

**UNDERSTANDING THE DEFINITION**

Group 1	Group 2
Career-Ready Capitalizes	Personal Strengths Talents Education Experiences

Group 3	Group 4
Bring Value Workplace Community	Performance Skill Diligence Ethics Responsible Behavior



--	--



**UNDER-CHAIR SCAVENGER HUNT**

What does it mean to be career-ready?

What is the right career path for me?

How will my choices today affect my future?

## THE JOURNEY TO BEING CAREER-READY!

### Milestone Project: Create a Career-Readiness Plan.

#### What Should I Include in My Career-Readiness Plan?

In the Unit 3 Milestone Project, you will create a plan based on your strengths, talents, education, and experiences that will prepare you for success in the career of your choice. The plan will include specific steps you can take in order to become career-ready and ultimately the person you desire to be!

Here is the basic information your Career-Readiness Plan should include:

- ✓ “Packing My Bags” Elements
  - Strengths and talents are identified.
  - Education and experiences are identified.
  - Special interests are described.
- ✓ “Choosing a Destination” Elements
  - Career Cluster is identified.
  - Specific occupation or career is identified.
- ✓ “Making a Map” Elements
  - Requirements for career are identified including education and training. Be sure to include your selection of post-secondary institutions, if applicable.
  - Identify activities and work experiences which will prepare you for this career.
  - Identify specific technical skills and career-readiness skills needed for this career.

#### What Does My Career-Readiness Plan Need to Look Like?

A Career-Readiness Plan will take on many forms, but it must include specific steps you can take in preparation for your career. Make sure you get your idea approved by the teacher before proceeding. Here are some different formats you may consider:

- ✓ PowerPoint or Prezi Presentation (five to eight slides)
- ✓ iMovie (three to five minutes)
- ✓ Written Report (three to five pages)

Be creative! Your Career-Readiness Plan may involve different media. Pick a format that represents your interests and talents!

#### When Asked, You Should Be Able to Explain:

- ✓ What makes you tick? Be prepared to explain what motivates you and how you will find that motivation in your career.
- ✓ What steps will you take in the near future? Be ready to share three to five steps you can take in the next six to eight years to become career-ready.
- ✓ What skills will you develop? Be prepared to explain three Nebraska Career-Readiness Standards and Skills you want to develop as you implement your plan.
- ✓ Who will be part of your support team on the journey to be career-ready? Be ready to identify at least three individuals and explain their roles in your future.

#### Basic Steps for Creating My Career-Readiness Plan:

- ✓ Step 1: Use the Nebraska Career Connections to take both the skills and interest assessments provided online at <http://www.nebraskacareerconnections.org/>. These will help guide you to selecting a career for the focus of the Unit 3 Milestone Project.
- ✓ Step 2: Identify one Career Cluster. Select one specific career.

Career I Will Prepare For: \_\_\_\_\_

- ✓ Step 3: Use the Nebraska Career Connections to complete an education plan provided online at <http://www.nebraskacareerconnections.org/> and by working with the school counselor to make sure all high school graduation requirements are addressed. Be sure to include extended learning opportunities.
- ✓ Step 4: Create your Career-Readiness Plan. Present your Career-Readiness Plan during the Unit 3 Milestone Project showcase.

## THE JOURNEY TO BEING CAREER READY!

<b>Evaluating the Artifact-</b> The artifact presented:		
<b>Criteria</b>	<b>Points Awarded/Available</b>	<b>Comments/Feedback</b>
Is in a format selected by the student based upon his or her interests and talents.	___/10	
Includes the "Packing My Bags" elements: <ul style="list-style-type: none"> <li>• Strengths and talents are identified.</li> <li>• Education and useful experience are identified.</li> <li>• Special interests are described.</li> </ul>	___/10	
Includes the "Choosing a Destination" elements: <ul style="list-style-type: none"> <li>• A Career Cluster is identified.</li> <li>• A specific occupation or career is identified.</li> </ul>	___/10	
Includes the "Making a Map" elements: <ul style="list-style-type: none"> <li>• Requirements for the career are identified including education and training.</li> <li>• Activities and work experiences which will help prepare the student for the career are identified.</li> <li>• Specific technical skills and career-readiness skills needed for the career are identified.</li> </ul>	___/10	
Is neat, complete and ready to present by the due date.	___/10	
<b>Total Score for the Artifact</b>	___/50	

