



Lesson Plan

School Counselor:	Diamante Hare
Lesson Plan Title:	My Future, My Path
	<input checked="" type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	3rd - 5th graders

Evidence Base:	
<input type="checkbox"/>	Best Practice (<i>commonly used and believed to be of high quality</i>)
<input checked="" type="checkbox"/>	Action Research (<i>individual investigates own practice to improve content/delivery</i>)
<input type="checkbox"/>	Research-Informed (<i>a review of research provides foundation for content/delivery</i>)
<input type="checkbox"/>	Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>		For each of the selected student standards, write or select 1–2 learning objectives
<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>	<i>Student Learning Objectives</i>
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals.	Student(s) will: Identify one career/job they are interested in and describe one skill or goal they would need to pursue that career.

Materials:

Student Costumes and Props: Items students pick from the counselor’s special career closet to represent their chosen career. An example is a chef hat, police badge, or firefighter hat. Students may also bring items from home/store to represent their chosen career.

Career Exploration Worksheet: A simple handout where students write and answer questions about:

- Their chosen career/job
- What the job involves
- One skill or goal needed for that career and more

Whiteboard: To list careers discussed and highlight common themes.

Pencils, Markers, Crayons, or Colored Pencils: For students to decorate their worksheets or posters.

Describe how you will:

<p>Introduce Lesson Topic/Focus:</p>	<p>I will begin by asking students a fun question: “Have you ever thought about what you want to be when you grow up?” Then I’ll explain that today is all about exploring different careers and imagining their future. I’ll highlight that everyone’s outfit represents a career they’re interested in or want to learn more about. This sets a fun and engaging tone while sparking curiosity.</p>
<p>Communicate the Lesson Objective:</p>	<p>I will state: “Today, we’re going to learn about different jobs and think about what skills or goals we might need to do them. By the end of our activity, each of you will be able to name one career you’re interested in and share one thing you need to learn or do to get there.” I’ll write this on the board and come back to it during the reflection part to reinforce learning.</p>
<p>Teach Content:</p>	<p>I will begin by explaining what a career is and how it connects to our interests, skills, and education. I’ll introduce basic career vocabulary such as “job,” “skill,” “college,” and “training.” Using the whiteboard, I’ll list examples of careers students might know like teacher, doctor, artist, or police officer and shortly describe what each one does. I’ll say that careers can be exciting, and that it’s never too early to start dreaming about it.</p>
<p>Practice Content:</p>	<p>Students will take turns sharing their chosen career and explaining why they picked it. They’ll complete a short worksheet where they write about their career, what the job</p>

	involves, and one skill or goal they will need to pursue it. As students share, I'll encourage respectful listening and positive feedback. We'll close this practice part with a group discussion about what we learned from each other and how school helps us prepare for that path.
Summarize/Close:	To close up the lesson, I will lead a group reflection where students share one thing they learned about a career either their own or someone else's. I will also come back to the lesson objective and highlight how each student identified a career and discussed a skill or goal related to it. I'll mention that exploring careers helps us understand how school connects to our future dreams. To celebrate their participation, we'll do a "Dress for Success Walk" around the classroom, allowing students to show off their outfits and ideas.

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

Participation Data Plan:

Anticipated number of students:	20+
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Planned length of lesson(s):	50 minutes (one class period)
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ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

- Pre-/Post-Assessment items are:
1. What do you want to be when you grow up? (Easy way to engage students about interests and aspirations.)
 2. What do you think you need to learn to do that job? (Assess knowledge now of the skills and education in relation to careers/jobs.)
 3. What career did you learn about today, and what does that person do? (Helps gather understanding of new career/job information.)
 4. What is one goal you can set now to help you reach your future career? (Evaluates the ability to put current actions to lifelong career/job planning.)

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:
Achievement: School counselor will compare reading levels of students before and after delivery of lesson.
Attendance: School counselor will compare number of absences last year to this year.
Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

- Achievement (describe): School counselor will compare students' ability to identify a career and describe a related skill or goal before and after the lesson, using pre-/post-assessment responses.
- Attendance (describe):

Discipline (describe):

School counselor will compare students' ability to identify a career and describe a related skill or goal before and after the lesson. This will be measured using pre-/post-assessment responses. The counselor will look for growth in:

- **Career vocabulary usage**
- **Understanding in describing job responsibilities**
- **Ability to name one skill or goal needed for the chosen career**

Research by the American School Counselor Association (ASCA) promotes career awareness lessons in elementary grades as part of a comprehensive school counseling program, finding that these lessons help students begin to identify interests and set goals, which in turn supports achievement data.

Reference: American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA

Follow-Up Plans

Explain your plan for students who missed the lesson.

Students who missed the lesson will complete a modified version of the activity during a scheduled make-up time coordinated with their classroom teacher (e.g., during a specific center time or an agreed-upon brief pull-out session). During this time, they will:

- *Choose a career they're interested in*
- *Complete the Career Exploration Worksheet*
- *Share their career choice in a brief one-on-one or small-group discussion*
- *Participate in a mini "Dress for Success Walk" and display their worksheet on the classroom career wall.*

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Students will join a small group session where the counselor will:

- *Review key career concepts and vocabulary*
- *Provide guided support to complete the reflection worksheet*
- *Discuss how school connects to future careers*
- *Give extra career examples and help set one personal career-related goal*

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Career Exploration Worksheet

Name:

Date:

Grade:

Part 1: Career/Job Awareness

1. What do you want to be when you grow up?

2. What do you think you need to learn to do that job?

Part 2: Career Reflection

1. What career did you learn about today, and what does that person do?

2. What is one goal you can set now to help you reach your future career?

Instructions

- 1. Students will complete Part 1 of the Career Exploration Worksheet.**
- 2. Students will come dressed as the career/job they are most interested in.**
- 3. Individually, students will take turns walking down the “Dress for Success Walk” path which will be a classroom runway. (Be sure to smile while showing off your career outfit.)**
- 4. As you walk the runway, share your name, the career/job chosen, and a fact/skill about that career/job.**
- 5. Celebrate your classmates as they walk by clapping and smiling. Everyone here is a future star!**
- 6. Students will complete Part 2 of the Career Exploration Worksheet and turn it in.**