

# Education & Training

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### Lesson Plans

**Lesson Plans** focus on career development competencies in areas of self-knowledge and career planning, occupational and education exploration, and job search. Each Lesson Plan contains five sections that correspond with the National Career Development Guidelines, as well as links to career-based articles. Lesson plans are specifically designed to assist career professionals with students and clients in the career exploration process.

The 5 sections are broken down into:

1. **Focus & Review** ~ states the focus of the lesson plan and highlights the review process.
2. **Statement of Objectives** ~ states the objectives the participant is to learn.
3. **Teacher Input** ~ outlines ways to instruct participants in completing the activity.
4. **Guided Practice** ~ highlights discussion points for groups.
5. **Closure** ~ states suggestions for completion of activity.



In some instances, **Technology Connections** are provided. These connections are just one more way for facilitators to link new technology to the lesson plan. Just look for the technology icon!

### Activities & Worksheets

**Worksheets** are pre-made career development activities for students and clients to further explore careers and interests. Activity answers will vary depending on participants' self assessments and answers to questions about individual interests.

By completing activities, participants are actively engaged in seeking out career resources. This assists in better acquainting individuals with the tools and resources available to them.



This logo represents *MnCareers*-produced activities. Please feel free to adapt these exercises according to your needs.

# LESSON PLAN: EDUCATION DECISION-MAKING

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**ARTICLES:** Career Decision-Making (*Facilitator Guide* pg. 48)  
7 Steps to Decision-Making (*Facilitator Guide* pg. 52)  
Educational Planning Myths (*Facilitator Guide* pgs. 136)

## 1. FOCUS AND REVIEW

- Present decision-making as:
  1. a necessary skill to be developed before leaving high school.
  2. decision-making styles are individual and unique.

## 2. STATEMENT OF OBJECTIVES

- Students will identify the seven steps to decision-making.
- Students will apply this model to everyday decision-making as it relates to educational decisions.

## 3. TEACHER INPUT

- Plan an activity that requires the students to set higher education goals. Revisit that goal during various times in the semester to determine whether the goal is still important and if appropriate time has been dedicated to its completion.
- Set short-term goals for the student to experience the goal setting process.

## 4. GUIDED PRACTICE

- Discuss the Educational Planning Myths article. Have each student learn the 7 steps to decision-making as they apply to ordinary, everyday events and how they would apply that to educational-based decision-making.
- Have students complete Worksheets #26,28,29, 30 and 32.

## 5. CLOSURE

- Encourage students who have difficulty with decisions to talk with a school counselor for further assistance. Often poor decision-making is more than the lack of a model to follow and can be a warning of poor self-esteem. Many students require lots of assistance with college and career decisions while others are able to move quickly through the process. Keep this lesson positive with information on how to seek further assistance at your school with quality state career resources (ISEEK, MCIS, [getreadyforcollege.org](http://getreadyforcollege.org), etc).

Adapted from  
***Career Choices in North Carolina, 2003 Career Development and User's Guide, Youth edition***  
[State Occupational Information Coordinating Committee]

# WORKSHEET #25: APPLICATION CHECKLIST

Directions: Below is a sample college application checklist to use for tracking your progress.

**Name of School:** \_\_\_\_\_

- Completed school visit (online and/or in person?)

## Application:

- Have you carefully read the application form?  
 Have you completed the application form?  
 Have you proofread the application? Are all questions answered? Is spelling/grammar correct?  
 Filing Deadlines:           Regular admission: \_\_\_\_\_  
  Early admission: \_\_\_\_\_  
  Early action: \_\_\_\_\_
- Have you completed an interview (if required)?  
 Have you signed the application?  
 Have you included the application fee?

## Essay:

- First draft of the application essay?  
 Received input on first draft of essay?  
 Essay revised to your satisfaction?  
 At least two other people have proofread your essay?

## Grades and Test Scores:

- Official high school transcript sent?  
 ACT and/or SAT scores sent (if applicable)?  
 SAT II or AP test scores sent (if applicable)?

## Letters of Recommendation:

Requested from:	Date Requested:	Date sent to School:	Date Thank You was sent to Recommender:
1. _____			
2. _____			
3. _____			

## Financial Aid:

- Completed Free Application for Federal Student Aid (FAFSA)?  
 Completed any other required financial aid forms?  
 Searched for scholarships?  
 Completed other scholarships and/or loan applications?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
- Kept copies of all forms, applications and letters sent?

For more worksheets to help with college decision making, got to: [www.getreadyforcollege.org](http://www.getreadyforcollege.org)

# WORKSHEET #26: PROGRAM EVALUATION CHART

**Directions:** Place a star by the five school characteristics you consider most important. Evaluate each program in all the areas listed below on a scale from 1 – 4 (with 4 being excellent). Then, compare your evaluations of each school. Pay particular attention to those five starred characteristics that are most important to your personal needs and interests.

