degrees.</p> <p>6. Distribute copies of the high school graduation requirements and the feeder high school course sequence charts.</p> <p>7. Walk students through the district's process for completing the IGP. This step will look different depending on your district or school's process.</p>
Engagement Strategy:	Not Applicable
Provide Real World Connections (Problem Statement or Scenario):	Not Applicable
Practice the Content (Hands-On Activities):	Students will log in to their district's B.R.I.D.G.E. Law Compliance software/website and complete their Individual Graduation Plan.
Summarize the Lesson:	<p><b>Say:</b> Today you completed your Individual Graduation Plan by entering the following into the electronic portfolio/profile/student account: the high school courses you need and are interested in taking.</p> <p>Your plan should include a minimum total of 23 credits with four units of English; four units of math; four units of science; three units of social studies; half (.5) unit of Health plus half (.5) unit of Personal Fitness; three units from CTAE, Fine Arts, World/Modern Language, or ROTC; and four elective units.</p> <p><b>Note:</b> Revise requirements if needed.</p>
Close the Lesson:	Tell students the process for accessing the IGP (this varies per district/school) in the future and for updating the IGP.

 **B.R.I.D.G.E. Law and Career Development Lessons**

	Tell the students how to schedule an appointment with the school counselor should they have questions or concerns after the lesson.
<b>Data Collection Plan (Complete this section once for multiple lessons in a unit)</b>	
Participation Data:	All 8 <sup>th</sup> Grade Students
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-55 Minutes

<b>Student Competencies Data</b>

<b>Outcome Data (Choose one and describe)</b>	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## High School Terms You Need to Know

Term	Definition
4 x 4 Block	A system of scheduling courses that involves taking four courses each semester to earn credit. In typical 4 x 4 system, students take four classes from August to December and four different courses from January to May.
A/B Block	A system of scheduling courses that involves taking courses on alternating days throughout the school year.
Academic/Core Courses	Includes required courses in English/Language Arts, Math, Science, Social Studies, and World Language.
Career, Technical, Agricultural Education (CTAE)	Courses that provide students with the skills and knowledge necessary to prepare students for high-skill, high-wage, and high-demand careers.
Career Cluster	A system of organizing similar groups of career pathways. Georgia has 17 career clusters.
Career Pathway	Three sequential and related CTAE courses designed to expose students to the skills required for a specific career.
Credit	Term used to refer to the numeric unit assigned to a course used to meet high school graduation requirements. The terms <i>credit</i> , <i>unit</i> , and <i>Carnegie Unit</i> are used interchangeably.
Dual Enrollment	Rigorous college and technical school courses that allow students to earn both college and high school credit while in high school in Georgia.
Grade Point Average (GPA)	Measure of a student's academic success
Individual Graduation Plan (IGP)	A student-specific plan developed detailing the courses necessary for a high school student to graduate from high school and to transition successfully to postsecondary education and the work force.
Semester	Refers to one half of the school term, made of two quarters.
Transcript	Official copy of a student's grades
Virtual Courses	Courses offered online through the state or the district
Yearlong	A system of scheduling courses that involves taking the same six, seven, or eight courses for the entire school year, typically from August to May.



# B.R.I.D.G.E. Law and Career Development Lessons

Ninth Grade Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 9-1
Lesson Title:	High School Career Awareness: What's My Job?
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success. BLS-7: Identify long-and short-term academic, career and social/emotional goals. BLS-9: Gather evidence and consider multiple perspectives to make informed decisions.
Lesson Number:	Lesson 1 of 1 within B.R.I.D.G.E. Law Task 9-1

Learning Objective(s)	
Students Will:	Students will explore at least three careers/occupations and save the results in their electronic career profiles.
Students Will:	
Resources/Material:	<ul style="list-style-type: none"> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Computer lab (reserve)</li> <li>• Copies of the A to Z handout</li> <li>• Copies of the directions to access your school’s B.R.I.D.G.E. Law career development platform, including specifics on how to explore and save careers</li> <li>• <b>Note:</b> Counselor should be proficient in the use of this program in order to assist students. Any new student without an account will need special instructions.</li> <li>• Timer</li> <li>• Writing utensil</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

Communicate the Lesson Objective:	<b>Say:</b> Today you will explore careers and select three careers to save in your student portfolio.
Teach the Content:	<p><b>A to Z Career Challenge</b> (<i>Empower Your Future: Career Readiness Curriculum Guide, 2<sup>nd</sup> Edition</i>)</p> <p>Goal: To brainstorm the greatest number of jobs in a limited amount of time, and to see which team can come up with 26 jobs first.</p> <ol style="list-style-type: none"> <li>1. You can conduct this activity as an individual challenge or as a team challenge. Check with the classroom teacher to determine whether/not to group students in teams. If teamwork is appropriate, coordinate with the classroom teacher to group students with a maximum number of three to four per team.</li> <li>2. Distribute the A to Z handout, telling students to place it face down on their desk, one copy per team or one copy per individual.</li> <li>3. <b>Say:</b> Today, we're going to think about careers, but first we're going to see who can brainstorm the most careers. When I tell you to begin, you and your teammates will have 90 seconds to brainstorm the greatest number of careers, writing down one career title that begins with each letter of the alphabet. Remember to keep this school appropriate. Any questions? <b>Note:</b> Counselor should set timer for 90 seconds.</li> <li>4. After the challenge, check in with the groups or individual players to find out who listed the greatest number of careers and "crown" the winner.</li> <li>5. <b>Say:</b> Using the careers listed on the A to Z handout, identify people you know who work in the careers you listed. Write their names down next to the career. Try to include more names of people in your life than names of celebrities.</li> <li>6. Allow students three minutes to complete this second activity.</li> <li>7. After three minutes are up, <b>Ask:</b> Among the careers you listed on your sheet, how many of you see careers that you find of interest. Ask students to raise their hand and share as time allows.</li> <li>8. <b>Say:</b> Great because now you get to explore different careers. Especially ones in which you are interested.</li> <li>9. Distribute directions to log in to the B.R.I.D.G.E. Law career development platform.</li> <li>10. Guide students to the area in which they will explore careers and save three careers in their student profile.</li> <li>11. <b>Say:</b> You will have _____ number of minutes to explore careers. Remember to save three to your student profile. Raise your hand after you've saved your careers so that I may come by and check.</li> </ol>
Student Engagement Strategy:	A to Z Challenge
Provide Real World Connections (Problem Statement or Scenario):	A to Z Challenge



## B.R.I.D.G.E. Law and Career Development Lessons

Practice the Content (Hands-On Activities):	Career exploration and career saves
Summarize the Lesson:	<b>Say:</b> Today, we thought about a variety of careers and identified people we know who work in those fields. Then you might have saved some of those careers in your student profile.
Close the Lesson:	<b>Say:</b> Think about the classes we offer here at school that might support the careers you are interested in pursuing. If you are unsure or have questions, to see your counselor _____.

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-55 minutes

Student Competencies Data	

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## A to Z Careers

A \_\_\_\_\_

N \_\_\_\_\_

B \_\_\_\_\_

O \_\_\_\_\_

C \_\_\_\_\_

P \_\_\_\_\_

D \_\_\_\_\_

Q \_\_\_\_\_

E \_\_\_\_\_

R \_\_\_\_\_

F \_\_\_\_\_

S \_\_\_\_\_

G \_\_\_\_\_

T \_\_\_\_\_

H \_\_\_\_\_

U \_\_\_\_\_

I \_\_\_\_\_

V \_\_\_\_\_

J \_\_\_\_\_

W \_\_\_\_\_

K \_\_\_\_\_

X \_\_\_\_\_

L \_\_\_\_\_

Y \_\_\_\_\_

M \_\_\_\_\_

Z \_\_\_\_\_



# B.R.I.D.G.E. Law and Career Development Lessons

Tenth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 10-1A
Lesson Title:	What is a career aptitude inventory?
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success
Lesson Number:	Lesson 1 of 2 within B.R.I.D.G.E. Law Task 10-1

Learning Objective(s)	
Students Will:	Complete a performance-based career aptitude inventory.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Student login information</li> <li>• Career aptitude inventory</li> <li>• Copies of step-by-step directions to access and complete the inventory.</li> </ul> <p><b>Note:</b> The inventory includes 11 sections and takes 90 minutes total to complete; therefore, it can be divided into multiple sessions (i.e. two 45-minute sessions or multiple sessions by YouScience section).</p>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you are going to complete a career aptitude inventory. Let's think about what those words might mean.
Teach the Content:	<ol style="list-style-type: none"> <li>1. <b>Ask:</b> As you've completed career lessons with counselors, what have you learned about careers? What do you know about how people connect their interests and natural talents with careers?</li> <li>2. <b>Say:</b> This may not mean anything to you right now, but our activity today will lead to your understanding of what this means for you because it will look differently for everyone in this class. Matching a career or careers to your unique interests and talents will play a big part in how happy you are as a</li> </ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>working adult. There's an old saying, "If you do what you love, you'll never work a day in your life."</p> <p>3. <b>Ask:</b> Who can tell me what we mean when we say career?</p> <ul style="list-style-type: none"><li>a. Career—an occupation or profession, especially one requiring special training, followed as one's lifework.</li></ul> <p>4. <b>Say:</b> Each of us has natural talents. These talents are known as <b>aptitudes</b>. Simply put, you have an aptitude for something when it's easy for you. One way to identify a natural talent is when you find yourself saying, "It's easy for me to do _____. " <b>Note:</b> Counselors should give examples such as singing, solving puzzles, organizing class notes, restoring old cars, braiding hair, reading maps, putting something together with/without instructions, brainstorming, having a sense of humor, etc.)</p> <p>5. <b>Say:</b> In today's lesson an <b>inventory</b> is an exercise to determine how your talents and interests will help you match to a career where you might find the most success based on your unique results.</p> <p>6. Counselor should briefly describe the format of the aptitude inventory (i.e. YouScience offers a 90-minute, game-based assessment). Distribute directions and prepare students to start the inventory.</p> <p>7. <b>Say:</b> If you have any questions while taking the inventory, please raise your hand and let me know.</p>
Student Engagement Strategy:	Not applicable
Provide Real World Connections (Problem Statement or Scenario):	Completing the performance-based aptitude inventory.
Practice the Content (Hands-On Activities):	
Summarize the Lesson:	<b>Say:</b> You've completed your career aptitude inventory, and you can access your results _____. * <b>Note:</b> Accessing results varies depending on the inventory used.
Close the Lesson:	Understanding what we're good at doing will help us find success and satisfaction in our lives as working adults. We will discuss the results from your aptitude inventory during our next lesson.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	90+ minutes depending on the career aptitude inventory program

