

Session 12 — Guided Instruction:

Topic 3-3: Personal Learning Plan

Navigating the Course - *Where are we in the course?*

OVERVIEW: Students continue to study Essential Question 3 and the first Key Concept. Students are introduced to and complete Personal Learning Plans through Nebraska Career Connections. The Personal Learning Plan is one component of the Unit 3 Milestone Project.

Unit Concepts & Essential Questions Addressed in This Session

- How will my choices today affect my future?
- My activities, work experiences and courses have relevance in shaping my career path.

Session Vitals – *What must I know to facilitate this session?*



Session 1 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Toolbox Challenge	5 min.
3. Teacher-Led Discussion: Personal Learning Plans	5 min.
4. Learning Activity: Personal Learning Plan Construction	30 min.
5. Preview Learning Expedition & Next Session	5 min.
6. Review & Next Steps	5 min.
Estimated Time to Complete	50 min.



Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load Unit 3: Session 12 PowerPoint slides.
3. Set up Learning Stations (see Room Set Up below).
4. Invite career or guidance counselor to assist with the "Personal Learning Plan Construction" activity.
5. Prepare materials for the "Toolbox Challenge" activity:
 - Cut-apart Unit 3 Activity Sheet, Page 34 (One Per Class)
 - Four Pairs of Scissors
 - Four Rulers
 - Four Rolls of Tape
 - Six Pieces of Construction Paper
6. Prior to class decide if you will use the online Personal Learning Plan offered through Nebraska Career Connections. Go to www.NebraskaCareerConnections.org, then Education Plan after logging in. A printed copy is available at http://www.education.ne.gov/nce/documents/PLP/PLP_blank.pdf. If using the online version, make sure that your school's courses have been entered into the system so the student may select classes from a drop-down menu. Provide students a copy of the Unit 3 Activity Sheet, page 35. This will walk them through the process step by step.

Estimated Time to Complete

30 min.

Materials Used

- ✓ *Unit 3: Session 12 PowerPoint Slides*
- ✓ *Learning Station Materials (See Room Set Up Below)*
- ✓ *Materials for the "Toolbox Challenge" Activity (See Preparing for Today's Session Above)*
- ✓ *Notebook*
- ✓ *Unit 3 Activity Sheet, Page 35 (One Per Student) OR Personal Learning Plan (See Preparing for Today's Session Above)*
- ✓ *High School Graduation Requirements; Contact Your Guidance Counselor (One Per Student)*
- ✓ *Unit 3 Activity Sheets, Pages 36-37 (One Per Student)*
- ✓ *Unit 3 Activity Sheet, Page 3 (Used Previously)*

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up for the "Personal Learning Plan Construction" Activity:
 - Ensure you have access to enough computers so that students may work individually to complete the "Personal Learning Plan Construction" activity. Alternatively, reserve a computer lab so students can work at their own pace.
- ✓ Load the following link on computers or display at the front: www.NebraskaCareerConnections.org



Entry Points – *How do I prime students for learning today?*

Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

Snapshot of the Event:

- Step 1:** Show PowerPoint Slide #2.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Bring class back together and transition to the next learning event.

Materials Used:

- PowerPoint Slide #2
- Notebook

How this event might *look* and *sound*...

Step 1: Show PowerPoint Slide #2.

What challenges come to mind when you consider getting involved in school activities, work experiences or courses?

Respond in your notebook.

Step 2: Complete regular class routines while students work on the task.

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

Step 3: Bring class back together and transition to the next learning event.

Have students share with a partner and discuss ways to overcome the challenge.



With a partner, identify one of your challenges. Discuss ways to overcome that challenge. Take 90 seconds for your conversations. Be prepared to share with the class.

What questions do you have?

Begin!

After 90 seconds, have two or three students share with the class, if time allows.

Interest Approach: Toolbox Challenge – 5 mins

Students complete a challenge where they do not have access to the ideal tools for the job.

Snapshot of the Event:

- Step 1:** Introduce the “Toolbox Challenge.”
- Step 2:** Students complete the “Toolbox Challenge” activity.
- Step 3:** Wrap up the challenge and transition to the next learning event.