School Characteristics	school name here					
Admission options						
Academic programs and atmosphere						
Strength of faculty (reputation)						
Quality of programs						
Financial aid opportunities						
Price of the school						
Ability to transfer credits						
Academic facilities (lecture halls, library, labs)						
Recreational facilities (student center, pool, gymnasium)						
Student body (diversity)						
Student services and activities						
Performance standards						
Financial condition						
Size of the school (student population)						
Student-faculty ratio						
Location and setting of campus						
Health facilities						
Housing facilities						
Cultural and social entertainment opportunities						
Food service						
Availability of computer and Internet access						
Opportunities to participate in clubs and activities						
Opportunities for working part-time						
Access to counseling programs (personal, career or academic)						
Special Requirements: 1)						
2)						
3)						

For more worksheets to help with college decision making, got to: [www.getreadyforcollege.org](http://www.getreadyforcollege.org)

## WORKSHEET #27: TAPE MEASURE TECHNIQUE

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### Directions:

Hand each student a tape measure. Explain that each inch represents a year in the student's life. Holding the body of the tape measure, have the student pull out the tape to five inches. Explain that this represents the first years of their lives.

Now, have the students pull the tape out to 18 inches and ask what it might represent (the end of high school, becoming an adult and so on.) Pull the tape measure out the 22 inches and explain that "at this point, you can do anything ... get more education, go into the military or Peace Corps, get a job, start a family, etc. It's up to you."

Finally, have the student pull the tape out to 65 inches. Show the students how LONG that is compared to when he or she leaves high school. Get the student to articulate goals he or she wants to accomplish or interests they want to explore during that time. How do students envision their lives at age 65? Then, discuss how higher education might be helpful to accomplish those goals or exploring those interests.

Adapted from  
*Career Related Tools for Promoting College*  
[Minnesota Office of Higher Education]

## SUBJECTS

Below is a list of common high school subjects. Fill in the table below. Use page 98 in *MnCareers* to determine which subjects are required for post-secondary education.

<b>Art</b>	required for college		interested	explore!
<b>Auto Technology</b>	required for college		interested	explore!
<b>Business</b>	required for college		interested	explore!
<b>Carpentry / Wood Technology</b>	required for college		interested	explore!
<b>Computer Science</b>	required for college		interested	explore!
<b>Creative Writing</b>	required for college		interested	explore!
<b>Drafting / Engineering</b>	required for college		interested	explore!
<b>English</b>	required for college		interested	explore!
<b>Foreign Language</b>	required for college		interested	explore!
<b>Health</b>	required for college		interested	explore!
<b>History</b>	required for college		interested	explore!
<b>Home Economics</b>	required for college		interested	explore!
<b>Horticulture / Agriculture</b>	required for college		interested	explore!
<b>Industrial Arts</b>	required for college		interested	explore!
<b>Mathematics</b>	required for college		interested	explore!
<b>Marketing</b>	required for college		interested	explore!
<b>Music</b>	required for college		interested	explore!
<b>Physical Education</b>	required for college		interested	explore!
<b>Science</b>	required for college		interested	explore!
<b>Social Studies</b>	required for college		interested	explore!

## **WORKSHEET #29: EXPLORING HIGHER EDUCATION OPPORTUNITIES**

Higher education refers to any education you receive after high school. It might mean entering a two- or four-year college program, attending a short-term vocational program or joining the military. Now is the time to explore different options and find out what's available. Use the educational information in *MnCareers* and [www.getreadyforcollege.org](http://www.getreadyforcollege.org) to answer these questions:

1. What's the name of the state office that can help you with questions and provide resources about financial aid? List two ways to contact this office.

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2. Looking through the "Preparing" section of [www.getreadyforcollege.org](http://www.getreadyforcollege.org), list four critical skills you need to succeed in college in life.

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3. There are many features to consider when choosing a college. Using the "Selecting" section, list six highlights to consider.

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4. What percentage of Minnesota college students are "adult" learners, aged 25 or older?

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**WORKSHEET #29, CONTINUED**

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5. List four different ways to obtain an application to any of Minnesota's state colleges or community and technical colleges.

1.
2.
3.
4.

6. List the Web sites available to you when applying to any Minnesota private college or the University of Minnesota.

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7. List four of the different types of financial aid discussed in both *MnCareers* and on [www.getreadyforcollege.org](http://www.getreadyforcollege.org). List two facts about each.

	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.