### Student Competencies Data

 **B.R.I.D.G.E. Law and Career Development Lessons**

Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



# B.R.I.D.G.E. Law and Career Development Lessons

Tenth Grade B.R.I.D.G.E. Law Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 10-1B
Lesson Title:	Understanding Your YouScience Career Aptitude Inventory Results
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS1: Demonstrate critical-thinking skills to make informed decisions
Lesson Number:	Lesson 2 of 2 within B.R.I.D.G.E. Law Task 10-1

Learning Objective(s)	
Students Will:	Understand how career aptitude inventories can help students learn how their talents and interests align with career opportunities.
Students Will:	
Resources/Materials:	<p><b>Note:</b> This lesson is built for the YouScience platform. Counselor should make adaptations if using a different career aptitude platform.</p> <ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Student login information</li> <li>• Career Aptitude Inventory Results (i.e. YouScience). Counselor should be proficient in the use of this program in order to assist students. Any new student without an account will need special instructions.</li> <li>• Copies of the 10-1B <b>The Science of Me</b> graphic organizer (enclosed), one for each student along with extra copies</li> <li>• Copies of directions to access the career aptitude results</li> <li>• 10-1B YouScience PowerPoint</li> <li>• PowerPoint or handout of pathways offered at the feeder high school(s)</li> <li>• Computer/screen or slide with counselor names/pictures (as listed below in “Introduce the Lesson”)</li> <li>• Copies of the high school course selection sheets or course sequence charts (academic and elective)</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> At the end of this lesson, you will understand how your interests and talents align with possible careers and pathways.



# B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<p><b>"I Do" Activity</b></p> <ol style="list-style-type: none"><li>1. <b>Say:</b> When we last met, we talked about natural talents that are unique to us. These talents are known as <b>aptitudes</b>. Remember some examples of aptitudes are singing, solving puzzles, organizing class notes, restoring old cars, braiding hair, reading maps, putting something together with/without instructions, brainstorming, having a sense of humor, etc.</li><li>2. <b>Say:</b> You also completed a career aptitude inventory on the computer, and now we're going to review your results. <b>Note:</b> Counselors should have a plan for students who did not complete the career aptitude inventory.</li><li>3. <b>Say:</b> As you review your results, please think about careers or pathways that align with your skills and abilities. You may be surprised at some of your results, while you may absolutely agree with other results. You'll also see words that describe you in a way that you haven't thought of before. After you work with your results, I'll be eager to hear you share some of your thoughts.</li><li>4. Start the YouScience demonstration PowerPoint.</li><li>5. Explain the slides<ol style="list-style-type: none"><li>a. Slide 1: <b>Say:</b> This is your login screen where you will enter your username and password.</li><li>b. Slide 2: <b>Say:</b> On your homepage, in one of two places click <b>Aptitudes</b> or <b>Your Aptitudes</b>.</li><li>c. Slide 3: <b>Say:</b> Click any part of the pie chart to reveal an aptitude. To access more information, click <b>Explore</b>.</li><li>d. Slide 4-5: <b>Say:</b> You will scroll down the page until you see <b>Your Results Show</b>. You will read your list of results and think about what sounds like you.</li><li>e. Slide 6: <b>Say:</b> You will explore how the aptitude <b>Impacts Your Life</b> by clicking <b>Work</b>, <b>School</b>, and <b>Social</b>.</li><li>f. Slide 7-8: <b>Say:</b> From the <b>Difficult for You</b> section, list a specific way you can improve to be more successful in this area now that you know the weakness. From the <b>Tips for Success</b>, list one tip you find helpful.</li><li>g. Slide 9-11: <b>Say:</b> This is where your aptitudes connect with possible careers. Click <b>Careers</b> at the top of the page and then you can sort careers by fit type—<b>Overall</b>, <b>Aptitude</b>, and <b>Interest</b>. You will choose one career from each fit type, and research the steps needed to get there in the <b>How You Get There</b> section. You will list three steps to help you "get there."</li><li>h. Slide 12: <b>Say:</b> YouScience is a great tool for you and provides you with rich details and insight on who you are and what you can do. You may choose to revisit YouScience as you begin to apply for jobs, college, scholarships, or write application essays. Make sure to visit the <b>Describing You</b> section, the <b>College</b> section, and the other parts of the <b>Aptitude</b> pie chart</li></ol></li><li>6. Distribute directions to access career aptitude results and the graphic organizer.</li></ol> <p><b>"You Do" Activity</b></p> <ol style="list-style-type: none"><li>7. <b>Say:</b> Now, log in to the computer and follow the directions for accessing your career aptitude inventory results. Now go learn something about yourself!</li><li>8. While students are working on the graphic organizer, check in with students to answer questions.</li></ol>
--------------------	--



## B.R.I.D.G.E. Law and Career Development Lessons

Student Engagement Strategy:	<b>The Science of Me</b> graphic organizer
Provide Real World Connections (Problem Statement or Scenario):	YouScience career results
Practice the Content (Hands-On Activities):	Aptitude results exploration
Summarize the Lesson:	<b>Say:</b> Skills, abilities, education and training are all important to being successful in a career. Graduating from high school is an important first step to your career goals.
Close the Lesson:	<b>Say:</b> If you didn't finish, don't worry. You can access your YouScience results anytime by logging in to your account. By the way, it looks great on your cell phone.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-60 minutes

### Student Competencies Data


### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



# B.R.I.D.G.E. Law and Career Development Lessons

## The Science of Me

Use your YouScience results to complete the following.

On your **Home** screen, you will see four categories:

- **Your Aptitudes:** Explore what we've discovered about your natural talents that make you amazing.
- **Best Fit Careers:** Explore over 500 awesome options to help you imagine what you can be.
- **Essay and Resume Help:** Find personal words and phrases that allow you to describe your talent to others.
- **Find a College:** Search technical, community, and four-year colleges that fit your needs.

Explore the first category, **Aptitudes**.

1. The pie chart is a graph of your aptitudes, circle which aptitude or aptitudes you will explore today:

Visual Scanner	Inductive Reasoning	Sequential Reasoning
Numerical Reasoning	Spatial Visualization	Idea Generation

You will find more information about this talent as you scroll down the page.

2. To complete the next part of this handout, in the box with the description of this talent (next to the pie chart), click [Explore >](#)

3. Of what your results show (at the top of this screen), what do you agree sounds like you?
4. Give a specific example of where you saw one of these results (from number 3) in action. This may have been in school, at home, in an athletic or club setting, while working in an after-school job, etc.
5. Explore "How does this impact my daily life?" by selecting "Work, School, and Social." Give a specific example of how you can improve at Work, School, or Social using these results:
6. Explore "Things you may find easy for you, and difficult for you" on this page. From the "Difficult for you" section, list a specific way you can improve to be more successful in this area now that you know the weakness.
7. Explore "Tips for success." What is one tip you find helpful? Write it in your own words:

Explore the second category, **Best Fit Careers**. Compare the careers based on their fit for you (Overall, Aptitude, and Interest). Choose one career from each fit type, and research the steps needed to get there.