<b>Evaluating the Verbal Explanation – When asked, the student explanation discusses...</b>		
<b>Criteria</b>	<b>Points Awarded/Available</b>	<b>Comments/Feedback</b>
What makes the student tick. Students should be able to explain what motivates them to succeed and how they will find motivation in their career.	___/5	
Three to five steps the student can take in the next six to eight years which will help them be career-ready.	___/5	
Three Nebraska Career-Readiness Standards or Skills the student will develop as they become career-ready.	___/15	
Three individuals who can support the student on their journey.	___/5	
<b>Total Score for the Verbal Defense</b>	<b>___/30</b>	



## FACE THE FACTS

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

### Instructions:

Match the employment statements with the correct number answers.

1. \_\_\_\_\_ Nebraska's unemployment rate.
  2. \_\_\_\_\_ Unemployment rate for Americans aged 20-29.
  3. \_\_\_\_\_ Number of recent college graduates still working at or below the federal minimum wage of \$7.25 per hour.
  4. \_\_\_\_\_ Percentage of the workforce who will be Gen Y by 2025.
  5. \_\_\_\_\_ Number of Baby Boomers who retire each day.
  6. \_\_\_\_\_ and \_\_\_\_\_ Percentage of business decision-makers and higher education administrators who give recent college graduates a "C" grade or lower for preparedness in their first jobs.
  7. \_\_\_\_\_ Percentage of businesses agree that they must partner with colleges and universities to provide business curricula that properly prepare students for the workforce.
- 

- a. 260,000
- b. 74%
- c. 59%
- d. 10,000
- e. 3.5%
- f. 62%
- g. 75%
- h. 9.6%

## APPLES TO APPLES

Instructions:

Complete the left side of the chart in small groups. Complete the right side of the chart individually.

NAME OF PRODUCT:	Choose one career from the list your group just brainstormed.	
List all jobs needed to create this product and deliver it to consumers.	Strengths:	Education:
	Talents:	Experiences:

## LEARNING EXPEDITIONS — TOPIC 1-3: IMPORTANCE OF BEING CAREER-READY

### Get Started!

*As homework, complete the following Expedition prior to the next scheduled session. This Expedition should take you about 10-15 minutes to complete.*

A real-life career-ready person!

Find a quiet place where you can think. Make sure you have some blank paper and something to write with before you begin.

Relax and close your eyes. Take the next few moments think about, without writing, someone you know who is career-ready.

- How are they using their strengths, talents, education, and experiences?
- What value do they bring to the workplace and community?
- How do they demonstrate skill, diligence, ethics, and responsible behavior?

Capture your response on paper. You may write out your response in a paragraph or use a computer and <http://www.wordle.net/> to create a word cloud about this person. If making a word cloud, be sure to print it out when you are finished.

### Show Me!

*Complete the following Expedition during the next session. This Expedition should take you approximately six minutes to complete.*

#### Role-Play

1. Find one partner.
2. Draw a topic at the front of the room. The topics are the Nebraska Career-Readiness Standards.
3. For more information about your topic, visit [www.education.ne.gov/nce/Standards.html](http://www.education.ne.gov/nce/Standards.html).
4. With your partner, write a role-play script. One of you will play the employee while the other plays a co-worker, customer, or manager.
5. Prepare to present the one-minute role-play to the class at the end of the session.

**Test Run!**

Complete the following Expedition shown during the next scheduled session. This Expedition should take you about 15-20 minutes to complete.

