

1. Introduction to Goal Setting (4 hours)

Purpose/Abstract: To introduce students to career exploration via goal setting			
NCCCS Adult Education Standards: R.1.2.8, R.3.2.1, W.1.2.1, S.1.1.1, M.1.1.2			
Learning Objective: <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> Describe the steps required to set goals (SMART) Describe the basics of each soft skill category to a partner Compute basic addition/subtraction money problems 			
Soft Skills	communication enthusiasm & attitude teamwork networking problem solving & critical thinking professionalism	Resources	Education.com place value lesson (assign this lesson to your students) Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skills category) Inspirational video
Additional Materials <ul style="list-style-type: none"> SMART goal template, one per student (printed scaffolded version as needed) Role play scenarios, one per assigned group 6 poster boards, 1 for each soft skills category Art supplies (glue, glitter, markers, etc.) OPTIONAL but encouraged: Place value unit manipulatives Pencils, paper Computers for student use 			
Icons	 Activity	 Check-In	 Review

PREPARATION

- Ahead of the lesson, assign students the Education.com place value lesson and download/print the [lesson activities](#).
- Review the [Skills to Pay the Bills \(STPTB\) IDD Tips](#) sheet and identify any that are applicable to your students.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O*NET](#), though it won't be used directly in this lesson.
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (30)

Welcome students to class and begin with the following icebreaker:

- List the following questions on the board:
 - Where did you grow up?
 - What is your favorite food?
 - What is something unique about you?

Tell students to find 2-3 different people and ask each one of the questions. Have students jot down what they learn about each person or record a note on their phones, if permitted.

Allow 10 minutes for this activity.

◊ REVIEW

Have students share out fun facts they learned about each other.

Now introduce the week's theme: Introduction to Careers. Ask students to answer this question with a partner: "When I was younger, I wanted to be _____ when I grew up." Give students time to discuss with those around them and then ask for volunteers to share out.

Ask students to **silently** finish this sentence: "One thing I wonder about the workplace is..." and give a few moments to reflect.

Project the inspirational video "[People With Disabilities Can Succeed](#)." Tell students that each of them can succeed in similar ways as they work to reach their goals and that today, they'll be learning about setting an attainable goal.

Tell students that in this course, they will be learning about many careers in all 16 career families, which will be introduced in the next lesson.

Instructor notes:

Note the use of career families vs. clusters. Due to new vocabulary being introduced, students may not understand the use of "cluster" but will understand that members of families are interrelated. Be sensitive to students' needs and willingness/reluctance to share at any point and verbalize that your classroom is a safe space.

VOCABULARY, READING, and WRITING (1 hour)

Tell students that throughout your time together, every lesson will focus on soft skills. Poll students by posing the following question:

- What do you think "soft skills" are? Thumbs up for the right answer and thumbs down for wrong answer choices.
 - Skills that are used in a quiet environment
 - Popular YouTube videos
 - Personal qualities that help people get along with each other on a job

Tell students that these skills are very important to employers—in fact, more important than anything else in most job settings!

Introduce each category of the soft skills (**vocabulary** of the lesson) of focus for the curriculum by writing each category on the board. Together, create classroom definitions for each. (These will become the definitions used for each category throughout the entire program, so take ample time to guide discussion and complete this task.)

 **ROLE PLAY (20 minutes)**

Break students into 6 groups with a mixture of ability levels in each group. Assign one category to each group.

 **TEMPLATE COMPLETION (20 minutes)**

Pass out SMART template to students. Allow ample time for completion.

✓ Ask for volunteers to share their responses. (At instructor discretion), as feedback, have students thumbs up/down each letter as the volunteers share their goal to check if answers meet the guidelines of each SMART letter (i.e., is Joe's S specific?). Debrief.

Instructor notes:

Be prepared that students may struggle to actively be part of developing classroom definitions. An idea would be to have a definition pre-written with some blanks for student selected word choices (cloze exercises).

Lower Level	Higher Level
Have students complete the scaffold version of the SMART template or pair students to work together on their goal sheets.	Have students complete the SMART goal template. Higher-functioning students can use the sheet as an organizer to then share their SMART goal in paragraph form.

Instructor notes:

GROUP PROJECT (45 min)

 **POSTER ACTIVITY**

Redirect students' attention to the 6 soft skills categories and the classroom definitions. Tell students that they will be making posters to hang in the classroom for the soft skills categories. Break students into the same 6 groups as earlier. Assign one category to each group and have groups write the category and its classroom definition on the poster. They can decorate the posters however they want to represent their given category.

Lower Level	Higher Level
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Have lower level students brainstorm drawings or images that can be included on their group’s posters.

Choose a higher level student to share out their group’s poster.

Instructor notes:

Not all students have the same artistic abilities or enthusiasm! Encourage creativity and consider assigning a student to be in charge of different aspects of the activity, such as a planner, a scribe, decorators, etc.. Have magazines for cutting/gluing images for those with manual dexterity issues. Consider pre-writing the category on the top of each poster and giving it to students assigned to that group to copy the classroom definition.