## B.R.I.D.G.E. Law and Career Development Lessons

Overall Fit Career

Aptitude Fit Career

Interest Fit Career

★ How do I get there? ★

Step  
1

Step  
2

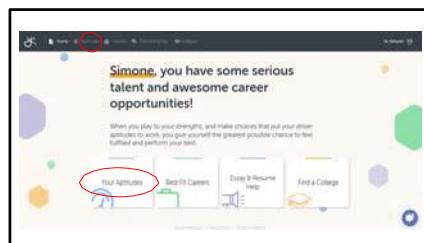
Step  
3

# B.R.I.D.G.E. Law and Career Development Lessons

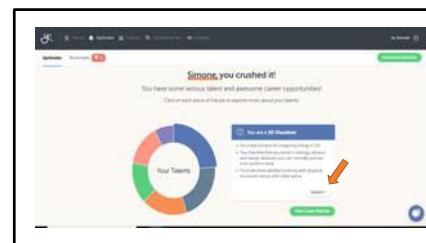
## YouScience Demonstration PowerPoint



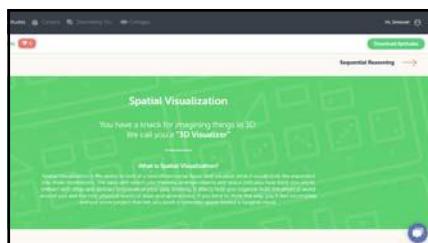
1



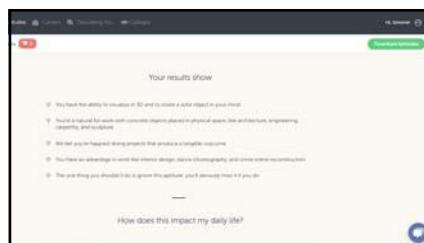
2



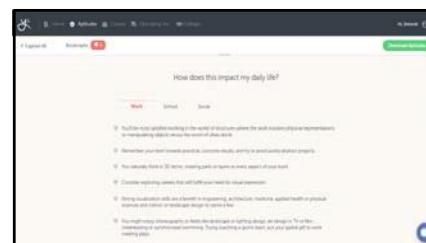
3



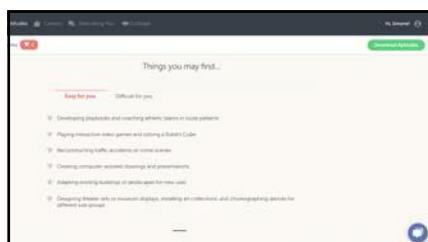
4



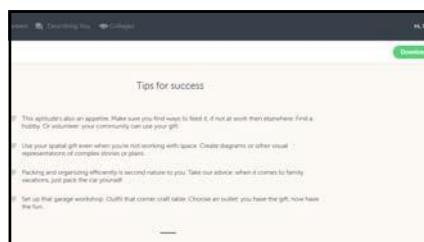
5



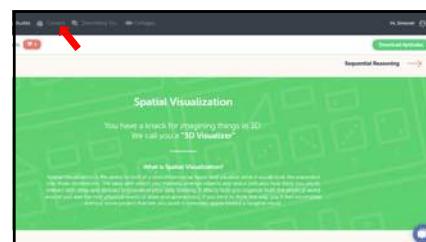
6



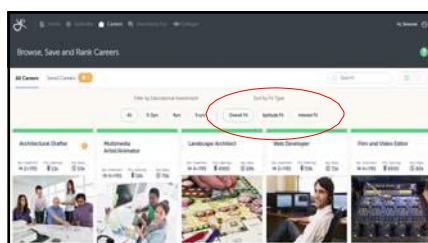
7



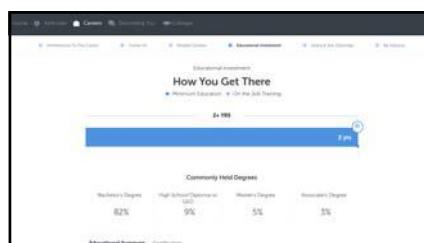
8



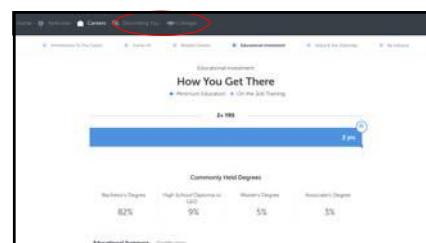
9



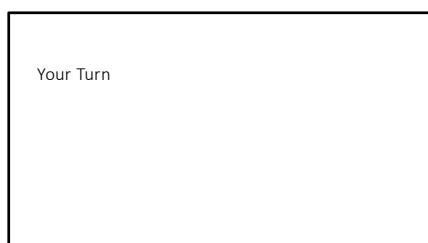
10



11



12



13



# B.R.I.D.G.E. Law and Career Development Lessons

Eleventh Grade Lesson Plan	
Lesson Unit: Lesson Title:	B.R.I.D.G.E. Law Task 11-1 Post -Secondary Options that Match My Career Choice
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M4 - Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS1 - Demonstrate critical thinking skills to make informed decisions B-SMS10 - Demonstrate ability to manage transitions and the ability to adapt to changing situations and responsibilities
Lesson Number:	Lesson 1 of 2 within B.R.I.D.G.E. Law Task 11-1

Learning Objective(s)	
Students Will:	Research and identify three postsecondary options using your electronic platform. Students will search for programs of study which should prepare them for one or more of their saved occupations.
Students Will:	Save those identified postsecondary options to their career profile.
Resources/Materials:	<ul style="list-style-type: none"> <li>• Visual introducing counselors and outlining school counseling services</li> <li>• YouScience or other web-based platform used by your school system to complete B.R.I.D.G.E. Law requirements</li> <li>• Computer Lab (follow the school process for securing use of a computer lab)</li> <li>• Directions for new students to create their accounts that house the B.R.I.D.G.E. Law tasks</li> <li>• Directions for students to access their accounts that house the B.R.I.D.G.E. Law tasks</li> <li>• Working knowledge of local school's B.R.I.D.G.E. Law career development platform</li> <li>• <a href="#">GaDOE Programs of Study</a> (preview documents before the lesson and print programs of study that align with pathways offered in the feeder high school/high schools)</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"><li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li></ul> <ol style="list-style-type: none"><li>1. <b>Say:</b> Take a moment to think about your goals and dreams. Some goals you want to accomplish quickly (i.e. short-term goals—earn an A on your next English essay) and other goals you may want to accomplish over a period of time (i.e. long-term goals—saving enough money to purchase a car).</li><li>2. <b>Say:</b> Where do you see yourself two years from now after you walk across the stage at graduation, diploma in hand? What is your next step? How will you know if you're ready for that next step or not? That's what you are going to do today. You are going to look at the career you want and what it takes to get there.</li></ol>
Communicate the Lesson Objective:	<b>Say:</b> By the end of today's lessons, you will save three post-high school training options to your student account.
Teach the Content:	<ol style="list-style-type: none"><li>1. <b>Say:</b> Students, in previous B.R.I.D.G.E. Law lessons you selected and saved three or more occupations to your career profile. For the careers you previously saved (or for a new career that interests you) what is required to find a job? At the end of today's activity, you will update your career profile with three post-high school education options for the careers that interest you. Direct students to create or access their B.R.I.D.G.E. Law accounts.</li><li>2. <b>Say:</b> Choosing a post-high school option is an important decision. There are many factors to consider. Challenge students to answer the following questions (aloud as a group is fine) that will help them plan for life after high school:<ul style="list-style-type: none"><li>○ What career(s) are you interested in pursuing?</li><li>○ What problem would you like to solve as an adult?</li><li>○ What did you learn about yourself when reviewing your career interests and aptitude inventory results?</li><li>○ Where do you see yourself in five years?</li></ul></li><li>3. <b>Say:</b> When you think about your post-high school plans, is it a good idea to choose an option based on:<ul style="list-style-type: none"><li>○ Your best friend's plan?</li><li>○ Your favorite sports team?</li><li>○ Someone's expectation of you?</li><li>○ Society's expectation?</li></ul></li><li>4. <b>Say:</b> Ask yourself this question, "How will my post-high school program of study/plans prepare me for the career I want to pursue?" The answer to this question will help you decide which career pathway is most appropriate to pursue.</li><li>5. <b>Say:</b> Let's talk about programs of study. You all are pursuing a program of study right now, and you may not know it. By working toward your graduation plan, you are in the process of completing a program of study that will end with a high school diploma. All training programs -- college, apprenticeships, or the military -- will utilize a program of study to outline the courses and requirements needed to complete the career pathway.</li><li>6. <b>Say:</b> Some students choose four-year colleges or two-year colleges, some students choose technical colleges, and other students choose options such as apprenticeships, the military, or working toward a certification to enter the</li></ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>workforce with the necessary credentials. You may not realize that many high paying, in demand careers do not require a four-year college degree.</p> <p>7. <b>Say:</b> It's time to power on your computer.</p> <p>8. <b>Distribute</b> directions for completing the B.R.I.D.G.E. Law task.</p> <p>9. <b>Say:</b> Log in to your B.R.I.D.G.E. Law student account. Go to your career profile. From there, choose one of the saved occupations. Now go to the information/about section for that career.</p> <p>Locate the information that tells you the type of training needed for that particular career. You may also want to review the various schools that offer post-high school programs of study in that field. Now, save at least three post-high school education options to your electronic portfolio.</p> <p>10. <b>Note:</b> The counselor should be familiar with the district's B.R.I.D.G.E. Law platform to help guide students through saving postsecondary options.</p>
Student Engagement Strategy:	Saving post-high school education options.
Provide Real World Connections (Problem Statement or Scenario):	Saving post-high school education options.
Practice the Content (Hands-On Activities):	Saving post-high school education options.
Summarize the Lesson:	<b>Say:</b> Okay, juniors, we talked about what to consider when choosing post-high school options. You should now have a good idea of where you can go to school to prepare for a career you have chosen. This will be one of the biggest decisions you will make regarding your career preparation, so please do your research. If you're considering college, you should plan a campus visit and meet with school officials such as admissions and financial aid advisors. Please take advantage of every opportunity you have the remainder of this year and next to learn all you can about your options.
Close the Lesson:	<b>Say:</b> Students, you researched and identified three post-high school options that will hopefully prepare you for one or more of your saved occupations. Remember to stop in to see your counselor for help with questions regarding life after high school.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-55 minutes

### Student Competencies Data


### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline	Not Applicable



# B.R.I.D.G.E. Law and Career Development Lessons

11 <sup>th</sup> Grade Lesson Plan	
Lesson Unit:	B.R.I.D.G.E. Law Task 11-3
Lesson Title:	Free Tuition! Georgia's Workforce Development Initiative
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6: Positive attitude toward work and learning
Lesson Number:	Lesson 1 of 1 within B.R.I.D.G.E. Law Task 11-3

Learning Objective(s)	
Students Will:	Will identify and research in demand careers in the state of Georgia
Students Will:	Will explore majors that qualify for the HOPE Career Grant scholarship
Resources/Materials:	<ul style="list-style-type: none"> <li>• <a href="https://tcsdg.edu/free-tuition/">https://tcsdg.edu/free-tuition/</a></li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Computers/Computer Lab</li> <li>• Timer</li> <li>• Copies of <i>The Pay is Right</i> game -- one reusable set per student group</li> <li>• Copies of the Case Study</li> <li>• Copies of the <i>Estimating Tuition and Fees</i> handouts</li> <li>• Free Tuition! Georgia's Workforce Development Initiative Presentation—available in the CTAE Resource Network (<a href="http://www.ctaern.org">www.ctaern.org</a>), member account &amp; login required</li> <li>• Student Loan Debt information—in case you want to provide students with more statistics</li> <li>• Copies of directions to complete the BRIDGE checkoff, if necessary</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• <b>Say:</b> Often we talk about the importance of completing your post-secondary education after high school. But we don't really talk about what happens after you earn your certificate, become licensed, finish your degree, or complete your military service. So, today we want to explore three questions. One, what will the workforce look like when you become ready to enter it? Two, how much will it cost for you to complete the required training? And three, which careers will offer you the biggest pay-off? Let's play a game called, <i>The Pay is Right!</i></li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