**Self-Awareness**

Using personal strengths and talents is part of being career-ready. As you work toward your Unit 3 Milestone Project, you must take time to examine your skills. Today is an opportunity for you, and only you, to identify what you do well.

**Instructions:**

1. **Login to your Nebraska Career Connections profile at: <https://app.kuder.com/masterweb/public/Login.aspx?>\***  
  
*\*If you do not have a login and password, use the “New Users Register Here!” link to create an account.*
2. **Click the “Self-Exploration” tab at the top of the screen.**
3. **Under assessment activities, select “My Skills”. You will need to select the highest level of education you plan to achieve from the drop-down menu. You can change the level at any time to repeat the assessment for a different set of occupations.**
4. **Click “Start the Assessment”.**
5. **The assessment will provide you a list of careers that fit your current skills. Print the results of your assessment and keep it in your notebook.**
6. **Review your results. In your notebook, answer the question: Are the results what you expected? Why or why not?**

**Unit 3 Milestone Project Progress**

By this point in the unit, you should be forming ideas about your Unit 3 Milestone Project. Write down a goal for your progress on the project today. *HINT: Look back at the steps outlined on your Milestone Project Description: Unit 3 and Milestone Project Rubric: Unit 3.*

My Goal for Progress Today...

## BRAD'S STORY

“What do you want to be when you grow up?”

The question echoed through the room as Brad felt the teacher’s gaze pause at his desk.

“Why is he picking on me? And, for the final time, I don’t have any idea what I want to be when I grow up. What does this have to do with English class anyway?” Brad pondered as he avoided the teacher. He figured if he sat long enough the teacher would move on.

“Brad, what do you want to be?” asked the teacher.

Frustrated and feeling the pressure of everyone looking at him, Brad snapped back, “I don’t know. I haven’t figured it out.”

The teacher’s face remained stern, yet encouraging as he said, “Each minute you are sitting here, you are becoming your future self. Maybe it’s time to figure out who you want to be.”

After class the teacher pulled Brad aside and gave him a blank sheet of paper.

He said, “Your future is like a blank piece of paper, sitting here waiting to be filled in. If I leave this paper on my desk, someone will fill it in tomorrow. Do you want your future determined by someone else?”

Brad felt the weight of the questions the teacher asked as he stood in the doorway of his now empty classroom.

“No, I guess not,” Brad replied.

His teacher responded, “Take this home. Think of it as a blank canvas, to paint your future. Start with where you want to end up and work backward, like a timeline. Never settle.”

Brad wondered what “never settle” meant, but he saw an opportunity to leave and quickly grabbed the paper as he headed to his next class.

After his last period, catching up with friends, practice with his team and a quick dinner, Brad found himself sitting down in his room at home. He tossed his bag on the floor and leaned over to turn on his favorite music when the blank piece of paper fell out. The words of his teacher quickly came to mind, “Start with where you want to end up and work backward, like a timeline.”

Without realizing what he was doing, Brad grabbed a pencil and began drawing. He liked drawing much more than writing. He started on the far right, sketching a picture of himself 20 years in the future as a successful veterinarian. “Work backward,” he remembered. So he drew a line backward, about an inch, and stopped. He would have to go to college. Brad drew the logo from his favorite college where he dreamed of going.



“I can’t get in there,” Brad thought.

But then he remembered, “Never settle,” and he filled in the logo.

And baseball! He loved baseball. Brad sketched a jersey with the number 21, his favorite, next to his college logo. He began to get excited about playing college ball.

Before he knew it an hour had passed and Brad had reached the edge of his paper, ending up on today.

He sat back and looked at his timeline. “Could I really do all of this, starting today?” he wondered.

THERE WAS ONLY ONE WAY TO FIND OUT. HE FOLDED THE PAPER AND PLACED IT IN HIS BAG IN THE FOLDER FOR HIS ENGLISH CLASS.