Materials Used:

- “Toolbox Challenge” Materials

How this event might *look* and *sound*...

Step 1: Introduce the “Toolbox Challenge” activity.

Assemble students into groups of four to five students.



Today you will be presented with a timed challenge. Sit up tall in your chairs, put your feet flat on the floor and get your brains ready! In a moment, you will be presented with a challenge card and a few resources. You may only use the resources given to you! When I say, “Go!” you will have exactly three minutes to complete your challenge to the best of your ability.

How can I clarify?

Step 2: Students complete the “Toolbox Challenge” activity.



Look at the clock. You have exactly three minutes from this point to complete the challenge.

Begin!

Step 3: Wrap up the challenge and transition to the next learning event.

After three minutes, facilitate a class discussion.



Raise your hand if you completed all of the tasks on your challenge card.

How many of you completed most of the tasks?

What did you do that worked?

What was difficult?

What would make this challenge easier?

Guide students to conclude that the task was difficult if they did not have the proper tools.



You nailed it! Some of you had to get creative because you lacked a pair of scissors, a ruler, or tape. The same is true in life. It is often challenging to complete tasks without proper tools. Can you manage by using your creativity to get by? Sure. But what is the most efficient and effective method? To have the right tools in your hands for the job.

Similarly, you can plan and prepare for your careers. You must be sure you have the right tools and skills in your toolbox. Today, you will look specifically at what classes in school will give you the right tools for the job and help you become career-ready.

Core Instruction – *How do I facilitate instruction on the core topics?*



Teacher-Led Discussion: Personal Learning Plans — 5 minutes

Teacher explains the purpose and function of a Personal Learning Plan.

Snapshot of the Event:

- Step 1:** Introduce and define “Personal Learning Plan.”
- Step 2:** Discuss the purpose of the Personal Learning Plans.

Materials Used:

- PowerPoint Slides #3-4
- Notebook

How this event might *look* and *sound*...

Step 1: Introduce and define “Personal Learning Plan.”

Show PowerPoint Slide #3. Ask students to capture the definition in their notebook.



One component of the Unit 3 Milestone Project is to complete a Personal Learning Plan. A Personal Learning Plan is a tool to organize your education. It allows you to map the courses you will take from now through high school graduation and beyond in order to be career-ready. The plan should be based on your chosen career and include all high school graduation requirements.

Today, we will begin constructing your Personal Learning Plans, but first, let's examine the benefits of this activity and how it helps us to be career-ready.

Step 2: Discuss the purpose of the Personal Learning Plans.



What is the purpose of a Personal Learning Plan? Consider this question for 20 seconds silently.

Take one minute to discuss with a partner.

Have two or three pairs share with the class.



If constructed correctly, a Personal Learning Plan helps them make purposeful choices about their educational process: students, teachers, and parents.

Show PowerPoint Slide #4.

Guide students to realize that for a student, a Personal Learning Plan helps them make purposeful choices about their education. They are able to focus on their career goal and map out how to get there through their education. The benefit for teachers is that the Personal Learning Plan provides a good understanding of the students' career goals, interests, and desires. With this information, the teacher can better assist the student. Parents also benefit from this insight with the opportunity to be engaged in their student's education.



A well-constructed Personal Learning Plan is essential to being career-ready. Today, we will get you headed down the right track, creating a map to get to your career goal and career readiness.

Learning Activity: Personal Learning Plan Construction – 30 minutes

Students map out their education courses through high school graduation.

Snapshot of the Event:

- Step 1:** Students begin constructing their Personal Learning Plans.
- Step 2:** Students select elective courses that will help them become career ready.
- Step 3:** Remind students of homework.

Materials Used:

- *Unit 3 Activity Sheet, Page 35 or Personal Learning Plan Sheet*
- *High School Graduation Requirements*

How this event might *look* and *sound*...

Step 1: Students begin constructing their Personal Learning Plan.

- Online Version:
 - Pass out Unit 3 Activity Sheet, Page 35
 - Log in to your Nebraska Career Connections profile and follow the instructions.
- Paper Version:
 - Pass out a blank Personal Learning Plan to each student.
- Pass out the high school graduation requirements.