Communicate the Lesson Objective:	<b>Say:</b> Today you will learn about the HOPE Career Grant.
Teach the Content:	<p><b>"I Do" Activity</b></p> <ul style="list-style-type: none"><li>• <b>Do:</b> Divide the class into groups of 2-3 students, with the teacher aiding, as needed. Make sure each group has one (1) set of price tags and one (1) set of <i>The Pay is Right</i> game cards (enclosed). The game cards should remain face-down on the desk until the game begins.</li><li>• <b>Say:</b> Each group should have a set of price tags with the hourly pay for actual careers in Georgia printed on them, and a set of cards, which remain facing down on the desk. Don't turn the cards until the game starts. When I say, "Go," each group will have 50 seconds to turn the game cards over, read the job title listed on each card, and then "tag" each career with the salary that matches it. Any questions?</li><li>• <b>Do:</b> Answer any remaining questions before providing a verbal count down and starting the game. Circulate in the room so you can monitor students' progress as they play. If they begin to finish before 50 seconds have passed, then call time by saying, "Time's up!" If students need more time, then give them a few extra seconds before calling time, but you want to encourage them to finish as quickly as possible.</li><li>• <b>Say:</b> Let's see how well you did. Give yourself 10 points for every career you match correctly; but for every career you tag incorrectly, subtract 5 points. The group with the highest score wins.</li><li>• <b>Do:</b> Use the Power Point Presentation to review the correct answers (enclosed). If the game ends in a tie, you can complete the optional tiebreaker described in the next bullet point. However, if the game ends with a single winner, or if you do not wish to complete the tiebreaker, then skip the optional tiebreaker activity and continue with the lesson.</li><li>• <b>(Optional Tiebreaker) Say:</b> It looks we have a tie. For the tie breaker, I'll give you the name of a career. Each group will guess at the average hourly rate a person working in that career earns in Georgia. The group who gets the closest number to the actual salary rate, but without going <u>under</u>, wins. Are you ready? The career is: Video Game Designer. <b>Note:</b> Allow each group in the tiebreaker to guess the average hourly salary for a video game designer in Georgia (\$43.23/hour, or \$83,000 per year). The group with the closest number to the actual salary rate, without going under, wins.</li><li>• <b>Do:</b> Continue with the presentation and debrief the opening activity, <i>The Pay is Right</i>.</li><li>• <b>Say:</b> Were you surprised by any of the salaries in <i>The Pay is Right</i>? What patterns did you notice in the careers? <b>Note:</b> Student responses will vary but be sure to provide encouragement and positive feedback. After 2-3 comments, move the discussion forward by pointing out that the education level required for the job had little impact on salary.</li><li>• <b>Say:</b> More education doesn't necessarily result in higher pay. But completing the right kind of education can have a big impact. Of course, what do we mean when we say, the "right" education? The answer is not so simple. However, while there is no single path to high-paying or high-level careers, it helps to understand which careers are in the greatest demand.</li><li>• <b>Do:</b> Using the presentation slides as a guide to review supply &amp; demand, high-demand jobs, and workforce development.</li></ul>



## B.R.I.D.G.E. Law and Career Development Lessons

- **Say:** Supply and Demand in Markets is the amount of a product or service available and the desire of buyers for the product or service
- **Say:** How much you pay for a product or service is determined by how much of it is available and how much you want it.
- **Do:** Use the Power Point Presentation to review supply and demand (enclosed).
- **Say:** Let's consider Tropical Skittles. If a lot of people want to buy Tropical Skittles and there are a lot of Tropical Skittles available to buy, there's little change in the price of Tropical Skittles. If a few people want to buy Tropical Skittles and there are lots of Tropical Skittles available to buy, the price of Tropical Skittles decreases or goes down (This is where Clearance sales come from). If a lot of people want to buy Tropical Skittles and there are only a few packets of Tropical Skittles available to buy, what do you all think happens to the price? Correct! The price of Tropical Skittles increases.
- **Say:** Similarly, the Supply and Demand in Careers is the amount of jobs available and the number of qualified workers available to fill the jobs
- **Say:** Consumer markets aren't the only markets affected by basic principles of supply and demand. Job markets are sensitive to demand, too. If a large number of employers need to hire people with a specific set of skills, and only a small number of people have the required skills and training to do that job, then employers have no choice but to make their jobs more attractive by offering incentives.
- **Say:** Let's apply Supply and Demand to jobs.
- **Do:** Use the Power Point Presentation to review supply and demand in the workforce (enclosed).
- **Say:** Let's use Cybersecurity Specialists in this example. If there are lots of job openings for Cybersecurity Specialists and there are lots of Cybersecurity Specialists available to hire, what happens to the salary? Allow time for answers.
- **Say:** There's little change in salaries offered to potential employees. If few job openings for Cybersecurity Specialists exists and there are lots of Cybersecurity Specialists available to hire, what happens to the salary? Allow time for answers.
- **Say:** The salary offered to potential employees decreases or goes down. **Ask:** Why is that? Allow time for answers then **say:** If employers can find 1,000 people to fill the one job opening, they have, they don't have to offer competitive salaries because they can hire anyone. If few job openings for Cybersecurity Specialists exists and a few Cybersecurity Specialists available to hire, what happens to the salary? Allow time for answers.
- **Say:** There's little change in salaries offered to potential employees. If there are lots of job openings for Cybersecurity Specialists and only a few Cybersecurity Specialists available to hire, what happens to the salary? Allow time for answers.
- **Say:** Yes! The salaries increase because the Cybersecurity Specialist is in demand. Jobs in this scenario are in demand careers (animated circle and star in the PowerPoint presentation).
- **Say:** Let's look at the definitions that make up In Demand Careers. **High Growth** is the number of new jobs added (job growth) increases at a rate much higher than average job growth rates. **High Wage Careers** are occupations with salaries and compensation that are significantly higher than



## B.R.I.D.G.E. Law and Career Development Lessons

average. **In Demand Careers** are occupations requiring specialized training or skills that few workers possess.

- **Ask:** How does all of this relate to you? **Say:** It relates to you because you will enter the workforce in a few years and as you are selecting your career pathway, you want to make sure that you make informed decisions about your career, the training needed, and the salary you want to earn.
- **Say:** There are numerous In Demand Career opportunities in Georgia. To help meet the demands of the labor market, a In Demand Career Initiative was developed. The In Demand Career Initiative is a workforce development initiative.
- **Say:** The **Workforce** is the people engaged in or available for work. **Workforce Development** is a set of solutions for people to meet employment needs in their community or state. A **Workforce Development Initiative** is one of the solutions for people to meet employment needs in their community.
- **Say:** Let's revisit the example of the consumer market again. Just as salary isn't the only factor in choosing a career, price isn't the only consideration when buying a product. Let's say you find a sweatshirt you want at two different stores. One costs \$20 and the other costs \$23. Which sweatshirt do you buy?
- **Say:** What if I told you the store selling the sweatshirt for \$20 is 35 miles away, and the one selling it for \$23 is less than 2 miles from your house? Do you still buy the one priced at \$20? I don't know about you, but I wouldn't drive that far. Not only would driving farther take more time, but we would spend more than \$3.00 in gas just to drive there. In this case, we would say the benefit doesn't justify the additional cost. Well, it works similarly with careers, too.
- **Say:** Here's where the HOPE Grant and the HOPE Career Grant become important. The HOPE Grant is different than the HOPE Scholarship. The **HOPE Grant** is available to students enrolled in a certificate or diploma program typically offered at two-year technical colleges in Georgia. Unlike the HOPE Scholarship, which requires a 3.0 GPA to qualify for tuition assistance, the HOPE Grant doesn't require a specific high school GPA to qualify for tuition assistance.
- **Say:** The **HOPE Career Grant** is available to students who qualify for the HOPE Grant and enroll in majors aligned to industries in which there are more jobs available in Georgia than there are workers to fill them. **Do:** Leave the last slide of the presentation displayed.

### "We Do" Activity

- **Say:** Let's look at the cost of tuition associated with attending a 4-year college, specifically the debt students are left with after completing a degree. The average annual college tuition in Georgia is a little over \$10,000 (<https://www.collegecalc.org/colleges/georgia/>). Since it usually takes about five years to complete a degree, that's \$50,000 in tuition costs alone. The average student loan debt for students who complete their degree is a little under \$29,000 (Institute for College Access & Success, 2019). Since most people don't understand debt until they're in it, we're going to complete a little exercise by way of a scenario.
- **Say:** Let's pretend a state's government just announced that they are suffering from severe budget cuts. In order to balance the budget, the local



## B.R.I.D.G.E. Law and Career Development Lessons

- school board decided that all high school seniors are required to pay for school the next year.
- **Say:** As 11th grade students you might not really understand what these numbers mean in real life application, so we're going to make it real world for you. Since you all are familiar with signing up for high school classes, let's use one semester of junior classes to calculate tuition costs.
  - **Do:** Use the board to write the following: (this will be listed horizontally).
    - Block Semester-American Lit, GSE Algebra II, US History, Journalism Traditional Schedule-American Lit A, GSE Algebra II A, Physics A, Journalism A and Spanish III, United States History A.
    - **Note:** Use an example schedule that matches the scheduling system at your school.
  - **Say:** Here's an example of one semester of junior year courses.
  - **Say:** Let's calculate tuition for this one semester of courses. Each class is \$300 (Counselors working in a traditional schedule: the classes are divided in to \$150 installments.)
  - If each class is \$300/\$150, how much would it cost to take class one, class two, class three, and class four?
  - **Say & Do on the Board:** If each class is \$300, how much will it cost to take American Lit? How much will it cost to take GSE Algebra II, US History, and Journalism? (List the cost of each core class on the board.) If we add up the cost of these courses, what's the cost of tuition? (Write this on the board).
  - **Say:** Remember, this is a time of financial crisis. This means that you are responsible for also paying for the cost of various student activity fees such as: campus safety, technology, and registration. Fees are \$180 per semester, so we'll add \$180 to the cost of tuition.
    - This totals \$1,380 for students on a block scheduling system
    - This totals \$1080 for students on a traditional schedules system