**LEARNING EXPEDITION — TOPIC 3-2: FINDING THE RIGHT CAREER****Get Started!**

Complete the expedition shown prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete.

**Visualize the Future!**

Find a quiet place where you can think. Make sure you have some blank paper and something to write with before you begin.

Relax and close your eyes. Take the next few moments to visualize, without writing, where you want to be in 10 years.

- What will you be doing?
- Who is around you?
- What are you working towards?

Capture your mental image on paper. You may draw a picture, write out your response in a paragraph or create a poem to describe your thoughts.

**Show Me!**

Complete the expedition shown during the next class period. This expedition should take you approximately 10 minutes to complete.

1. Pick up a blank piece of paper or turn to a fresh sheet in your notebook.
2. Write the word “Interest” on one side and the word “Assessment” on the other side.
3. Imagine someone asked you, “What do those words mean?” Beneath each word, develop a definition and write it in complete sentences.
4. When you have a definition for each, turn to a partner and share your definitions.
5. Given this information, answer the posted reflection questions.

**Test Run!**

Complete the Expedition shown during the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

Pairing your interests with a career will help lead to a fulfilling life. As we work toward your career readiness plan, we must take time to examine your interests. Today is an opportunity for you, and only you, to identify what you like to do. Use Unit 3 Activity Sheet, page 14, to complete this Expedition.

**Instructions:**

1. Login to your Nebraska Career Connections profile at: [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org)
2. Click the “Self-Exploration” tab at the top of the screen.
3. Under “Assessment Activities”, select “My Interests.” You will need to select the highest level of education you plan to achieve from the drop-down menu. You can change the level at any time to repeat the assessment for a different set of occupations.
4. Click “Start the Assessment.”
5. The assessment will provide you a list of careers that fit your current skills. Print the results of your assessment and keep it in your class notebook.
6. Review your results. Complete Unit 3 Activity Sheet, page 14.

*\*If you do not have a login and password, use the “New Users Register Here!” link to create an account.*

**Unit 3 Milestone Project Progress**

By this point in the unit you should be forming ideas about your Unit 3 Milestone Project. Write down a goal for your progress on the project today. **HINT:** Look back at the steps outlined on your Milestone Project Description: Unit 3.

My Goal for Progress Today...



## USING THE DECISION-MAKING PROCESS TO CHOOSE THE RIGHT CAREER

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

1. *Identify the problem* \_\_\_\_\_

2. *Brainstorm all potential solutions (list at least five):*

3. *List all potential careers (list at least five):*

4. *List negative and positive aspects of each possible solution (pick two careers and list their negative and positive aspects):*

1. \_\_\_\_\_

Negative:

Positive:

2. \_\_\_\_\_

Negative:

Positive:

5. *Select a solution and defend your choice (choose one career and explain your decision):*

***“If you fail to plan, you are  
planning to fail.”  
~ Benjamin Franklin***

***“The sooner you start  
planning your life, the sooner  
you will live the life you  
dream of.”  
~ Hans Glint***

***“A goal without a plan is  
just a wish.”  
~ Antoine de Saint-Exupery***

***“Planning is bringing the future into the present so that you can do something about it now.”***  
***~ Alan Lakein***

***“Sometimes, we need to  
stop analyzing the past  
and start planning the  
future.”  
~ Unknown Author***

***“Planning is a process of choosing among those many options. If we do not choose to plan, then we choose to have others plan for us.”***

