



journey

# Adult Basic Education



Lesson 1  
Lesson Plan

The following is an incomplete list of potential ice breaker activities. These can be used anytime you feel the lesson needs to be spiced up or changed around. It's a great way to get students active and reengage them in the process. Change or modify these activities to fit your needs as the semester progresses.

### **First Job**

Have participants introduce themselves, sharing their names and something they learned on their first paying jobs.

### **Questions**

Have each student write a question he or she wants answered about the class on a sticky note. Have students introduce themselves and their questions. Post all questions on a wall chart. At the end of the first class or at the start of the second class, address any questions that have not yet been addressed.

### **Learning from Experience**

Have participants introduce themselves and explain one thing they have learned the hard way about the subject you are covering. Post their learnings on a flip chart and refer to them as appropriate throughout the class/semester.

### **The Circles of (student's name)**

Have students draw a large circle on a sheet of paper and other smaller circles radiating from it. Students write their names in the central circle and names of groups with which they identify (e.g., gender, age group, ethnic, social, political, ideological, athletic, etc.) in the satellite circles. Then ask students to move around the room to find three classmates who are most and/or least similar to themselves. This activity helps students appreciate the diversity in the class. This ice breaker could go well in lesson six when talking about prejudice and discrimination.

### **Familiar and Unique**

Break the class into groups of four (ideally by counting off). Each small group must come up with four things they have in common (all working full-time, all single parents, etc.). Then they are asked to share something unique about themselves individually. The group shares its familiar and unique features with the rest of the class. A master list can be made on the board for the class to look at and discuss if appropriate.

### **Marooned**

Place students into groups of five and tell them that they are stranded on a deserted island. Explain that they must select five items from their personal belongings to help them survive and that each member of their group must contribute one thing. Give them about ten minutes to dig through their book bags, purses or pockets to select necessary items. Then have each group stand and explain what they selected and how each object is essential to their survival.

### **Why?**

Ask students to draw their reasons for enrolling in the course (or if done in lesson one ask what they would spend their extra lifetime earnings on). They can then share these in pairs, groups or with the larger class.

### **Learning Choices**

This ice breaker helps people get a little vulnerable while staying anonymous and is an easy way to learn more about the needs of students to help with future activity/case management planning. Ask students for honesty and respect when completing the survey and that they use pencil to remain anonymous.

Distribute the survey and instruct students on how to answer questions (pick one, leave none blank), then pick the survey up and shuffle the papers. Redistribute the survey ensuring that no one knows whose papers they have. Go through each question and ask students to stand to represent each response. For example, if your paper says "I am smart" please stand. Now sit. If your paper says "I am not smart," please stand. Now sit. Move on to next question. Look for patterns in responses to point out that some people may need extra help and that everyone is in this class together to succeed.

Download the form at

[https://drive.google.com/file/d/1vtt1PbrilgKLgYiwB\\_dHHWHtWZv7G5yZ/view?usp=sharing](https://drive.google.com/file/d/1vtt1PbrilgKLgYiwB_dHHWHtWZv7G5yZ/view?usp=sharing)

 **AWARENESS**  
**Learning Objective**

To understand what the career planning process is and that it can facilitate the attainment of educational and career goals. Students will examine the goal-setting process and set a preliminary goal to be expanded upon later. Students will identify differences that have occurred in the workforce over the last several decades.

**Training Materials & Equipment**

- A/V equip for PowerPoint slides
- Lesson-One.ppt file
- ABE goal sheet (1x each student)
- Large sticky notes (1 for each group of 3-5)
  - Markers (1 or 2) for each group
- Then and now worksheet (1x each student)
- ABE checklist

**Instructions**

The goal is to set the stage for understanding what career planning is and why it is critical to students' ability to reach their educational and career goals.

**Brainstorm the answers to the following questions. This should be a Q&A discussion with whole group.**

The goal is to set the stage for understanding what career planning is and why it is critical to students' ability to reach their educational and career goals.



