

## **SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES**

**TITLE:** REALITY CHECK

**SUBJECT:** Guidance Activity

**GRADE LEVEL(S):** 6-8

**SC Career Guidance Standard/Competency**

- Learning to Work: Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Competency 2.1. Identify strategies for managing personal resources (e.g. talents, time, money) to achieve career goals.

**National Career Development Guidelines Goal/Indicator**

- Educational Achievement and Lifelong Learning: GOAL ED2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Indicator ED2.K5. Identify types of ongoing learning experiences available to you (e.g., two-and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

- Career Management: GOAL CM2. Use a process of decision-making as one component of career development.

Indicator CM2.K3. Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.

Indicator CM2.K4. Identify alternative options and potential consequences for a specific decision.

### **Lesson Objectives**

1. Students will identify at least three types of postsecondary education/training opportunities.
2. Students will demonstrate the decision-making skills of exploring alternatives and gathering information.

### **Assessment**

1. Students will complete the *Reality Check* worksheet.

### **Preparation**

- Prior Learning—Introduction to decision-making process, Internet research skills
- Handouts/Worksheets— *Reality Check* worksheet
- Resources—Access to college and career websites, brochures from postsecondary education/training programs. Optional: SCOIS, O\*Net ([www.onetcenter.org](http://www.onetcenter.org)), America's Career Resource Network website ([www.acrnetwork.org](http://www.acrnetwork.org)), career information books/videos
- Time Required—120 minutes for Internet surfing, worksheet and discussion plus home assignment

## Procedures

### Part One (30 minutes)

- Invite students to share some of the careers they might like to enter after high school.
- Write the names of the careers on the chalkboard.
- Brainstorm the kind of education/training required for each of the careers listed.
- Engage students in a discussion of the various types of postsecondary education/training opportunities available. Include: two-and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training. Describe each. Ask students if they know people who are attending college or are in the military, or might be going to a technical school to prepare for a job.
- Continue the discussion to help students understand the necessity of education/training after high school and the importance of starting to plan for future career goals while in middle and high school.

### Part Two (60 minutes)

- Remind students that two key steps in the decision-making process are collecting information and exploring alternatives.
- Explain to students that they will have to develop an Individual Graduation Plan. Decisions about postsecondary education/training are an important part that plan.
- Hand out the *Reality Check* worksheet and review the directions.
- Give students an orientation to the resource materials you have available for the research the students must do to complete the worksheet.
- Have students begin their research. They can continue their research and complete the worksheet as a home assignment.

### Part Three (30 minutes)

- After the students have completed the worksheet, discuss what they learned. How will this information affect their decisions about high school courses? About postsecondary education/training? About career plans?
- Make the connection between the CTE programs, occupations of interest, high school courses, and writing their Individual Graduation Plan. Be sure students realize that what courses they take in high school and how they achieve have an impact on what postsecondary education/training opportunities will be open to them.

# Reality Check Worksheet

For \_\_\_\_\_  
(name)

Postsecondary Education/Training Opportunities:

_____ Technical school	_____ Military
_____ 2-Year College	_____ Apprenticeship
_____ 4-Year College	_____ On-the-Job
Training	

***Put a 1, 2 and 3 above to indicate the postsecondary education/training opportunities you might want to pursue.***

For each of the 3 you indicated, tell why you might want training at that level.

1.

2.

3.

For each of the 3 you indicated, what are the requirements for acceptance (eligibility, age, aptitude levels, educational levels, tests scores, SAT score, duration of program or admission time of year)?

1.

2.

3.

For each of the 3 you indicated, what have you already done to begin preparing for the training AND what will you need to do in high school to prepare yourself?

1.

2.

3.