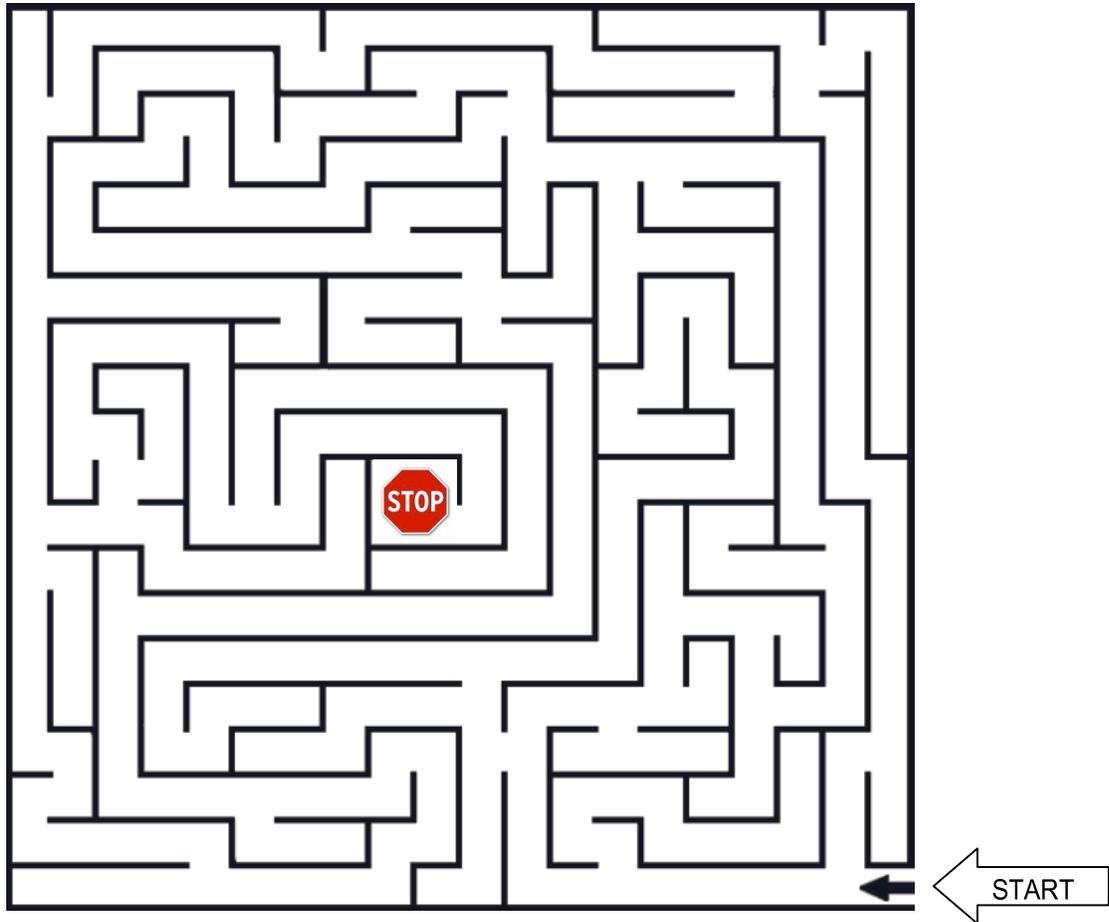
***~ Richard I. Winwood***

***“A man who does not plan  
will find trouble at his door.”  
~ Confucious***

## THE MAZE CHALLENGE

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

Complete the maze below. Wait for instructions before you begin!



**LEARNING EXPEDITION — TOPIC 3-2: CHOOSING THE RIGHT CAREER****Get Started!**

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 15-20 minutes to complete.

**Talk to an Expert!**

Find a career professional to interview. Someone from your chosen Career Cluster would be great but is not required. Ask the professional these questions and record their answers:

- What is your career?
- Is this the career you have always planned to have?
- Describe the journey and steps you took to get to your career.
- Any advice for a student just beginning the journey to be career-ready?

Write a summary of the information they provide or draw a map of their journey.

**Show Me!**

Complete the following Expedition during the next class period. This Expedition should take you approximately 10 minutes to complete.

**Survival Scenarios**

**Congratulations!** You have been chosen to be part of a new reality television show with three friends. You will be placed in a remote location and expected to survive for one year without contact with the outside world.

1. With your group, choose 10 items you would take with you. You do not know where your group will be placed.
2. Everyone must record the list. Everyone must agree to the list of 10.
3. One group member will present the list to the teacher and draw for a location.
4. As a group, update your list of 10 items based on your location. Everyone must agree to the list of 10.
5. Answer the posted reflection questions. Be prepared to share your responses to the final two questions with the teacher when you have completed a group discussion.



## “SHOW ME!” EXPEDITION: SURVIVAL SCENARIOS

*Caribbean island with freshwater stream and coconut palm trees.*

*Rocky Mountains with freshwater stream and fish.*

*Antarctica with frozen ice and penguins.*

*Mojave Desert with a few palm trees and rodents.*

*Amazon jungle with freshwater stream and wildlife.*

*Plains of Nebraska with pond and wildlife.*

*Raft in the middle of the Pacific Ocean.*

## “TEST RUN!” EXPEDITION: JOBS AND CAREERS

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

1. *List at least 10 careers in the Career Cluster you chose for your Unit 3 Milestone Project.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

2. *List at least five skills required in your chosen career.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. *Identify two careers from your list of ten that use similar skills as the occupation you chose.*

1. \_\_\_\_\_
2. \_\_\_\_\_

## LEARNING EXPEDITION – TOPIC 3-3: TODAY'S CHOICES MATTER

**Get Started!**

*As homework, complete the following Expedition prior to the next scheduled session. This Expedition should take you about 10-15 minutes to complete.*

**Two Keys and a Question!**

*Find a quiet place where you can think. Don't forget your notebook, a pencil, and a highlighter.*

*We have covered much material in the last few days! We must take time to stop and see where we have been! You have three minutes to complete the following tasks:*

- 1. Look back through your notebook and highlight at least two Key Concepts you have learned.*
- 2. Find one item you would like clarification on (it might be a little confusing) and draw a question mark beside it.*

*Be prepared to share your Key Concepts and ask for clarification during our next session.*

**Show Me!**

Complete the following Expedition during the next class period. This Expedition should take you approximately 10 minutes to complete.

**Welcome to the Great Lava Challenge!**

**Your Challenge:** To get all team members across the lava flow (designated space of 15-30 feet) and safely to the other side.

**Your Conditions:** Lava is deadly! No part of your body may come in contact with the lava (classroom floor) at any point. You are in luck, because each team will receive five magic squares that are lava-proof! They can float on the lava and allow you to walk on them. There is one condition: A person must be in contact with the square at all times. If at any time the square is left unattended, it will dissolve into the lava and be confiscated by the Lava Monster.

**Final Notes:** If a hand or foot touches the lava, you will lose the use of that limb. A bandana will be tied around it to signify loss of use. Beware! You may encounter additional challenges along the way!

1. After meeting with your team and completing the challenge facilitated by your teacher, review the questions shown at the front of the room.
2. Be prepared to share your responses to the final two questions with your teacher when you have completed the group discussion.

**Test Run!**

Complete the following Expedition during the next scheduled session. This Expedition should take you about 30-35 minutes to complete.

Today you will be the investigator in our Learning Expedition as you move through three learning stations around the room, gathering information that is relevant to you. What you find today may be different than the discoveries of the person next to you. The important thing is that you discover information that is important to you!

**Instructions:**

1. Pick up a copy of Unit 3 Activity Sheets, pages 31-33, from the front of the room.
2. Read the "Purpose" and "Process" to yourself and ask any questions that come to mind.
3. Complete the questions on both pages individually, rotating every 10 minutes through the learning stations.
4. Remember this is your work in progress. Your ideas may be different than the person next to you and that is OK!
5. Be detailed and thoughtful in your responses.

**Unit 3 Milestone Project Progress**

By this point in the unit, you should be forming ideas about your Unit 3 Milestone Project. Write down a goal for your progress on the project today.