### “You Do” Activity

- **Say:** Does this make sense? Now, let's look at a case study that involves two high school students, Mila and Noah.
- **Do:** Distribute the case study handout and the Estimating Tuition and Fees handout
- **Do:** Read the case study.
- **Ask:** Are there any questions?
- **Say:** Let's calculate Noah's tuition costs first. In section A, check the boxes for the core courses you will take next year. Write the total number in the line provided.
- **Say:** In Section B, check the boxes for the CTAE Career Pathway classes you will take next year. Write the total number in the line provided.
- **Say:** In section C check the boxes for elective courses not listed in sections A or B. Write the total number in the line provided.
- **Say:** Now, add the total numbers found in sections A, B, and C together and write that total in the “Course Total” space.
- **Say:** Now, it is time to estimate your tuition and fees for next year. Step one, multiply the total number of courses by \$300. Write that total in the “Tuition” space. Step two, add any additional fees students are required to pay. Write this in the “fees” space. Step three, If you are taking at least one course from



## B.R.I.D.G.E. Law and Career Development Lessons

	<p>any of the CTAE Career Clusters in Section B, subtract the total cost of your tuition. Step four, write the remaining balance in your estimated cost of attendance. <b>Ask:</b> What's Noah's tuition cost? Correct answer is \$2,760.</p> <ul style="list-style-type: none"> <li><b>Say:</b> Now using the same process, calculate Mila's tuition.</li> <li><b>Say:</b> The HOPE Grant and the HOPE Career Grant work like the Career High School Tuition Grant in this scenario. If you pursue a program at a technical college in one of the areas listed in Section B of your handout, you will qualify for the HOPE Grant and the HOPE Career Grant, which means that you will not pay any tuition for your post high-school training.</li> <li><b>Say:</b> Any questions?</li> <li><b>Note:</b> If your students need to login to their BRIDGE platform to indicate they've learned about workforce development, have them do so at this time. If the school counselor checks off completion, then proceed with closing the lesson.</li> </ul>
Student Engagement Strategy:	<i>The Pay is Right</i> game
Provide Real World Connections (Problem Statement or Scenario):	<i>Career High School Tuition Grant</i> scenario
Practice the Content (Hands-On Activities):	<i>Estimating Tuition and Fees</i> handout
Summarize the Lesson:	<b>Say:</b> Today you learned a little about the principle of supply and demand, tuition costs, and how the HOPE Grant and the HOPE Career Grant can help you start a career with little to no debt.
Close the Lesson:	<b>Say:</b> Some things to consider as you move into senior year. 1. What resources can you take advantage of to reduce your costs for education after high school? 2. How will the resources impact your education? As always, we're here to help you with any questions. <b>Do:</b> Let students know how to schedule an appointment to see you.

Data Collection Plan (Complete this section once for multiple lessons in a unit)	
Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	60 minutes

Student Competencies Data	
<b>Outcome Data (Choose one and describe)</b>	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



### Student Loan Debt: Class of 2018



Nationally, 2 out of every 3 college seniors in the Class of 2018 received student loans. Georgia ranked #24 in the number of college seniors receiving student loans. Among students earning a bachelor's degree at a public or private, non-profit institution in Georgia in 2018:

- 86% received state and/or federal grant funding as freshmen;
- 52% received loans in the 1<sup>st</sup> year, with an average loan amount of \$6,419;
- 57% graduated with student loan debt and an average loan amount of \$28,824;
- 5% received private loans when they were freshmen, with an average first-year loan amount totaling \$10,336;
- 48% earned a bachelor's degree within 150% of the normal time it takes to earn a 4-year degree (6 years or less);
- 25% earned a bachelors' degree in just 4 years.

Institute for College Access & Success, *Report on Student Debt* (2019)

### Student Loan Debt: Class of 2018



Nationally, 2 out of every 3 college seniors in the Class of 2018 received student loans. Georgia ranked #24 in the number of college seniors receiving student loans. Among students earning a bachelor's degree at a public or private, non-profit institution in Georgia in 2018:

- 86% received state and/or federal grant funding as freshmen;
- 52% received loans in the 1<sup>st</sup> year, with an average loan amount of \$6,419;
- 57% graduated with student loan debt and an average loan amount of \$28,824;
- 5% received private loans when they were freshmen, with an average first-year loan amount totaling \$10,336;
- 48% earned a bachelor's degree within 150% of the normal time it takes to earn a 4-year degree (6 years or less);
- 25% earned a bachelors' degree in just 4 years.

Institute for College Access & Success, *Report on Student Debt* (2019)

### Case Study

Noah and Mila are twins in the 11<sup>th</sup> grade. They attend a high school in a neighboring district, which means their families pay yearly tuition. Noah wants to pursue a career as a sales representative; therefore, he's working to complete a pathway in Marketing as well as a pathway in Business Management & Administration. Mila wants to pursue a career in Business Healthcare Technology; therefore, she's working to complete a pathway in Health Science that includes a work-based learning opportunity.

In the district where Noah and Mila attend high school, some career areas have a large demand for workers. To help increase the number of potential employees for these in-demand careers, a special high school tuition scholarship was created for high school students. The scholarship, **The Career High School Tuition Grant**, serves as an incentive to students who want to get an early start on a rewarding career that pays well. The Career High School Tuition Grant pays tuition for students enrolled in the following high school career pathways:

- Architecture & Construction
- Audio/Visual Technology
- Education & Training
- Energy
- Information Technology
- Engineering
- Health Science
- Manufacturing
- Transportation & Logistics

Mila and Noah are working with their school counselor to figure out the cost of tuition for their senior year. Each high school course costs \$300 and yearly school fees total \$360. Mila and Noah take eight (8) courses each year. How much tuition will Mila owe and how much tuition will Noah owe?



# B.R.I.D.G.E. Law and Career Development Lessons

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

## Estimating Tuition and Fees

Noah		
<b>Section A: Core Courses</b> Indicate the number of core courses you will take this year; write the total number in the line provided (Total A).	<input checked="" type="checkbox"/> British Literature <input checked="" type="checkbox"/> AP Statistics <input checked="" type="checkbox"/> Forensic Science <input checked="" type="checkbox"/> Economics and Government <input checked="" type="checkbox"/> Spanish II	Total A = _____
<b>Section B: CTAE Career Pathways</b> Total the number of CTAE Pathway courses you will take this year that align with one or more CTAE Career Clusters listed in Section B – i.e., audio/video technology & film; automotive technology; computer science; early childhood education; engineering & technology; heating, AC, ventilation & refrigeration; manufacturing & mechatronics; therapeutic services; etc. (Total B).	<input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Audio/Visual Technology <input type="checkbox"/> Education & Training <input type="checkbox"/> Energy <input type="checkbox"/> Information Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Health Science <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation & Logistics	Total B = _____
<b>Section C: Additional Electives</b> Total any elective courses not listed in Sections A or B – i.e., driver education; study skills; IB seminar; AP research; SAT prep; current issues; psychology; speech; journalism; mentorship; etc. (Total C).	<input checked="" type="checkbox"/> CTAE Courses (not listed in Section B) <input checked="" type="checkbox"/> Health & P.E. <input type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> Other Electives (journalism, driver education, SAT prep, etc.)	Total C = _____
<b>Total Number of Courses</b> Total the number of courses	Total A + Total B + Total C =	Course Total = _____
ESTIMATED TUITION AND FEES		
<b>Calculating Tuition &amp; Fees (T&amp;F):</b> <ol style="list-style-type: none"><li><b>Cost of Tuition:</b> Multiply the total number of courses by \$300.</li><li><b>Required Fees:</b> Add any additional fees students are required to pay.</li><li><b>Career Tuition Grant:</b> If you are taking at least one course from any of the CTAE Career Clusters in Section B, subtract the total cost of your tuition.</li><li><b>Total Cost of Attendance:</b> The remaining balance is your estimated total cost of attendance.</li></ol>	<b>Cost of Tuition</b> Course Total x 300 = Tuition	\$ _____ Total Cost of Tuition
	<b>Required Fees</b> (i.e., student activities fee, campus safety fee, technology fee, registration fee, etc.) Add tuition and fees for all courses	\$ 360 Fees \$ _____ Cost of T&F
	<b>Career Tuition Grant</b> T&F – Career Tuition Grant	\$ _____ Total Cost
	<b>Total Cost of Tuition &amp; Fees:</b>	\$ _____ Final Cost