MATHEMATICS (45 min)

Introduce today’s lesson content: Place Value by writing the following on the board:

- \$5
- \$50
- \$500

Ask, “Which of these would you rather have?” and give time for students to share their answers.

Say, “While all of these have the numeral of 5, the addition of zeros changes where the 5 is placed. This is known as place value – the value that a digit (1, 2, 3, 4, 5, 6, 7, 8, 9) has based on its position in a number (5, 50, or 500 in this case.)

Introduce the concept of place value to the thousands place with a place value chart similar to [this one](#).

(If using) Show students how units are grouped into tens, hundreds, and thousands using place value manipulatives. Ask for volunteers to come forward and group different combinations to show numbers you call out.

Ask the same question again: Would you rather have \$5 or \$50? Check for understanding.

Have students log in to Education.com and begin the assigned lesson.

Lower Level	Higher Level
<p>Upon completion of the online lesson, have students complete the printed activities in pairs. Pass out unit manipulatives as needed.</p>	<p>Upon completion of the online lesson, have students complete the printed activities. If finished early, have students write up to 5 word problems that involve place value. (Write this example on the board: There are 48 crackers in a package of Cheez-Its. What is the value of 4 in this number?)</p>

Instructor notes:

Most students likely know this content already, but the use of manipulatives helps move the concept from abstract to concrete. While optional, it’s highly recommended to include this in the lesson.



INDEPENDENT WORK TIME (45)

INSTRUCTOR CHOICE

Lower Level

Higher Level

INSTRUCTOR CHOICE

INSTRUCTOR CHOICE

Instructor notes:

Since this is the first lesson, decide what you want students to do during this time based on what subject area individually they need more t. In future lessons, most lessons will have specific assignments for this section of the lesson.

WRAP-UP & REFLECTION (15 min)

◉REVIEW

To close out, draw students' attention again to the soft skills posters created and hung in the classroom. Have students engage in a turn-and-talk with a neighbor to read the class definitions. Ask for a volunteer pair to recite them to the class.

Distribute exit slip to students.

Ask for a few volunteers to share their reflections.

Collect and review answers.

Instructor notes:

Inform students that the reflection slip will be the same after every lesson. Take some time reviewing each question on the slip and pause for student questions. Provide any assistance completing the slips for this and the next few classes until students are comfortable with the process.

SMART Goal Template

Name: _____

Date: _____

Answer the questions below to set a career goal.

S	<p>Specific What do I want to accomplish?</p>	
M	<p>Measurable How will I know when I have reached my goal?</p>	
A	<p>Achievable How can I reach my goal?</p>	
R	<p>Relevant How is my goal worthwhile?</p>	
T	<p>Timely When will I reach my goal?</p>	

SMART Goal Template

Name: _____

Date: _____

Answer the questions below to set a career goal.

S	<p>Specific What do I want to accomplish?</p>	<p>I want to accomplish _____ because _____.</p>
M	<p>Measurable How will I know when I have reached my goal?</p>	<p>I will know I have reached my goal when _____.</p>
A	<p>Achievable How can I reach my goal?</p>	<p>I can achieve my goal by doing the following things: _____ _____.</p>
R	<p>Relevant How is my goal worthwhile?</p>	<p>I know my goal is worthwhile because _____.</p>
T	<p>Timely When will I reach my goal?</p>	<p>I will reach my goal by this time and date: _____.</p>

Role Play Scenarios

COMMUNICATION:

Scenario: Jade has her first job mowing lawns. She works for her best friend's brother who owns a landscaping company. She's had the job for about three weeks and really feels like she's getting into the groove. In fact, it's the perfect job for her: she loves being outside and appreciates the fact that she can work on her own and even listen to her favorite podcast! Jade arrives early at Mr. Z.'s house (her first customer of the day) and gets ready to begin mowing.

Mr. Z.: You're finally here!

Jade: Hi, Mr. Z. Yes, I'm here to mow your lawn.

Mr. Z.: Well, you didn't do a very good job last week.

Jade: I wasn't the one who mowed last week, but what did you not like about how it was mowed?

Mr. Z.: It was just a mess!

Jade: Can you be more specific? How was it a mess?

Mr. Z.: Well, it looked just awful.

Jade: I really want to make sure whatever upset you last time doesn't happen again. If you tell me exactly what you didn't like, I can be sure your lawn is mowed just how you like it.

Mr. Z.: Well, the cut grass was left on the lawn, and the edges weren't straight.

Jade: Okay, I understand. You want us to be sure we rake and remove the cut grass and do a better job on the edging. Is that right?

Mr. Z.: Yes, that is exactly what I expect!

Jade: Mr. Z., I will be sure to do those things today.

Mr. Z.: Thank you very much.

Who communicated more clearly – Mr. Z or Jade?

What did Jade do well when speaking to Mr. Z?

Enthusiasm and Attitude

Scenario: Andre works in a restaurant as a server. He has worked in the restaurant for about a month and has complained ever since he started working. He got a bad evaluation from his supervisor just last week! He and his co-worker are getting ready to close and go home.