**HINT:** Look back at the steps outlined on your Milestone Project Description: Unit 3 sheet.

My Goal for Progress Today...



## SCHOOL ACTIVITIES

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

**Purpose:** The purpose of this Expedition is for you to gather information about options you have related to high school activities, work experiences, and courses. You will leave today with a list of choices and a tentative class plan for the future, which will be used to create your final Unit 3 Milestone Project.

**Process:** Three stations have been set up around the room. You will have 10 minutes to complete your tasks at that station. You will be notified when it is time to rotate stations.

1. What resources do you have available to get information at this station? List those resources here:
2. Using your resources, select three activities (clubs, sports teams, or organizations) that would increase your career options based on your specific career choice. Describe those activities below:

Activity #1 –

Activity #2 –

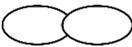
Activity #3 –

3. What are your next steps? In order to get involved, what do you need to do?





## TOOLBOX CHALLENGE

<p><b>Tools Challenge Card Team A</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one pair of scissors</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 	<p><b>Tools Challenge Card Team B</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one pair of scissors</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 
<p><b>Tools Challenge Card Team C</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one ruler</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 	<p><b>Tools Challenge Card Team D</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one ruler</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 
<p><b>Tools Challenge Card Team E</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one ruler</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 	<p><b>Tools Challenge Card Team F</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• one ruler</li> <li>• one roll of tape</li> <li>• one piece of paper</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Cut two strips of paper, 1 inch wide and 6 inches long.</li> <li>• Make a ring from one strip of paper by connecting the ends.</li> <li>• Loop the second strip through the ring to make two loops in a chain.</li> </ul> 

## PERSONAL LEARNING PLAN: STEP-BY-STEP INSTRUCTIONS

1. Login to Nebraska Career Connections at [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org).
  - Select “Education Planning”.
  - Click “Create” under “Create a Personal Learning Plan”.
  - Click “Create a New Plan”.
  - Enter a name for your plan, select your school, and choose grade level and school year. Finally, select an area of study based on your chosen career, if this option is available. Click “Create”.
  
2. Input Required Courses
  - To add a class, under the coursework category, click the “Plus” sign.
  - Choose the correct course title and course ID.
  - Enter in the number of credits for the class.
  - Click “Add”.
  
3. Select Elective Courses
  - Consider your chosen career and choose elective courses that will help you become career-ready.
  - To add a class, under the coursework category, click the “Plus” sign.
  - Choose the correct course title and course ID.
  - Enter in the number of credits for the class.
  - Click “Add”.
  
4. Print Personal Learning Plan
  - Double check to ensure all required courses appear in the document.
  
5. Obtain parent signature
  
6. Submit and obtain your teacher’s signature

## LEARNING EXPEDITION – TOPIC 3-3: PERSONAL LEARNING PLAN

### Get Started!

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete.

What is Most Important?

Find a quiet place where you can think. Take a blank piece of paper and a pencil.

1. Imagine 30 years have gone by. Consider how old you will be and how old others in your life will be.
2. How do you envision yourself at this point in your life? What will you be doing? What is most important to you at this point in your life?
3. Take the next few minutes to describe your real goals and the type of person you envision you will become. You may choose to write a short paragraph, create a poem or draw an illustration to represent what is most important to you!

Be prepared to share your vision during our next session.

### Show Me!

Complete the following Expedition during the next scheduled session. This Expedition should take you approximately 10-12 minutes to complete.

“College Doesn’t Just Happen”

Previous sessions have demonstrated the importance of planning. The Education Quest video shows the value of long-term planning and thinking beyond high school graduation.

Instructions:

1. Watch the “College Doesn’t Just Happen” video at:  
[https://www.educationquest.org/resources/videos/?v=0\\_rcvt5r50&f=KH2G](https://www.educationquest.org/resources/videos/?v=0_rcvt5r50&f=KH2G)
2. Be prepared to share your responses to the following four questions with the teacher after the group discussion.
  - Who can help you plan for your future? Be specific.
  - What are the benefits of taking challenging courses?
  - How can you make sure you find the right fit for your secondary education and career?
  - How can you make education affordable?