# B.R.I.D.G.E. Law and Career Development Lessons

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

## Estimating Tuition and Fees

### Mila

<b>Section A: Core Courses</b> Indicate the number of core courses you will take this year; write the total number in the line provided (Total A).	<input checked="" type="checkbox"/> AP Literature <input checked="" type="checkbox"/> Statistics <input checked="" type="checkbox"/> AP Biology <input checked="" type="checkbox"/> Economics and Government <input type="checkbox"/> World Languages	Total A = _____
<b>Section B: CTAE Career Pathways</b> Total the number of CTAE Pathway courses you will take this year that align with one or more CTAE Career Clusters listed in Section B – i.e., audio/video technology & film; automotive technology; computer science; early childhood education; engineering & technology; heating, AC, ventilation & refrigeration; manufacturing & mechatronics; therapeutic services; etc. (Total B).	<input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Audio/Visual Technology <input type="checkbox"/> Education & Training <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> Health Science <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation & Logistics	Total B = _____
<b>Section C: Additional Electives</b> Total any elective courses not listed in Sections A or B – i.e., driver education; study skills; IB seminar; AP research; SAT prep; current issues; psychology; speech; journalism; mentorship; etc. (Total C).	<input type="checkbox"/> CTAE Courses (not listed in Section B) <input type="checkbox"/> Health & P.E. <input checked="" type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> Other Electives (journalism, driver education, SAT prep, etc.)	Total C = _____
<b>Total Number of Courses</b> Total the number of courses	Total A + Total B + Total C =	Course Total = _____
<b>ESTIMATED TUITION AND FEES</b>		
<b>Calculating Tuition &amp; Fees (T&amp;F):</b> 5. <b>Cost of Tuition:</b> Multiply the total number of courses by \$300. 6. <b>Required Fees:</b> Add any additional fees students are required to pay. 7. <b>Career Tuition Grant:</b> If you are taking at least one course from any of the CTAE Career Clusters in Section B, subtract the total cost of your tuition. 8. <b>Total Cost of Attendance:</b> The remaining balance is your estimated total cost of attendance.	<b>Cost of Tuition</b> Course Total x 300 = Tuition	\$ _____ <b>Total Cost of Tuition</b>
	<b>Required Fees</b> (i.e., student activities fee, campus safety fee, technology fee, registration fee, etc.) Add tuition and fees for all courses	\$ 360 <b>Fees</b> \$ _____ <b>Cost of T&amp;F</b>
	<b>Career Tuition Grant</b> T&F – Career Tuition Grant	\$ _____ <b>Total Cost</b>
	<b>Total Cost of Tuition &amp; Fees:</b>	\$ _____ <b>Final Cost</b>



**Aircraft Structural Maintenance**

**Computer Support Specialist**

**Interior Designer**



# Computer Science Engineer

# Teacher

# Licensed Practical Nurse



\$27.08/hr

\$22.91/hr

\$33.85/hr

\$45.31/hr

\$27.00/hr

\$25.51/hr



# B.R.I.D.G.E. Law and Career Development Lessons

## Free Tuition PowerPoint

**Free Tuition!**  
Georgia's Workforce Development Initiative

Georgia Development Lesson, 11<sup>th</sup> Grade, BRIDGE Unit 11-2  
School Counselor:

1

**Your School Counseling Team**

School Counselor [Insert caseload information and/or counseling responsibilities]
School Counselor [Insert caseload information and/or counseling responsibilities]
School Counselor [Insert caseload information and/or counseling responsibilities]
School Counseling Clerk [register, records clerk, etc.] [Insert caseload information and/or counseling responsibilities]
[Insert contact information]

2

**Objectives**

- Apply the basic principles of "supply & demand" economics to the job market
- Estimate the **Cost of Attendance** for the average postsecondary education & training program
- Identify and research high-demand careers
- Explore the approved majors associated with the HOPE Career Grant

3

Let's Play,

The Pay is Right!

4

Check Your Answers

5

**The Pay is Right!**

\$ 22.91 / Hour	Licensed Practical Nurse
\$ 25.51 / Hour	Interior Designer
\$ 27.00 / Hour	Computer Support Specialist
\$ 27.08 / Hour	Teacher
\$ 33.85 / Hour	Aircraft Structural Maintenance
\$ 45.31 / Hour	Computer Science Engineer

6

Supply & Demand

In the job market

7

**Supply and Demand**

**Supply and Demand in Markets**

The amount of a product or service available and how much the buyer wants or needs the product or service

8

**Basic Principles of Supply & Demand**

Key:	Consumer Demand	Available Supply	Price
Increase/Rise	↑	↑	→
Decrease/Fall	↓	↓	→
Little Change	→	↑	↓
	↓	↓	↑
	↑	↓	↑

9

**Supply and Demand**

**Supply and Demand in Careers**

The amount of jobs available and the number of qualified workers available to fill the jobs

10

**Supply & Demand in the Workforce**

Key:	Job Openings	Qualified Workers	Salary
Increase/Rise	↑	↑	→
Decrease/Fall	↓	↓	→
Little Change	→	↑	↓
	↓	↓	↑
	↑	↓	↑

11

**How do we define high demand careers?**

- High Growth** – The number of new jobs added (job growth) increases at a rate much higher than average job growth rates
- High Wage** – Occupations with salaries and compensation that are significantly higher than average
- High Skill** – Occupations requiring specialized training or skills that few workers possess

12

**Workforce Development**

- Workforce** – the people engaged in or available for work
- Workforce Development** – a set of solutions for people to meet employment needs in their community or state
- Workforce Development Initiative** – one of the solutions for people to meet employment needs in their community

13

**HOPE Grant & HOPE Career Grant**

- The HOPE Grant is different than the HOPE Scholarship.
- The HOPE Grant is available to students enrolled in a certificate or diploma program typically offered at two-year technical colleges in Georgia. Unlike the HOPE Scholarship, which requires a 3.0 GPA to qualify for tuition assistance, the HOPE Grant doesn't require a specific high school GPA to qualify for tuition assistance.
- The HOPE Career Grant is available to students who qualify for the HOPE Grant and enroll in majors aligned to industries in which there are more jobs available in Georgia than there are workers to fill them.

14

**Tuition-Free Programs of Study for High-Demand Careers**

Automotive Technology	Electrical Lineman Technology
Aviation Technology	Health Science
Certified Engineer Assistant	Industrial Maintenance
Commercial Truck Driving	Logistics/Transportation on Technology
Computer Programming	Movie Production Set Design
Computer Technology	Precision Manufacturing
Construction Technology	Welding and Joining Technology
Diesel Equipment Technology	
Early Childhood Care and Education	

15



# B.R.I.D.G.E. Law and Career Development Lessons

Twelfth Grade Lesson Plan	
Lesson Unit: Lesson Title	B.R.I.D.G.E. Law Task 12-1 The Send Off
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Lesson Number:	1 of 1

Learning Objective(s)	
Students Will:	Complete the senior year “Next Steps” survey
Students Will:	
Resources/ Materials:	<ul style="list-style-type: none"> <li>• <b>Note:</b> This is an end of the school year activity</li> <li>• Sending You Off PowerPoint Presentation—available online at the CTAE Resource Network (<a href="http://www.ctaern.org">www.ctaern.org</a>), member account &amp; login required. <b>Note:</b> Quotes and images obtained from <a href="#">Wealthy Gorilla</a>.</li> <li>• Copies of the <b>Before We Send You Off</b> handout or the directions for how to access the electronic version of the activity</li> <li>• Next Steps survey platform</li> <li>• Directions for completing the Next Steps survey</li> </ul>

Evidence / Intervention Root				
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research	<input type="checkbox"/> Research-Informed	<input type="checkbox"/> Evidence-Based	

Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet students, welcome students, and identify yourself</li> <li>• <b>Say:</b> Congratulations, seniors! It's been quite the journey, and I'm proud of all of you. Before you go, there are a couple of things we need from you.</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you will provide a little advice for rising 9 <sup>th</sup> grade students and tell us your plans for life after graduation.
Teach the Content:	<ol style="list-style-type: none"> <li>1. <b>Ask:</b> What's some of the best advice you've been given? <b>Note:</b> Depending on your group, you may need to tell them to keep it rated G...the advice should be appropriate for audiences of all ages.</li> <li>2. Call on students or ask for volunteers. Allow students time to share.</li> <li>3. <b>Say:</b> Well, we have a little advice for you also. <b>Show the Sending You Off presentation.</b></li> <li>4. After the presentation, <b>Say:</b> Now, it's your turn to share a little wisdom.           <ul style="list-style-type: none"> <li>○ Distribute the <b>Before We Send You Off</b> handout or the directions for the electronic version of the activity if you've created one.</li> </ul> </li> <li>5. <b>Say:</b> The target audience for your “words of wisdom” is rising 9<sup>th</sup> grade students.</li> </ol>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ol style="list-style-type: none"><li>6. <b>Say:</b> I know many years have passed since you were 9<sup>th</sup> grade students. ☺ <b>Ask:</b> What do you wish you'd known starting high school, what do you wish you'd paid attention to, or what would you have spent more time doing these last few years? We've provided a few advice stems for you; however, if what you want to say doesn't fit any of the stems provided, feel free to freestyle but keep it clean. We're going to use your quotes to _____.</li><li>7. Ideas of using quotes collected:<ul style="list-style-type: none"><li>○ Give one quote to each entering freshman</li><li>○ Use during an articulation presentation</li><li>○ Use during freshman orientation</li><li>○ Use for senior functions occurring after the lesson</li><li>○ Share with board members (after screening) ☺</li><li>○ Parent information nights</li><li>○ Post quotes in the counseling office with the student's picture</li><li>○ Use on blog, newsletters, social media, or other communication materials</li><li>○ Embed in school counseling lessons</li></ul></li><li>8. Allow students time to write. If using paper copies, collect completed documents for students.</li><li>9. <b>Say:</b> There's just one last thing we need you to do.</li><li>10. Distribute instructions for completing Next Steps.</li><li>11. <b>Say:</b> We want to know what you're planning on doing after high school. There are no right or wrong answers. Follow the instructions on the handout I just gave you, and once you're finished with the survey, let me know.</li><li>12. Allow students time to complete the survey.</li></ol>
Student Engagement Strategy:	<b>Sending You Off</b> presentation and the <b>Before We Send You Off</b> activity
Provide Real World Connections (Problem Statement or Scenario):	<b>Before We Send You Off</b> activity
Practice the Content (Hands-On Activities):	<b>Before We Send You Off</b> activity
Summarize the Lesson:	<b>Say:</b> That's it for us. Thank you for helping us out and thank you for passing on a little advice to the young ones.
Close the Lesson:	Give students dismissal directions.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	

 **B.R.I.D.G.E. Law and Career Development Lessons**

Student Competencies Data	
Outcome Data (Choose one and describe)	
<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



## B.R.I.D.G.E. Law and Career Development Lessons

Before We Send You Off Name: \_\_\_\_\_

**Directions:** Provide some “words of wisdom” for incoming 9<sup>th</sup> grade students. Use one or more of the following statements.

