

Designing an Integrated Career and Character Education Activity

Career Development Planning Guide

Choose a Pillar of Character.

TRUSTWORTHINESS	<ul style="list-style-type: none"> Be worthy of trust. Be honest. Don't cheat. Be reliable. Don't deceive. Be loyal. Don't steal. Do the right thing.
RESPECT	<ul style="list-style-type: none"> Be considerate of others. Be tolerant. Be accepting. Use good manners. Think of other's feelings. Don't hurt others. Don't threaten others.
RESPONSIBILITY	<ul style="list-style-type: none"> Take responsibility for your actions. Plan ahead. Do your best. Think before you act. Consider the consequences. Set an example for others.
FAIRNESS	<ul style="list-style-type: none"> Put aside your own feelings and consider the evidence. Play by the rules. Take turns and share. Be open minded. Don't take advantage of others.
CITIZENSHIP	<ul style="list-style-type: none"> Participate in your community. Cooperate. Volunteer. Be a good neighbor. Obey laws and rules. Respect authority.
CARING	<ul style="list-style-type: none"> Feel affection for someone or something. Be kind. Be compassionate. Express gratitude. Help people in need. Show you care. Forgive others.

Choose Academic and Career Plan objectives.

Students in grade K-5 will:

- Understand the concepts of job and career
- Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success
- Understand the relationship of individual effort, hard work and persistence to achievement
- Understand the importance of teamwork in working towards a common goal
- Demonstrate the decision making process
- Demonstrate goal setting
- Recognize the benefits of both individual initiative and teamwork
- Recognize that the changing workplace requires lifelong learning
- Identify hobbies and interests
- Identify career choices through exploration

Students in grade 6-8 will:

- Identify the relationship of course content, educational achievement, and career choices
- Identify personal preferences, skills, and interests that influence career choices and success
- Understand the effect of career choices on quality of life
- Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market
- Demonstrate understanding of the education and training needed to achieve career goals
- Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication
- Use research skills to locate, evaluate, and interpret career and educational information
- Demonstrate awareness of educational, vocational, and technical training opportunities available in high school

Determine which careers exemplify the Pillar of Character.

Use a resource like Virginia Career VIEW's Career Search to find careers which exemplify the pillar of character you are focusing on. Use these careers as part of your activity.

Plan out your instruction.

1. Write an Instructional Goal	<p>What you want your learners to be able to do. Describe: the learners (<i>who</i>), the observable behavior the learners will be able to do (<i>what</i>), the context in which the observable behaviors will occur (<i>when and where</i>), and the tools that will be available to the learners, in that context (<i>with what</i>).</p>	WHO
2. Break it into Steps	<p>Break your goal down. Think about the steps someone would need to perform in order to complete the instructional goal.</p>	WHAT
3. Develop Performance Objectives	<p>Performance objectives are a specific type of objective including: the observable performance (<i>what the learner is able to do</i>), the condition/ circumstances in which that performance is expected to occur, and the criteria of which the performance will be considered acceptable. Typically a performance objective is written for each of the major steps of the instructional goal.</p>	WHEN & WHERE
4. Create Assessment Items	<p>Make your assessment before you gather your instructional materials. Assessment items measure performance, so they should be closely aligned with your performance objectives. Use the criteria you specified in your performance objectives to help guide how you make your assessment items.</p>	WITH WHAT

Gather your Instructional Materials.

Gathering your instructional materials doesn't need to be hard. You can **find** already made worksheets and lesson plans that work for your activity as they are, **modify** worksheets and lesson plans to fit with your activity, or **create** your own materials.

The most important thing is using your objectives and assessment to guide gathering the rest of your instructional materials.