



Lesson Plan:

Discovering Native American-Specific College Majors and Programs of Study

General Information

Grade Level:	8th, 9th, 10th, 11th, 12th grade
Focus Area:	<ul style="list-style-type: none"> ✓ Career Development & Planning ✓ College Planning ✓ Native American Culture
<p>Overview of the lesson:</p> <p><i>This lesson will provide Native American students with information pertaining to cultural majors and programs of study. As a result, students will have more information on education and training options that sustain, build, and impact Native communities directly. Additionally, students will be able to begin to identify post-secondary options to pursue these areas of study.</i></p>	

Targets & Outcomes

ASCA Student Standards Targeted:

Mindsets & Behaviors

- M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success
- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 4. Self-motivation and self-direction for learning
- B-LS 5. Media and technology skills to enhance learning
- B-SS 3. Positive relationships with adults to support success

Social and Emotional Learning Competencies Targeted:

- ✓ Self-Awareness
- ✓ Self-Management
- Social Relationship/Awareness
- Relationship Skills/Management
- ✓ Responsible Decision-Making

Student Learning Objectives:

Student(s) will:

- Cross reference their Career Cluster results with examples of Native American cultural college program matches.
- Identify college matches that align to their Career Cluster area of interest(s).

- Save college matches to their CollegeBound Journey™ account for future considerations and activities.

Materials:

- Handout: **Career Clusters* & Native American Cultural College Major Matches**
- Access to CollegeBound Journey™ (www.collegeboundjourney.com) which may include subscription/account login information, internet access, and technology tools (Chromebook, laptop, iPad, etc.).
- Print out or have internet access to Career Cluster or Holland Code/Interest Inventory results within the *Additional Resources* section.



Lesson Delivery:

Pre-Delivery Preparation:

- Student completion of a Holland Code/Interest Inventory or Career Cluster Inventory (see Additional Resources).
- If using Holland Code/Interest Inventory, instructor knowledge of student's inventory code or results and cross-reference to specific Career Clusters.

Note: career assessments/inventories are usually completed as part of a comprehensive school counseling program activity.

Introduction:

Native American communities are generally considered interdependent, which means that all members rely on one another for all aspects of life. Everyone has a role to sustain, build, and positively impact the community.

Community may be on a reservation, regional area, urban area, neighborhood or all of the above. Your community is relying on you to contribute according to the purpose the Creator has provided to you. Some may be nurses or lawyers, some teachers, some builders and providers, and others helpers and cultural bearers.

(Optional: add in Clan information and roles, if known and appropriate)

After high school, you will have an opportunity to continue to learn and train for your purpose. Sometimes career assessments and inventories support us to identify first steps towards our purpose.

Today we will spend some time looking at your previous career assessment results. Then we will match those results to some cultural college majors and programs to consider in the future.

Teach Content:

1. Review the student's completed interest assessment results (See *Match Holland Code to Career Cluster* under Additional Resources for cluster matches) or Career Cluster assessment results. At this point we will be focusing on Career Cluster information only.
2. Review example careers that match the student's Career Cluster matches by accessing *Career Cluster Career Matches* websites under Additional Resources.
 - a. Invite the student to share their thoughts about the career matches and information (*Can they see themselves doing those careers? Which career(s) interest them? Which career(s) do not interest them? etc.*).

	<p>b. Brainstorm how the career(s) can sustain, build, and/or impact Native communities.</p> <p>3. Highlight that many Native American specific college majors or programs of study correlate to preparing for these types of careers. Review matches on the Career Clusters* & Native American Cultural College Major Matches handout.</p> <p>a. Indicate that the majors listed on the handout embed Native American concepts, culture, and Indigenous Ways of Knowing.</p> <p>b. Choose 2-3 programs of study that may interest the student and highlight or circle.</p> <p>c. Emphasize that many times these cultural majors and programs are not always listed in general college searches, which is why we are going to use a special tool called CollegeBound Journey™.</p> <p>4. Identify colleges that match the student’s Career Cluster matches.</p> <p>a. Assist the student to access CollegeBound Journey™ or have the student log into their own CollegeBound Journey™ account.</p> <p>b. Click the College Search feature.</p> <p>c. Click the Academic Opportunities option.</p> <p>d. Choose the “Click here for Advanced Options Feature”.</p> <p>e. Select “Program of Study”.</p> <p>f. Find college major/program of study match and click box.</p> <p>g. Select “Search Now”.</p> <p>h. Review college information by clicking on any of the search matches.</p> <p>i. If time permits, support the student to find the major/program of study on the college’s website to learn more about the classes and degree requirements.</p> <p>5. As the student finds colleges that they would like to consider in the future, have them click the “Add to save list” at the bottom of each individual college page, if they are using their own CollegeBound Journey™ account.</p>
<p>Practice Content:</p>	<p>Have the student practice using CollegeBound Journey™ by providing them time to search for more college majors/programs of study for each of their Career Cluster matches. Guide as needed to ensure that the student has at least five colleges identified or saved within their CollegeBound Journey™ account for future activities.</p>
<p>Summarize/Close:</p>	<p>Ask student(s) to take a moment and reflect on today’s activity silently. After a few moments, ask the student(s) the following reflection questions:</p> <p>1. What is one takeaway you have learned today?</p>

	2. How was Native American culture valued (or emphasized, included) today's activity?
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Additional Resources	
<i>Holland Code Inventory Access</i>	<ul style="list-style-type: none"> • Naviance, Xello, Career Cruising, Career Information Systems (CIS) or other school-issued career development platform. • FREE: CareerOneStop's Interest Assessment (https://www.careeronestop.org/ExploreCareers/explore-careers.aspx)
<i>Career Cluster Inventory Access</i>	<ul style="list-style-type: none"> • Naviance, Xello, Career Cruising, Career Information Systems (CIS) or other school-issued career development platform. • FREE: Career Cluster Inventory (https://scholarmatch.org/wp-content/uploads/2016/05/Career-Interest-Survey.pdf) • FREE: Minnesota State Career Wise's Career Cluster Inventory (https://careerwise.minnstate.edu/careers/clusterSurvey?do=0)
<i>Match Holland Code to Career Cluster</i>	<ul style="list-style-type: none"> • FREE: Minnesota State Career Wise's Career Clusters and Holland Codes (https://careerwise.minnstate.edu/guide/counselors/counselorclustersholland.html)
<i>Career Cluster Career Matches</i>	<ul style="list-style-type: none"> • FREE: Minnesota State Career Wise's Career Clusters (https://careerwise.minnstate.edu/careers/clusters.html) • FREE: Career OneStop (https://www.careeronestop.org/ExploreCareers/Learn/career-clusters.aspx)

Notes for future delivery or research:

