



## Lesson Plan

### Career Counseling

<b>Level, age of the students:</b>	14 – 18
<b>Subject:</b>	Inclusive Career Counseling
<b>Subjects involved:</b>	Counseling, Career Exploration, and Inclusion
<b>Aims:</b>	To help students explore their career options and interests in an inclusive manner To understand the importance of diversity and inclusivity in the workplace To learn how to identify and address barriers to career success for underrepresented groups To develop an action plan for pursuing their career goals in an inclusive manner
<b>Suggested # of students per group:</b>	10 – 20
<b>Time of the main activity:</b>	17 minutes
<b>Material:</b>	Whiteboard and markers, Handouts on career exploration and job search strategies, Computer with internet access for researching career options and job openings, Pen and paper for note-taking
<b>Competences:</b>	Analytical thinking, Communication, Active listening, Empathy, Problem-solving, Time management
<b>Preparatory actions if any:</b>	Before the session, teacher should have a clear understanding of the students' academic background, interests, values, and personality traits. Teacher should also research potential careers and job openings that align with the students' goals and skills. This information will be used to guide the session and help the students make informed decisions.
<b>Expected results:</b>	By the end of the session, the students should have a better understanding of the importance of diversity and inclusivity in career counseling. They should be able to identify potential career options that align with their interests, skills, and values, while also offering opportunities for inclusivity. The students should also have an action plan for pursuing their career goals in an inclusive manner.



# CAREER COUNSELLING



# PRACTICAL APPROACH

<b>Expected difficulties:</b>	Some students may have difficulty articulating their interests, values, and goals. The counselor should use active listening and empathy to help the student identify these factors. Additionally, some students may struggle with identifying potential career options or may feel overwhelmed by the job search process. The counselor should provide support and guidance to help the students navigate these challenges.
<b>Follow up if any:</b>	The teacher should schedule a follow-up session to check in on the students' progress and provide additional support if needed.

TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
5'	Some students may have difficulty articulating their interests, values, and goals. The counselor should use active listening and empathy to help the student identify these factors. Additionally, some students may struggle with identifying potential career options or may feel overwhelmed by the job search process. The counselor should provide support and guidance to help the students navigate these challenges.	Brainstorming Individual work
10'	The teacher should schedule a follow-up session to check in on the students' progress and provide additional support if needed.	Individual or pair work
2'	<b>I. CLOSING ACTIVITY</b> <b>Objective:</b> Reflection of the students <ul style="list-style-type: none"> <li>Teacher may ask the students to complete a short written reflection on what they learned from the session.</li> </ul>	Individual or pair work



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# PRACTICAL APPROACH

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