

**UNDERSTANDING: Lesson 3 (9-12)****Understanding: Know Yourself:**

Increase Self-Awareness  
 Know Your Strengths and Weaknesses  
 Develop Critical Thinking Skills

**Example Practices That Address Self-Awareness:**

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

**The Goals:**

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

**Personal Competency Addressed: In high school, I can:**

- ☐ Recognize my own personal learning style and find ways to incorporate my style in school and out of school
- ☐ Set priorities in building on strengths and identifying areas for improvement
- ☐ Advocate for my own needs related to my identified strengths and areas for growth
- ☐ Explore possible career and volunteer opportunities based on identified interests and strengths
- ✓ Identify organizations in my community that provide opportunities for me to develop my interests or talents
- ✓ Evaluate how behavior choices can affect goal attainment
- ☐ Analyze and use resources for problem solving
- ☐ Implement a plan to build on a strength, meet a need or address a challenge
- ☐ Seek out and identify adult role models and support systems that contribute to my school and life success
- ☐ Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- ☐ Demonstrate responsible social media use
- ☐ Distinguish and appropriately dress for casual, social, and business situations

**Learning Objectives:**

I can explore career opportunities based on identified strengths.  
 I can explore volunteer opportunities based on identified strengths.

**Materials and Preparation:**

- [Skills Matcher I Careers I CareerOneStop](#)
- [Career Exploration & Skill Development](#)
- Device and internet access for digital media

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**Key Vocabulary:**

**Career:** a profession for which one trains and which is undertaken as a permanent calling

**Organization:** a company, business, club, etc., that is formed for a particular purpose.

**Volunteer:** a person who undertakes or expresses a willingness to undertake a service, typically without pay

**Introduction (5 mins):**

In this exercise, students will explore career opportunities through an online assessment which will tie into previous activity of strength exploration. Students will learn to identify career/volunteer opportunities based on interests and personal strengths.

**Explicit Instruction/Teacher Modeling (2 mins):**

Visit the website links above and assist students with exploring career options through these tools. Students will be asked to identify levels of strengths in different skill sets as a means to begin matching personal skills with career options.

**Lesson Activities (10 mins):**

Once students complete the skills activity, they should choose 5 of the top 10 matches that appeal to them. For further study, students can research those 5 career paths.

**Guided Practice (5 mins):**

Remind students that community involvement/volunteer activities is an important part of their college applications. Students will research community involvement opportunities in their area in the topic/area that most appeals to their personal interest.

[Volunteer Project Ideas](#)

[Volunteers Skills Survey.pdf](#)

**Independent Work Time (10 mins):**

Allow time to complete research independently or as a group. Main focus is to allow students to identify personal strengths and apply those to career/volunteer opportunities. Each student should use this time to analyze their career options and salaries. Encourage students to make a list of likes/dislikes and ideas for future career paths and current volunteer opportunities.

**Differentiation:**

If a student needs additional support understanding the material (such as English Language Learners or Special Education students), you could consider:

- Allowing the students to use a printed version of the Skills Matcher activity.
- Reading the career skills aloud if needed to assist students.
- Explain and describe some vocabulary before starting the activity.
- Allow the students to work with a partner while completing the activity.

**Assessment (3 mins):**

Exit Ticket:

1. What is one thing that I understand better about myself after this activity?
2. How will this understanding help me in the future?
3. Do you have more confidence in finding a career based on your skill set?

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**Review and Close (2 mins):**

Revisit the key points of the lesson:

“Identifying strengths is important when looking for career opportunities.”

“Use your strengths to volunteer and help in the community”

“Behavior choices affect our future goals - choosing to volunteer in the community can advance our personal success”

**Intervention/Support:**

Spend time on this website looking at additional resources

**[Career Exploration & Skill Development](#)**

**Enrichment/Extension:**

- Ask students to write out top careers that fit their skill set, have them research required training and schooling necessary to complete the career that best suits them.
- This lesson can be made into two separate sections to allow more time to spend on each included activity. The lesson can be completed in groups, individually or as a class. Additional documentation could be required, such as highest level of skill, lowest level of skill, possible salary ranges, etc. An additional activity from that point could include having students take their expected salary from the career matching and come up with a budget for a household living on that salary.
- At Volunteer AR(Arkansas) [VolunteerAR](#) - students can plug in their location, days available to volunteer, travel distance, etc. and access a variety of areas needing volunteers in Arkansas.
- Have students determine two community involvement activities that they will research for the purpose of choosing one to get involved with this 9 weeks.

**Teacher Self-Care:**

Act like a kid again: Go to the playground and swing, slide, see-saw. It is amazingly refreshing to do child-like activities sometimes! Have fun!

**Sources:**

1. “Career Exploration & Skill Development.” Career Exploration & Skill Development | Youth.gov. Youth.gov. Accessed July 28, 2020.  
<https://youth.gov/youth-topics/youth-employment/career-exploration-and-skill-development>.
2. “CareerOneStop.” I Careers I CareerOneStop. State of Minnesota-, October 6, 2017.  
<https://www.careeronestop.org/toolkit/Skills/skills-matcher-questions.aspx>.
3. “The Prudential Spirit Of Community Awards.” Volunteer Project Ideas, 2020.  
<https://spirit.prudential.com/volunteer-ideas/volunteer-project-ideas>.
4. “Volunteers Skills Survey.pdf.” Volunteer Skills Survey. Accessed July 28, 2020.  
[https://drive.google.com/file/d/1P1up60zIJJaQIPnjp7D6ew\\_nd-rC5PMFG/view](https://drive.google.com/file/d/1P1up60zIJJaQIPnjp7D6ew_nd-rC5PMFG/view).

**Teacher Reflection:****To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

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Did this activity help you learn more than others we've done? Why?

**Classroom Culture:**

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

**Curriculum and Instruction - Assessment and Grading Practices:**

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

**Collaboration - Professional Learning Community:**

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

**Mental Health – Maintain a Healthy Outlook:**

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?

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