What does this number (\$331,000) represent? A: The lifetime earning difference of earning your high school equivalency or not. Take a moment to ask students how that money could change their lives. Ask how it could affect generational poverty. **(Slide 2)**

How does education level impact earning potential? A: Students should answer before you show the lifetime earnings slide. Ask students to guess the difference in lifetime earnings. Ask them to calculate the difference between steps. **(Slide 3)**

How do salaries compare among those who never started postsecondary education, those who started but didn't complete it and those who completed some form of it? A: Use the bar graph to illustrate that those who receive their high school equivalency earn significantly more (55% more) money in Oklahoma. Those who start at a CareerTech technology center but don't finish still earn significantly more than those with only an HSE. **(Slide 4)**

What do you think red (-23%) and green (+23%) represent about jobs in Oklahoma? A: Show Oklahoma Works chart and discuss the anticipated industry growth in Oklahoma. 53% of new jobs in Oklahoma will require training beyond a high school diploma by 2025. **(Slide 5 AND 6)**

What are the single greatest contributors to individuals not completing school? A: 36% report bullying as the reason for dropping out, but the No. 1 response was lack of support from family. Expectations from spouses/partners, parents, children, friends and employers increase the likelihood of an individual to take action toward degree completion. You've got to build your support network now! **(Slide 7)**

How has job security changed over the last 50 years? A: Answers will vary. Mention unions and right-to-work. **(Slide 9)**

Why do you need a plan? A: Money! 54% of people surveyed in Oklahoma have education debt but earn less than \$40,000 annually. Having a plan will help prevent this. **(Slide 10)**

**Explain:** Because of all these factors, career planning is an important life skill; it helps students identify the education needed to reach their career goals.

## Lesson One



To help students understand the difference between a job and a career, write “JOB” and “CAREER” on the board and brainstorm what they think is meant by both. Record answers on the board (e.g., demographics of workers, wages vs. salary, promotion, paid leave, etc.). Summarize the definitions: Job equals the work position that you have at any point in time, and career equals the path of your jobs over time. **(Slide 11)**

**Explain:** The goal is to think about your career and not just the next job. Students can do this by creating a map of where they are going. Let’s look at some examples of career paths: **(Slide 12)**

- Certified Nursing Assistant > Surgical Technologist > Registered Nurse:  
*This path is in the health career field. Are these jobs? Careers? Both?*
- Secretary > Administrative Assistant > Manager:  
*This career path could be within many different fields or sectors.*
- Teacher > Social Worker > Consultant:  
*This path focuses on jobs that use similar skills, but in different fields or sectors.*



Place students in groups of 3-5 and give them a large sheet of paper from the sticky pad along with markers. Ask the students to brainstorm what they think is meant by career planning and to write down their answers. They should discuss what they think career planning is, what it involves and what the outcome might be. Give the students 5-8 minutes to complete the task, then ask them to post their answers on the wall. One person from each group will explain their responses. **(Slide 13)**

Summarize with the following points.

- *What is career planning?*
  - Identifying what you’re good at
  - How your skills, talents, values and interests translate into work
  - Matching your skills, etc., to existing jobs
  - Matching your career goals to your financial needs
  - A process
  - A need to make good decisions
- By doing career planning you can find good answers that meet your needs on your schedule.

**Explain:** Career planning is a lifelong process. Display the Career Planning Model and use the chart below to give students an overview of what this process entails. This can be an opportunity for you to share how your career has evolved and what factors contributed to changes, but be brief. **(Slide 14)**



**Teacher Tip:** Depending on the needs and interests of the class, you can further break down the sections of the process and ask students to decide which parts of the career planning process they are most interested in learning about. This can guide you in how best to engage students with the curriculum.

Use this chart to discuss what occurs at each stage in the career planning process.