8. Why shouldn't you wait until your senior year to make a decision about college? When is a better time to start?

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## ACTIVITY #30: SCHOOLS AND PROGRAMS

Minnesota offers a variety of different educational programs and schools across the state to choose from. Use ISEEK ([www.iseek.org](http://www.iseek.org)) or [www.getreadyforcollege.org](http://www.getreadyforcollege.org) to complete the following activity about schools and their academic programs. Also, ISEEK's Consumer Report offers comparison performance outcomes for program graduates. You can access that report at: [www.iseek.org/sv/22035.jsp](http://www.iseek.org/sv/22035.jsp).

1. Using page 104 of *MnCareers*, name and define the five types of schools in Minnesota.

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2. Follow these four steps to complete the table below.

- A. Select three occupations that interest you.
- B. Find each occupation in ISEEK. After reading through the information, fill in one of the educational programs ("Areas of Study") that will help you prepare for this career.
- C. Select this area of study within ISEEK. List three schools offering the program.
- D. Now, use [www.getreadyforcollege.org](http://www.getreadyforcollege.org) and locate each school that you listed. Fill in the tuition cost for one year (2007-2008) for a Minnesota resident.

Occupation	Educational Program	Name of School	Cost of Tuition 2007-2008
		A.	\$
		B.	\$
		C.	\$
		A.	\$
		B.	\$
		C.	\$
		A.	\$
		B.	\$
		C.	\$

3. Some occupations have many educational programs to choose from, while others don't have a clear connection to any. Did you have any problems matching your occupations with educational programs? Were you surprised by any of the related educational programs? Why or why not?

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## ACTIVITY #30, CONTINUED

4. Choose another educational program that's appealing to you – selecting something different than the programs in question two. List four schools that offer this program. If possible, choose different *types* of schools that offer the program (two-year or four-year, private, state university, etc.). Fill in the information below for each school.

**Educational Program:** \_\_\_\_\_

School	Type of School	Address	Phone / Web site	To order a catalog, contact ...

5. What did you learn from this exercise? What other information about Minnesota schools and educational programs did you find?

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## ACTIVITY #31: VISITING CAMPUS

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If you're considering going to college, you'll want to visit each school on your list of possibilities. Visiting a campus is the best way to learn about a school. Below is a list of people you should talk with on your visit. Read the suggested questions and come up with three additional questions you could ask each person.

On your campus visit, you should talk with ...

### **A professor or department representative from the major or program you'd like to explore**

1. What are the academic requirements for this major?
2. What kinds of courses are offered in this major?
3. How many students are in this program?
4. How many graduating seniors have jobs in their field within one year?
- 5.
- 6.
- 7.

### **A student in your specific major or program**

1. What classes have you taken? Which ones did you like and dislike?
2. What is a typical day like for you?
3. What other activities do you do to prepare for your career?
4. What can I do to get ready for college?
- 5.
- 6.
- 7.

### **An admissions counselor**

1. What are the admission requirements for this college?
2. How do I apply?
3. What documents do I need to provide?
4. What are the deadlines?
- 5.
- 6.
- 7.

### **A financial aid counselor**

1. How much does it cost per year to attend this college?
2. What financial aid opportunities are there for me?
3. What forms do I need to fill out and what are the deadlines?
4. What school-specific scholarships do you offer?
- 5.
- 6.
- 7.

Adapted from  
**[Minnesota Office of Higher Education]**

# ACTIVITY #32: MAKING THE FINANCIAL AID CONNECTION

Below is an activity to help you identify and locate financial aid. The Minnesota Office of Higher Education and the Minnesota Career Information System (MCIS) are just two resources you can use. This exercise is geared toward finding financial aid for post-secondary training, but the same technique can be applied to finding alternative scholarships as well. You'll need to use the Financial Aid and College Terms resource (found on pages 242-245), The Minnesota Office of Higher Education, MCIS and *MnCareers* to complete this activity.

1. Fill in the definition for each of the following terms:

<b>Loan</b>	_____
<b>Grant</b>	_____
<b>Merit</b>	_____
<b>Need</b>	_____
<b>Scholarship</b>	_____
<b>Work study</b>	_____

Complete the following table:

<b>A. List 3 of your college choices.</b>			
<b>B. Check the types of aid the school offers.</b>	<input type="checkbox"/> Grants <input type="checkbox"/> Scholarships <input checked="" type="checkbox"/> <b>Loans</b> <input type="checkbox"/> Work-study	<input type="checkbox"/> Grants <input type="checkbox"/> Scholarships <input checked="" type="checkbox"/> <b>Loans</b> <input type="checkbox"/> Work-study	<input type="checkbox"/> Grants <input type="checkbox"/> Scholarships <input checked="" type="checkbox"/> <b>Loans</b> <input type="checkbox"/> Work-study
<b>C. What's the deadline to apply for financial aid?</b>			
<b>D. Whom do you contact for financial aid information?</b>			

Adapted from  
**Minnesota Career Information System**  
 [Minnesota Department of Education]