## Test Run!

Complete the following Expedition shown during the next scheduled session. This Expedition should take you about 25-30 minutes to complete.

Finish the Statement:

Today is a day of creation, as you put into action the Key Concept, “Completing high school and post-secondary education are not my only goals; they are the means to my real goal of being career-ready.” You will choose between two methods of finishing the statement, “Completing high school will enable me to become...”. You can either create a collage or write a news article.

Instructions:

1. Pick up a copy of Unit 3 Activity Sheet, page 38, from the front of the room.
2. Read the “Purpose” and “Process” to yourself and ask any questions that come to mind.
3. Finish the statement using either the collage or news article method.
4. Remember this is your work in progress. Your ideas may be different than the person next to you and that is OK!
5. Be detailed and thoughtful in your work. This represents who you are!

## Unit 3 Milestone Project Progress

By this point in the unit, you should be forming ideas about your Unit 3 Milestone Project. Write down a goal for your progress on the project today. HINT: Look back at the steps outlined on your Milestone Project Description: Unit 3.

**My Goal for Progress Today...**

## TEST RUN! EXPEDITION OPTIONS

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

**Purpose:** The purpose of this Expedition is for students to have the opportunity to illustrate their view of their future using art or creative writing.

**Your Task:** Your task is to finish the statement: “Completing high school will enable me to become...”.

**Process:** To complete this Learning Expedition, select from the options below. You will be scored using the checklist included.

### Option A: Collage

Using the materials available, such as magazines, paper, and scissors, create a collage that finishes the statement, “Completing high school will enable me to become...”.

Collage should include:

- ✓ The words “Completing high school will enable me to become...” \_\_\_/10 pts
- ✓ Cut out pictures and/or words used to illustrate the student’s real goal of being career-ready. \_\_\_/20pts
- ✓ Creativity \_\_\_/10pts
- ✓ Total \_\_\_/40pts

### Option B: News Article

Using your mind and creative writing skills, create a one-page news article that finishes the statement, “Completing high school will enable me to become...”.

News Article should include:

- ✓ The words “Completing high school will enable me to become...” \_\_\_/10pts
- ✓ A one-page written report to explain the student’s real goal of being career-ready. \_\_\_/20pts
- ✓ Creativity \_\_\_/10pts
- ✓ Total \_\_\_/40pts



## END-OF-UNIT 3 EXAM (50 POINTS)

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

Short Answer: Read each question carefully and answer in complete sentences.

1. What does it mean to be “career-ready”? (5 points)
  
2. The first key to being career-ready is “packing my bags.” What are the other two keys? (5 points)
  
3. Identify one career-readiness skill you possess. (2 points)
  
4. Identify one Nebraska Career-Readiness Standard you will work to improve. Explain your strategy for improvement. (3 points)
  
5. In this unit, we learned about roadblocks to success and how effective planning can help avoid roadblocks. Identify one roadblock you may encounter and give at least two strategies you could use to overcome this roadblock. (5 points)
  
6. Leadership author Stephen Covey writes that when planning goals, we should “begin with the end in mind.” In your own words, explain what this means. (5 points)

7. Identify someone who can help you on your journey to being career-ready. (2 points)
8. In three to five sentences, describe your Career-Readiness Plan including the career selected. (5 points)
9. List the four steps of the decision-making process. (4 points)
  - 1.
  - 2.
  - 3.
  - 4.
10. Select a decision you will face in the next year regarding an activity, work or education experience. Demonstrate each step of the decision-making process you will use to make that choice. (4 points)
11. What was your favorite part of this Unit 3? (5 points)
12. After completing this unit, how can I help you be career-ready? (5 points)