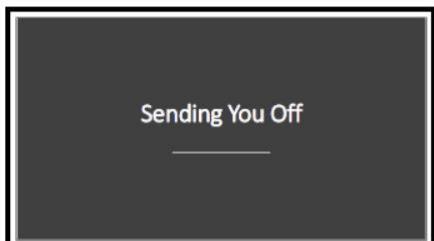
1. I wish I knew \_\_\_\_\_
2. I wish I thought about \_\_\_\_\_
3. I wish I hadn’t \_\_\_\_\_
4. I wish I’d paid attention to \_\_\_\_\_
5. I want to be remembered for \_\_\_\_\_
6. \_\_\_\_\_ because \_\_\_\_\_
7. Spend less time \_\_\_\_\_. Spend more time \_\_\_\_\_
8. Free comment \_\_\_\_\_

Before We Send You Off      Name: \_\_\_\_\_

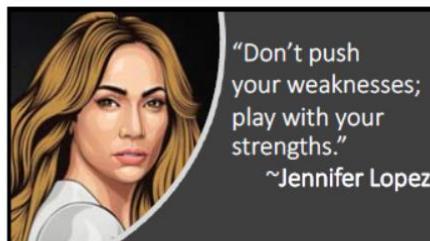
**Directions:** Provide some “words of wisdom” for incoming 9<sup>th</sup> grade students. Use one or more of the following statements.

1. I wish I knew \_\_\_\_\_
2. I wish I thought about \_\_\_\_\_
3. I wish I hadn’t \_\_\_\_\_
4. I wish I’d paid attention to \_\_\_\_\_
5. I want to be remembered for \_\_\_\_\_
6. \_\_\_\_\_ because \_\_\_\_\_
7. Spend less time \_\_\_\_\_. Spend more time \_\_\_\_\_
8. Free comment \_\_\_\_\_

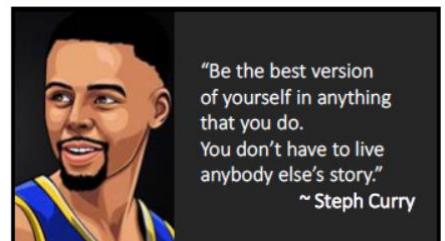
## Sending You Off PowerPoint



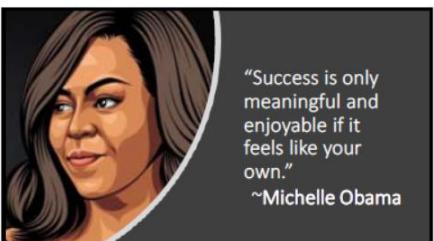
1



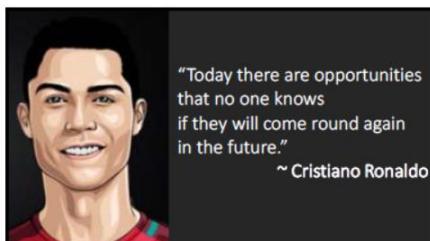
2



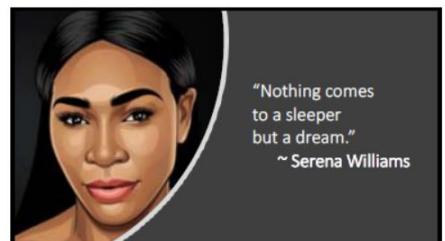
3



4



5



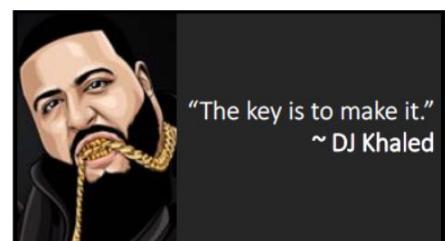
6



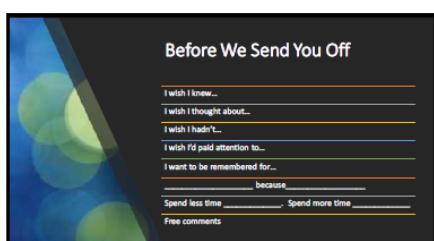
7



8



9



10



11



# B.R.I.D.G.E. Law and Career Development Lessons

Elective IGP Lesson Plan	
Lesson Unit:	Elective IGP Review (at counselor's discretion—may deliver to any HS grade level)
Lesson Title:	The Graduation Plan
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	BLS-7: Identify long-and short-term academic, career and social/emotional goals.
Lesson Number:	Lessons 1 of 1 within B.R.I.D.G.E. Law Task 9-2, 10-2, or 11-2

Learning Objective(s)	
Students Will:	Review and if necessary, revise their IGP.
Students Will:	Receive dual enrollment information.
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Projector</li> <li>• Copy of local high school graduation requirements and course sequencing charts (academic and electives)</li> <li>• Four-year graduation plan</li> <li>• Other copies of documents deemed important to students in the 9<sup>th</sup> grade. Documents should meet the needs of the students in your school.</li> <li>• <a href="#">GaDOE Programs of Study</a> (preview documents before the lesson and print programs of study that align with pathways offered in the feeder high school/high schools)</li> <li>• <b>Note:</b> The counselor should be well versed in all options the district utilizes to allow students to receive credit for courses needed to graduate from high school.</li> </ul>

Evidence / Intervention Root	
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based
Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> <li>• <b>Say:</b> Congratulations!!! In _____ years, you're getting out of here! What we do today will provide the path for you to earn your high school diploma. Each class that you take and pass matters because from these courses you earn the credits you need to graduate from high school. How many credits do you need to graduate from high school? Wait for answers and then tell students how many credits they need to graduate from high school (23 if following GaDOE graduation requirements).</li> </ul>



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"> <li>• <b>Say:</b> Each year you should make sure you're taking the courses required for graduation and take the time to consider how your courses will help you with your plans after high school. Today you will complete your Individual Graduation Plan.</li> </ul> <p><b>Say:</b> You should review your graduation plan annually to make sure you are on track for graduation. If you need help, your counselors are available to help you along the way.</p>
Communicate the Lesson Objective:	<b>Say:</b> Today you will complete your Individual Graduation Plan (IGP).
Teach the Content:	<ol style="list-style-type: none"> <li>1. Define an Individual Graduation Plan (IGP) <b>Say:</b> An IGP is an outline of courses a student must take and pass to graduate from high school.</li> <li>2. Review the courses needed to graduate from high school by subject area. If your school uses the standard Georgia graduation requirements, <b>Say:</b> To graduate from high school, students need: <ul style="list-style-type: none"> <li>• Four units of English (Ninth Lit and American Lit are mandatory)</li> <li>• Four units of mathematics</li> <li>• Four units of science (Biology; Physical Science or Physics; and Chemistry, Earth Science, Environmental Science or an AP science course are required)</li> <li>• Three units of social studies</li> <li>• Half (.5) unit of Health PLUS half (.5) unit of Personal Fitness</li> <li>• Three units from CTAE, Fine Arts, World/Modern Language, or ROTC</li> <li>• Four electives</li> <li>• For a total of 23 units</li> </ul> </li> <li>3. <b>Note:</b> If district requirements vary from state requirements, adjust graduation requirement information accordingly.</li> <li>4. <b>Say:</b> There are various ways to earn the credits you need to graduate from high school.</li> <li>5. <b>Review</b> with students their options for earning credit in your school district.</li> <li>6. <b>Ask:</b> Any questions?</li> <li>7. <b>Say:</b> To maximize your IGP planning, remember to consider your career interests and career aptitude results, as you complete your IGP. Thinking about what you to do after high school should guide the courses you select in high school. I am here to help with any questions you might have, and I have copies of programs of study for the pathways offered here at school.</li> <li>8. <b>Ask:</b> Are there any questions before you get started?</li> <li>9. Distribute copies of the high school graduation requirements, and the high school course sequence charts.</li> <li>10. Walk students through the district's process of completing the IGP. This step will look different depending on your district or school's process.</li> </ol>
Student Engagement Strategy:	IGP Review
Provide Real World Connections	IGP completion



## B.R.I.D.G.E. Law and Career Development Lessons

(Problem Statement or Scenario):	
Practice the Content (Hands-On Activities):	IGP completion
Summarize the Lesson:	<b>Say:</b> Today, you reviewed high school graduation requirements and used that information to complete your Individual Graduation Plan.
Close the Lesson:	<b>Say:</b> Remember, your role as a student is to pass your classes, earn credits, know what those numbers mean, and ask for help when needed. Tell students the process for scheduling appointments to meet with counselors.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-60 minutes

### Student Competencies Data

1. Today's career activities helped me connect my goals with course options.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. After today, I will use the information to (check all that apply):

- Login to \_\_\_\_\_ to learn more about me and my career options
- Talk to my school counselor
- Talk to my teachers
- Talk to people who care about me
- Explore related dual enrollment courses
- Explore careers of interest
- Explore colleges of interest
- Explore technical schools of interest
- Explore apprenticeship programs of interest
- Explore military careers
- Do nothing

### Outcome Data (Choose one and describe)

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable



# B.R.I.D.G.E. Law and Career Development Lessons

Elective Dual Enrollment Lesson Plan	
Lesson Unit:	Dual Enrollment (at counselor's discretion—may deliver to any high school grade level)
Lesson Title:	Interested in Dual Enrollment
Lesson Tier:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
School Counselor(s):	
Student Competencies:	BLS-7: Identify long-and short-term academic, career and social/emotional goals.
Lesson Number:	Lessons 1 and 1 within B.R.I.D.G.E. Law Task 9-3, 10-3, 11-4