Monitor student progress. Be sure all required courses appear on the Personal Learning Plan. For added assistance, invite the career or guidance counselor to help facilitate the construction process.

Step 2: Students select elective courses that will help them become career ready.

Monitor student progress. Help students select electives geared towards their career goal. Remember, it is okay and normal to have hobbies and interests. School is a time for exploration, so if a few courses do not fit the student's career goal, it is fine.

Step 3: Remind students of homework.

Remind students any unfinished work is due at the beginning of the next class period.



The last steps on the Unit 3 Activity Sheet, page 35, instruct you to print the Personal Learning Plan. Then you need to obtain a parent or guardian's signature. When you submit the Personal Learning Plan next class period, I will sign the document after checking and return the document to you to keep for your Unit 3 Milestone Project.

In the Personal Learning Plan, high school graduation is a goal; we were careful to put in all required courses, but it is not the end goal. You added elective courses to help you be career-ready.

Bring Closure & Look Ahead – *How do I conclude the session?*



Preview Learning Expedition & Next Session - 5 minutes

Students are introduced to the Learning Expeditions scheduled in the next session and choose their homework assignment.

Snapshot of the Event:

Step 1: Set context regarding the next session.

Step 2: Pass out the Unit 3 Activity Sheets, pages 36-37.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.

Materials Used:

- Unit 3 Activity Sheets, Pages 3 and 36-37

How this event might *look* and *sound*...

Step 1: Set context regarding the next session.



We are nearing the end of Unit 3. The next session features our final Learning Expedition for Unit 3. Our next session will allow you to again consider and visualize the future. The Expeditions focus on the final Key Concept, “Completing high school and post-secondary education are not my only goals; they are means to my real goal of being career-ready.”

Step 2: Pass out Unit 3 Activity Sheets, pages 36-37.



This is a really important document for our group, as it is like a detailed map of the territory we are about to explore. During the next session, like most explorers, you get to call the shots.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.



There are a number of Expeditions to go on as we continue to investigate Essential Question 3. Let’s take a look at the Expeditions.

Review the “Get Started!” Expedition. Students are to complete this activity as homework before the next scheduled session.

As Time Permits: Review the “Show Me!” Expedition. Students will want to preview this prior to the next session. However, they will complete the activity in the next session.

As Time Permits: Review the “Test Run!” Expedition. Students will again preview this, but they will actually complete the activity in the next session.

Note the area for students to consider what kind of progress they will make on the Unit 3 Milestone Project during the next session. Encourage students to review the Milestone Project Description: Unit 3 sheet. Particularly, reference the steps shown at the bottom of the project description sheet. These make excellent steps for students to work on during the next session.



Before the next session, you need to choose and complete the “Get Started!” Expedition. This activity will help you visualize and plan for the future.

Review: My Toolbox - 5 minutes

Reinforce the main idea of the session.

Snapshot of the Event:

Step 1: Introduce the review activity.

Step 2: Students draw images representing three items they need in their "toolbox."

Materials Used:

- PowerPoint Slide #5
- Notebook

How this event might *look* and *sound*...

Step 1: Introduce the review activity.



At the beginning of the session, you participated in an activity where each of you were given a different set of tools to complete the same task. Your tools affected your ability to complete the task and the quality of the finished product. In order to be career-ready, we each need a set of tools as well.

Show PowerPoint Slide #5.



Draw your toolbox and include three items you need to be career-ready. You have three minutes.

Step 2: Students draw images representing three items they need in their "toolbox."

Monitor student work. After three minutes, have students share with a partner. Then ask two or three students to share with the class.

Assessment – How do I assess student work from the session?



OPTIONAL: Scoring Participation Using Maps – After the Session

Use the following scale as a simple rubric for assessing student participation today.

Snapshot of the Event:

Step 1: Collect completed Personal Learning Plans.

Step 2: Score student work based on the scale provided.

Materials Used:

- Completed Personal Learning Plans

How this event might *look* and *sound*...

Step 1: Collect the completed Personal Learning Plans.

Step 2: Score student work on the following scale:

Neatness	10
Content: Required Courses	10
Content: Elective Courses	10
Total	30