Andre: I really hate this stupid job. I shouldn't be expected to sweep before I lock up. Don't we have a janitor for that? It's not my problem.

Co-worker: I don't mind. It's not a big deal and only takes a couple of minutes. The cleaning crew can spend more time mopping and cleaning the bathrooms. Plus, they have to do the windows this week.

Andre: I deserve a raise. And I am tired of Kendra telling me I need to say "ma'am and sir" more. Nobody cares about that.

Co-worker: You know, you would get more tips if you were more polite and had more enthusiasm about how good our food is. I made \$250 today!

Andre: That's just because you suck up to the boss and get the better tables. You should trade me spaces next time. It's not fair.

What sort of attitude does Andre have? What about his coworker?

Which of these is something Andre could do to improve how he thinks about his work?

- a. Be more willing to learn from others
- b. Quit his job and work somewhere else
- c. Tell his manager he won't sweep anymore

Teamwork

Scenario: Padma, Kingsley, and Eric are all working on a packaging line in a factory. Each person has a task to do. Padma unfolds and tapes the boxes. Kingsley adds the car part to the box, and Eric tapes the box closed before it runs through the mail label machine. Kingsley has sent 6 empty boxes through this hour.

Eric: Kingsley, there is another empty box! What's the deal?

Kingsley: The belt is going too fast or something! It's not my fault! I don't see them go past!

Eric: The belt is moving at the same speed as always. What do you think, Padma?

Padma: Maybe I am placing the boxes too close together. Would you like me to try to space them out more?

Eric: That's a great idea!

Kingsley: Sure—let's try it.

How did the workers show teamwork in this situation?

Networking

Scenario: Jason has been helping to file paperwork in a transportation office for the last several months. His boss says that he is doing a great job! He gets complimented for always being on time to work and staying until the job is done. Not only that, he always asks others if they need any help! Jason is thinking about looking for a promotion in the office or is even thinking about moving to a different company. He decides to ask his co-worker, Nina, for advice.

Jason: Nina, I have a question for you. You think I do a good job, don't you?

Nina: Absolutely, Jason! No doubt! You're a very hard worker.

Jason: Well, I am thinking about asking Mr. Pare if there are any promotions I could get. How should I do that?

Nina: Do you know anyone in his department who could put in a good word for you? You know, have you been networking with the shipping department at all?

Jason: Well, I have helped Kobe with some projects and asked him to let me know if he is ever in need of help. Is that what you mean?

Nina: That's a great start! Get to know a few more people in his department, and also ask our boss if he would be willing to put in a good word for you.

Jason: Thanks! Great idea! I'll do that.

What has Jason been doing to network?

What can he improve with networking as he looks to change jobs?

Problem Solving & Critical Thinking

Scenario: Padma, Kingsley, and Eric are all working on a packaging line in a factory. Each person has a task to do. Padma unfolds and tapes the boxes. Kingsley adds the car part to the box, and Eric tapes the box closed before it runs through the mail label machine. Kingsley has sent 6 empty boxes through this hour.

Eric: Kingsley, there is another empty box! What's the deal?

Kingsley: The belt is going too fast or something! It's not my fault! I don't see them go past!

Eric: The belt is moving at the same speed as always. I checked the system. What do you think, Padma?

Padma: If the belt is moving at the same speed, Kingsley must be overlooking the parts.

Eric: I see them but everything is moving too quickly.

Padma: Hmm. Maybe I am placing the boxes too close together. Would you like me to try to space them out more?

Eric: That's a great idea!

Kingsley: Sure—let's try it.

(10 minutes later)

Eric: I don't think I have missed any, right? Padma figured out the problem!

How do the three employees demonstrate problem solving and critical thinking?

Professionalism

Scenario: Jade has her first job mowing lawns. She works for her best friend's brother who owns a landscaping company. She's had the job for about three weeks and really feels like she's getting into the groove. In fact, it's the perfect job for her: she loves being outside and appreciates the fact that she can work on her own and even listen to her favorite podcast! Jade arrives early at Mr. Z.'s house (her first customer of the day) and gets ready to begin mowing.

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Mr. Z.: Well, you didn't do a very good job last week.

Jade: I'm sorry, Mr. Z. I wasn't the one who mowed last week, but what did you not like about how it was mowed?

Mr. Z.: It was just a mess!

Jade: Can you be more specific? How was it a mess?

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Jade: I really want to make sure whatever upset you last time doesn't happen again. If you tell me exactly what you didn't like, I can be sure your lawn is mowed just how you like it.

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Jade: Okay, I understand. You want us to be sure we rake and remove the cut grass and do a better job on the edging. Is that right?

Mr. Z.: Yes, that is exactly what I expect!

Jade: Mr. Z., I will be sure to do those things today. Thank you, sir!

Mr. Z.: Thank you very much.

How does Jade demonstrate professionalism when speaking with Mr. Z?

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is there anything you still need help understanding?

One question I have is...

Circle the emoji that shows how you feel about your mastery of content in this lesson.



Happy



Smart



Confused



Sad



Angry