Learning Objective(s)	
Students Will:	Receive dual enrollment information.
Students Will:	
Resources/Materials:	<ul style="list-style-type: none"> <li>• Computer lab (reserve)</li> <li>• Computer/screen or slide with counselor names/pictures/services provided (as listed below in “Introduce the Lesson”)</li> <li>• Projector</li> <li>• GaDOE DE videos: <b>Are You Ready?, Who’s Eligible?, and How Do I Start?</b></li> <li>• Copies of the GSFC dual enrollment FAQ (located at <a href="https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/">https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/</a>). <b>*Note:</b> This document is updated often so always visit GaFutures for the most up-to-date information.</li> <li>• Copies of the local school’s process for students wanting to participate in DE (i.e. notice of DE student/parent information meetings, where DE information is housed, the school’s DE process, or any other flyers or handouts that will help students)</li> <li>• USG Propsective Student website: <a href="https://www.usg.edu/student_affairs/prospective_students/opportunities">https://www.usg.edu/student_affairs/prospective_students/opportunities</a></li> <li>• TCSG Dual Enrollment website: <a href="https://tcsq.edu/dualenrollment/">https://tcsq.edu/dualenrollment/</a></li> <li>• <b>Note:</b> Counselors should be familiar with the eligibility requirements for DE (found in the GaFutures FAQ located at <a href="https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/">https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/</a>).</li> </ul>

Evidence / Intervention Root	
<input checked="" type="checkbox"/> Best Practice	<input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based
Procedures (Describe how you will)	
Introduce the Lesson:	<ul style="list-style-type: none"> <li>• Greet and welcome students.</li> <li>• Identify yourself and all members of the school counseling department (best facilitated by a slide with pictures and names of each school counseling staff member).</li> <li>• Tell students the purpose of the school counseling department and provide examples of services provided by school counselors and the school counseling department.</li> </ul>
Communicate the Lesson Objective:	<b>Say:</b> Today you will learn about the dual enrollment program, who's eligible for dual enrollment, and how to get started.



## B.R.I.D.G.E. Law and Career Development Lessons

Teach the Content:	<ul style="list-style-type: none"><li>• <b>Say:</b> Today, I want to talk to you about dual enrollment. Rather than listen to me, let me play a short video for you.</li><li>• <b>Do:</b> Play the <b>Are You Ready?</b> video. <b>Note:</b> After watching each video, an alternate way to deliver the lesson is to review the video using the information below in a question/answer format.</li><li>• <b>Say:</b> Okay, let's review. Dual enrollment:<ul style="list-style-type: none"><li>○ Allows high school students to earn both high school and college credits through enrollment in a college course. For example, a dual enrollment student who successfully completes English 1101 at the local college will earn one unit of high school English credit and one English college course (Example: a senior who successfully completes English 1101 will receive credit for senior English as well as freshman college English)</li><li>○ Dual enrollment courses are typically taken on the college campus but are sometimes taught on the high school campus.</li><li>○ There are usually far fewer graded assignments in DE courses, which means students must know how to study independently, must know how to navigate the college systems with little advisement, and must be ready to attend classes with students of all ages. <b>Note:</b> Counselors be prepared to share examples of previous DE missteps.</li></ul></li><li>• <b>Say:</b> Now, let's watch <b>Who's Eligible?</b></li><li>• <b>Do:</b> Play the <b>Who's Eligible?</b> Video</li><li>• <b>Say:</b> Okay, let's review:<ul style="list-style-type: none"><li>○ 12<sup>th</sup> grade students—are eligible to take both core (English, math, science, social studies, and World Languages) courses and CTAE courses at any eligible participating post-secondary institution (TCSG, USG, or GICA)</li><li>○ 11<sup>th</sup> grade students—are eligible to take both core (English, math, science, social studies, and World Languages) courses and CTAE courses at any eligible participating post-secondary institution (TCSG, USG, or GICA)</li><li>○ 10<sup>th</sup> grade students—must fall into one of three categories<ul style="list-style-type: none"><li>▪ <b>Category 1:</b> All eligible 10<sup>th</sup> grade students can take any CTAE course at a TCSG institution</li><li>▪ <b>Category 2:</b> Students with SAT or ACT scores that meet Zell Miller HOPE eligibility, can take any core or CTAE course at any eligible participating post-secondary institution (TCSG, USG, or GICA)</li><li>▪ <b>Category 3:</b> Ninth grade students, who participated in DE during the 2019-2020 school year only, can take any core or CTAE course at any eligible participating post-secondary institution (TCSG, USG, or GICA)</li></ul></li><li>○ 9<sup>th</sup> grade students—may not receive dual enrollment funding</li></ul></li><li>• <b>Do:</b> Review your school's eligibility guidelines.</li><li>• <b>Say:</b> Before we start the 3<sup>rd</sup> video, let's talk about which colleges and universities our students typically attend as a dual enrollment student.</li><li>• <b>Do:</b> Review the USG and TCSG school near you.</li><li>• <b>Ask:</b> Any questions?</li><li>• <b>Say:</b> Now, let's watch the <b>How Do I Start?</b> video</li></ul>
--------------------	--



## B.R.I.D.G.E. Law and Career Development Lessons

	<ul style="list-style-type: none"> <li>• <b>Do:</b> Play the <b>How Do I Start?</b> video</li> <li>• <b>Say:</b> Let's review:           <ul style="list-style-type: none"> <li>○ <b>Step 1:</b> Once you've decided which college you would like to attend as a dual enrollment student, you will need to research admission requirements. Do this by visiting the technical colleges' (TCSG) dual enrollment webpage or the University System of Georgia's (USG) dual enrollment webpage.</li> <li>○ <b>Step 2:</b> Complete the TCSG or USG admission's application to the DE college of your choice.</li> <li>○ <b>Step 3:</b> Complete the DE Funding Application located on the GaFutures website.</li> <li>○ <b>Step 4:</b> Schedule an appointment to talk to your school counselor about the courses you want to take through dual enrollment.</li> </ul> </li> <li>• <b>Do:</b> Provide students with your school's DE process, timeline, and expectations. Distribute any school handouts related to the topic.</li> </ul>
Student Engagement Strategy:	Videos
Provide Real World Connections (Problem Statement or Scenario):	
Practice the Content (Hands-On Activities):	
Summarize the Lesson:	<b>Say:</b> Today you learned about the dual enrollment program, who's eligible for dual enrollment, and how to get started.
Close the Lesson:	<b>Say:</b> We've covered quite a bit of information today. <b>Do:</b> Review the handouts you distributed and review any local school next steps.

### Data Collection Plan (Complete this section once for multiple lessons in a unit)

Participation Data:	
Anticipated No. of Students:	
Planned Length of Lesson(s):	45-60 minutes

### Student Competencies Data

1. Today's career activities helped me connect my goals with dual enrollment options.
  - a. Strongly Agree
  - b. Agree
  - c. Neither Agree nor Disagree
  - d. Disagree
  - e. Strongly Disagree

 **B.R.I.D.G.E. Law and Career Development Lessons**

2. After today, I will use the information to (check all that apply):

- a. Login to \_\_\_\_\_ to learn more about me and my career choices
- b. Talk to my school counselor
- c. Talk to my teachers
- d. Talk to people who care about me
- e. Explore related dual enrollment courses
- f. Explore careers of interest
- g. Explore colleges of interest
- h. Explore technical schools of interest
- i. Explore apprenticeship programs of interest
- j. Explore military careers
- k. Do nothing

**Outcome Data (Choose one and describe)**

<input type="checkbox"/> Achievement:	Not Applicable
<input type="checkbox"/> Attendance:	Not Applicable
<input type="checkbox"/> Discipline:	Not Applicable

 **B.R.I.D.G.E. Law and Career Development Lessons****Glossary**

Action Research	Instructional strategies that widely vary and help counselors develop practical solutions to produce positive outcomes. Action research instructional strategies occur when the school counselor identifies a problem through data analysis, develops an instructional plan to address the problem, implements the plan, and evaluates the plan.
ASCA Mindsets and Behaviors	The American School Counselor Association (ASCA) Mindsets and Behaviors are identified college-and career readiness strategies. There are 35 standards arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance. Category 1 features the Mindset Standards and Category 2 features the Behavior Standards. The Behavior Standards include the Learning Strategies, Self-management Strategies, and the Social Skills subcategories. Standards are identified by the Category, Subcategory (if applicable) and the number order. For example, the first Behavior Learning Strategy is B-LS 1. Demonstrate critical-thinking skills to make informed decisions).
Best Practices	Instructional strategies that are widely known to produce positive outcomes. Best practice instructional strategies occur when the school counselor identifies a problem through data analysis, implements an instructional plan widely used to improve student outcomes, and evaluates the plan.
Evidence-Based	Instructional strategies that are proven in effectiveness and informed by research and evaluation. Evidence-based instructional strategies occur when the school counselor identifies a problem through data analysis, implements an instructional plan grounded in research, evaluates the plan, and compares results to the research.
Research Informed	Instructional strategies that are informed by current research and generally effective. Research-informed instructional strategies occur when the school counselor identifies a problem through data analysis, implements an instructional plan grounded in research, and evaluates the plan.
Tier 1	Core instruction provided to ALL students. Tier 1 instruction and activities promote learning and positive behavioral choices in the classroom. Preventative and proactive in nature, Tier 1 instruction ensures equity and access to the educational program which increases successful student outcomes.
Tier 2	Instruction that supplements Tier 1 activities for a small group of students identified through data analysis. Tier 2 instruction includes interventions that specify instructional procedures, specify the duration of the supplemental instruction, and specify the frequency of the instruction.
Tier 3	High intensity individualized instruction/interventions. Tier 3 instruction includes an increase in intervention duration or frequency, a change in interventionist, a decrease in group size, a change in instructional delivery, and a change in the type of intervention.







