

A3-L1

Identify Lifestyle		Core Competency: A3	Level 1, Introductory
Identify desired lifestyle and relate to selected occupations.			
Time to complete: 50-90 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify lifestyle components they desire. 2. Relate preferred activities with possible occupations. 3. Analyze another person's interests, aptitudes and skills for possible job matches. 		
Cross Competencies	G41 Apply critical thinking skills G55 Apply the problem solving process to complex problems H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
Core Standards	Career and Vocational/Technical Education: Content Standards 1 and 4 Workplace Competencies: Content Standards 5 and 6		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • A3L1WS1 Goal Scroll • A3L1WS2 Coat of Arms • A3L1WS3 Taking an Inventory of Your Life 	<ul style="list-style-type: none"> • Magazines, newspapers, other sources for pictures • Scissors • Glue • Internet access 	<ul style="list-style-type: none"> • Montana Career Information System • Guidance Information System • Career Occupational Preference System • O-Net (The Occupational Information Network) • <i>Occupational Outlook Handbook</i> 	

MCA	Portfolio Project	Guest Speakers	Program of Work
			Careers
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
Community Scavenger Hunt Career Fair	Create Shield in place of Coat of Arms		

Suggested Instructional Approach		Notes
Introduction	<p>While students are making career decisions, they also need to consider their desired family life. Students need to know themselves in order to balance their working life with their whole life. A mismatch between the two can lead to an unhappy personal life as well as dissatisfaction with one's job.</p> <p>This unit will concentrate on helping students get to know themselves better and envision what they would like to do with their futures.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	
	<ol style="list-style-type: none"> 1. Discuss what "lifestyle" is with students. <ul style="list-style-type: none"> • What do they think of when they hear lifestyle? • What TV shows have they seen that are about lifestyle? 2. Brainstorm what components go into determining a lifestyle. <ul style="list-style-type: none"> • What are some tradeoffs between different lifestyles? 3. Pass out A3L1WS1 Goal Scroll. Discuss requirements and resources available for students. 4. Allow students time to work on their goal scroll. Technology Option: Provide students access to the Goal Scroll worksheet electronically. Students can copy, cut and paste pictures, use text boxes and internet resources to complete their goal scrolls. Demonstrate to students how to use the technology available. 5. Discuss student Goal Scrolls and the different lifestyles students envision. 6. Briefly discuss the kind of income required to support the lifestyle. 7. Pass out A3L1WS2 Coat of Arms. Review directions and expectations. Allow students time to complete work. 8. Discuss student worksheets as a group. 	
	<p><u>Conclusion</u></p> <ol style="list-style-type: none"> 9. Hold a discussion regarding life styles and how these life styles may change over the years. Describe how jobs affect personal lives. 10. Discuss the reasons people work and have the students identify which reasons they feel are the most important. 	
Assessment	Completion of activities	

Supplemental Activities	<ul style="list-style-type: none">• Complete <u>A3L1WS3 Taking an Inventory of Your Life</u>. Additional tool for narrowing career choices.• Post Goal Scrolls on a bulletin board• Use larger paper and make goal scrolls into posters• Create goal tubes --decorate Pringles can and put goals inside. Save for the year and hand back at end of year.	
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