<b>Self-exploration looks at:</b>	<b>Occupational exploration looks at:</b>	<b>Education &amp; career planning looks at:</b>
Skills	Occupational/job profiles	Decision-making
Values	Informational interviews	Goal-setting
Experience	Career/job fairs	Problem-solving
Interests	Labor market information	Action-planning
Education		

---

## Lesson One

---

**Extra:** You can also post the three categories on big sheets of paper, give students index cards with the bullet points and have them put index cards under the correct heading. Leave these big sheets up in the classroom and when the other lessons are presented, refer to them and identify the part of career planning the lesson addresses.

### Extension Activities

(These are good for dual enrolled students receiving the same information in two different classes.)



Ask students with previous work experience to make lists of the jobs they have had and two jobs they would like to have. Then have students pair up and share the lists. Have students talk about any similarities in the jobs they have held and those they would like to have.

Ask students with limited or no previous work experience to make lists of at least three jobs they would be interested in having. Pair up students to share the lists. Ask them to talk about any similarities among the jobs they have chosen. Are there any jobs that they might need to have first to gain the experience for those jobs?

### Course Overview:



- Creating a goal sheet to build one's ICAP
- Setting short-term and long-term goals with SMART goal-setting
- Decision-making and analysis
- Identifying interests, skills and work values through surveys
- Exploring labor market statistics for growing industries
- Exploring labor market statistics for specific occupations related to student interests
- Exploring training or education needed for target goal
- Budgeting
- Identifying components of successful and unsuccessful applications
- Preparing for and answering common interview questions
- Developing Job Search Tools
- Opportunities for case management with instructor and ICAP execution

### Goal Sheet

Hand out check sheet to be use with the OK Career Guide program to complete individual career academic plans.

### Goal Sheet



The goal sheet is the very first part of the ICAP process. The point of this sheet is to provide direction for both the student and teacher/class. One should be handed out to each student in the class.

**Ask** students to fill out the demographic information at the top and then to fill in their goals for their graduation dates. Remind students that there are five tests to take, and if they plan to graduate in six months or fewer they need to already be thinking about when they're going to take that first test.

**Ask** students to take a moment and consider their long-term goals. What types of careers do they have in mind? Will training be necessary? Will extra education be necessary? Should they visit a CareerTech technology center or community college or university? Are they just here to get a diploma for a promotion at a job they already have? Understanding that throughout the exploration process this may change, they should tentatively decide on a path today. **(Slide 16)**

---

## Lesson One

---

ABE -> College -> Job/Career  
ABE -> Short-term Training/Certificate Program -> Job/Career ABE ->  
Better Job or Promotion -> ?  
Other

Close this activity out by allowing students to share their thoughts or by taking a poll about who picked each option. Pick up the goal sheets and set them aside to be added to the students' portfolios.



### Then & Now Activity (if time allows)

One thing that we are assured will happen is change. Your perception of change may differ from the person sitting next to you, and it is subject to change itself over time. Our opinion of some changes is good and of others, not so good. We can think of many ways the job market has changed over the years. There are many new or different ways of performing jobs, such as new tools, technology or even places where work can happen.

So many people are able to work remotely from Starbucks and rarely, if ever, set foot in their offices. There are new and upgraded credentials required for some jobs. The drafting industry has changed dramatically. Ten years ago, you were able to attend an AutoCAD program at a technology center and be qualified to jump right into the field. AutoCAD is practically obsolete now. Technology has advanced, and additional training on different automated programs is now required. Job titles are vaguer and do not always reflect the job duties we expect based upon the name.

What are some changes you have seen in the workforce and how have they changed your career plans or those of someone you know? What kind of action steps could someone take to overcome these changes?

**Place** students in pairs or small groups and handout the "Then & Now" activity. Go over the directions and first example and then ask the students to complete the remainder of the sheet and discuss their findings. Close out the lesson by discussing the findings from the activity.

**Review** what was discussed in today's lesson and give a one or two sentence preview of what will be covered in the next lesson. Review the checklist so the students can see where they have been and where they are going next.

Create a goal sheet to build your ICAP. 	
---	--