**COUNSELOR LESSON PLAN**

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| **Topic: Interperpreting EXPLORE Results, part 2**  **Duration: 50 min sessions**  **Grade Level**: **8th grade** | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Academic: Competency A1 Improve Academic Self-Concept**  **A:A1.1, A:A1.4, A:A1.5,**  **Competency A2 Acquire Skills for Improving Learning**  **A:A2.2-4**  **Competency A3 Achieve School Success**  **A:A3.5**  **Competency B1 Improve Learning**  **A:B1.1-4, 7,**  **Competency B2 Plan to Achieve Goals**  **A:B2.1—7**  **Career: Competency A:1 Develop Career Awareness**  **C:A1.1-3, 8-10**  **Competency A:2 Acquire Career Information**  **C:B1.2, 4**  **Personal Social: Competency A1 Acquire Self-Knowledge**  **PS:A1.1, 2,5,9**  **Competency B1 Self-Knowledge Application**  **PS:B1.2** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Students will be able to explain what their scores were on the EXPLORE and be able to find what the answers were to specific questions. They will also be able to analyze what strategies to use in order to score better on the PLAN.**  **Students will be able to find what their suggested career is on the World of Work map.** | | ACT – Aptitude  subscore  Composite score  Rhetorical skills  Career  Interests  Options  employment  ECAP, Pre-ECAP | |
| **INTRODUCTION TO LESSON** | | | |
| Using the Careers and College Planning Guide, go over the four steps to being successful, Plan, Students will also continue filling and completing a Pre-ECAP concurrently with learning how to read their EXPLORE results.  Use relevancy in the lesson by discussing how the EXPLORE itself, and how the different parts of the report will be reflected in their lives. How will the World of Work apply to their careers. Have them compare to the Hollands Personality Mosaic that they completed in the pre-EXPLORE lesson. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Review lessons from previous session. Ask students to share with their neighbors/group. | | Students Will think pair share what they learned the session before. | |
| Ask students to open their College and Career Guide book review the four steps to being successful. | | Students will read the four steps to being successful. Share with others how it applies to them. | |
| Explain how to read the Suggestions for improving your skills based on their scores.  Break it down into columns with the question, correct answer, their answer and the subscore. | | Students locate the page on the inside of the report to find their individual suggestions for improving their skills.  They will also follow along finding each one of the columns that are being explained. | |
| Ask students to take out their Test booklets in order for them to see how the report is broken down specifically by question. | | Students will be able to find the questions that they got wrong and compare it to the given answer. | |
| Read some of the suggestions from different reports so that students can see that each one is different even though there might be some similarities. | | Students will listen to some of the suggestions that the counselor reads out and then read their suggestions for improvement.. | |
| Counselor will review and read the steps on the report for career possibilities. Step 1 Your and the World of Work, 2 Your Interests, 3 Exploring Career Options. | | Students will follow along with the counselor. | |
| Explain how to read the World of Work Map and where the suggested career area came from. Point it out on the front of the page as well. | | Students will locate the World of Work and see what the suggested career area was.  Students will read the suggested careers under each area. | |
| Counselor will ask to compare it to Hollands Personality Mosaic that they took in the Pre-EXPLORE lesson. | | Students will be able to compare their results on the WOW with Hollands P.M. | |
| Counselor will review the Pre-ECAP and have students finish filling it out based on their EXPLORE results report. | | Students will complete the Pre-ECAP. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Students will be able to explain how to read the EXPLOE suggestions for improvement and compare it with other students. Counselor will walk around and listen to the conversations occurring while comparing their suggested improvements.  Counselor will collect the Pre-ECAP to check that students filled it out correctly previous to having them take it home. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W – Students will write in their Pre-ECAP form their scores  I – Inquiring about suggestions for improvements. Inquiring their career options.  C – Think, pair, share what their suggestions for improvement are as well as career options.  O – Students can point out the organization of the report.  R - Reading the suggestions for improvement and the WOW.  Reading from the College and Careers guide. | | | |
| **RESOURCES** | | | |
| NAU Gear Up ppt.  College and Career Planning Guide  ACT How to read your results | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Students may be paired up to help each other understand how to read the results.  Break down terminology in student friendly language what the different parts of the test results are. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| College and Careers Planning guide. | | |