Seven questions, or “voting with your feet!” lesson plan

Objective: Students will be able to identify their values, explain why they hold those values, and identify the ways those values relate to career choices.

Grade level: 6–10

Teacher prep time: 5–10 minutes

Class time: 30 minutes

Materials: String

Format: Group setting within the classroom

Procedure

• Prior to class, set up a string across the room.
• Explain to students the concept of a continuum.
• With each question, ask students to stand on/near the point on the string that best describes them (their answers to the questions).
• For each question, ask students at the farthest extremes — and perhaps a few students in the middle — to explain their positions.

Questions:

1. How willing are you to work very hard for what you want?
   Very — I’ll stick with it and give it my best.
   Not very — I give up easily or am lazy.

2. How do you feel about school? Could you see yourself continuing after high school — or even after college?
   I like school so much that I could see myself staying in school for years.
   I might get my degree and begin working soon.

3. How comfortable are you working independently?
   I love working alone.
   I enjoy working with other people.

4. Would you rather have a 9–5 job that stays separate from your life, or would you rather have your job and your life be one and the same?
   I want my job and my life to be separate.
   I want my job and my life to overlap. (You are what you do!)
5. How important will your job be, compared to your family?
   - Work is most important.
   - Family is all-important.

6. Which is more important, personal fulfillment or material gain?
   - Personal satisfaction, self-fulfillment, using my abilities
   - Material success: money, security, power, prestige

7. How often do you think about your future?
   - Very often
   - “Future? What future?”

Questions to use for processing
As students sit down, have them think about the following:

- Which question was the easiest to answer?
- Were there any for which you felt conflicted, or any for which both answers were true for you?
- How do these questions relate to careers and what you might do for a living?
- What did you learn about yourself? (Ask students to write down one thing they learned from the exercise.)

NCDA guidelines for personal social development

- develop an understanding of yourself to build and maintain a positive self-image
- begin the first steps in career management
- use a process of decision-making as one component of career development
- use accurate, current, and unbiased career information during career planning

Vermont’s Framework of Standards vital results

Section 3 Personal Development Standards — Making Decisions

3.7 Informed decisions — Students make informed decisions in the workplace

3.15 Career choices — Students know about various careers

VTSCA career standards

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self, and to make informed career decisions.