

Skills for Learning

Academic Development

- Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span
- Create and implement an academic/career plan that leads to realistic and relevant postsecondary options and career goals
- Understand the relationship of academics to the world of work, life at home, and in the community

Skills for Earning

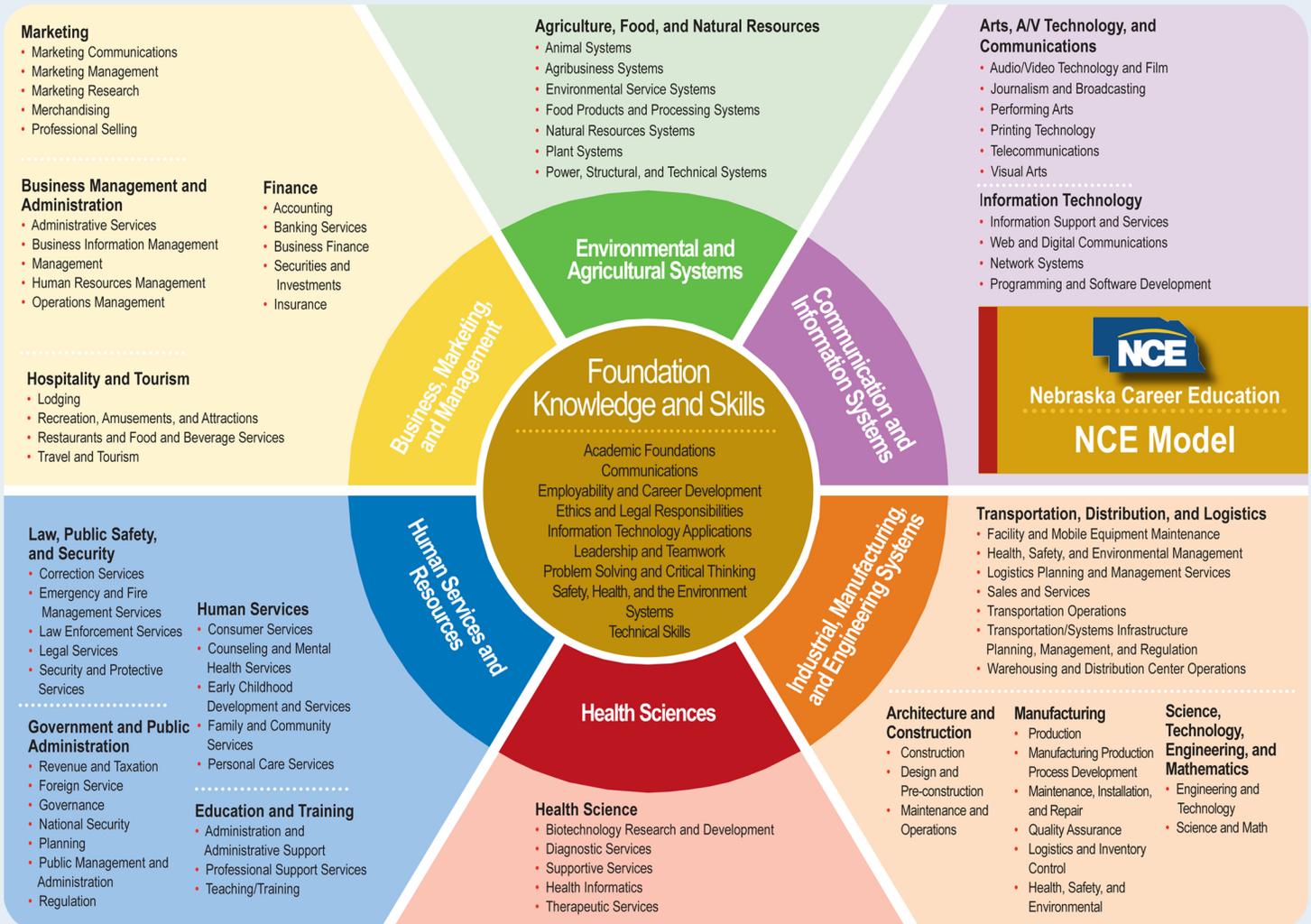
Career Development

- Acquire the skills necessary to investigate the world of work, gain a knowledge of self, and make informed career decisions
- Develop strategies for achieving future career goals that ensure economic success and personal satisfaction
- Understand the relationship between personal qualities, education, training, and the world of work

Skills for Living

Personal/Social Development

- Acquire the knowledge, attitudes, and interpersonal skills to understand and respect self and others
- Set goals based on priorities about family, work, and leisure activities and take the action necessary to achieve them
- Make good decisions about safe and healthy choices for life



Living, Earning, & Learning Goals

Directions: Discuss and answer the following questions to help define your goals for living, earning, and learning.

PART 1: SETTING LIVING GOALS

1. Where would you like to live?

- Nebraska
- Different State within the United States
- Outside of the United States
- No Preference

2. What size of community would you prefer to live in?

- Less than 5,000 population (*examples: Bridgeport, NE; Broken Bow, NE; Waverly, NE*)
- 5,000 to 25,000 population (*examples: Lexington, NE; Hastings, NE; Beatrice, NE*)
- 25,000 to 100,000 population (*examples: NorthPlatte, NE; Grand Island, NE; Bellevue, NE*)
- 100,000 to 500,000 population (*examples: Lincoln, NE; Sacramento, CA; Arlington, VA*)
- 500,000 to 1,000,000 population (*examples: Omaha, NE; Denver, CO; Indianapolis, IN*)
- Greater than 1,000,000 population (*examples: Phoenix, AZ; Chicago, IL; New York, NY*)

3. Different careers require different working schedules. Considering your preferences for daily routine and time available for family and leisure activities, what schedules would you be willing to work if it is part of your career choice?

- Days
- Nights
- Weekends
- Holidays
- Combination of Schedules
- No Preference

4. Different careers require different working environments. What working environment do you prefer?

- Indoors (*controlled environment*)
- Outdoors (*variable environment*)
- Combination of Indoors and Outdoors
- No Preference

5. I am most interested in:

- Being an Employee (working for someone else)
- Being an Entrepreneur (owning your own Business)
- No Preference

PART 2: SETTING EARNING GOALS

6. Which Career Cluster(s) are you considering as a future career possibility?

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology, & Communication
- Business, Management, & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science

- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, & Security
- Manufacturing
- Marketing, Sales, & Service
- Science, Technology, Engineering, & Mathematics
- Transportation, Distribution, & Logistics

7. Do the knowledge and skills required for your career cluster goals seem to match with what you like to do on a daily basis? Yes No

8. How important is it to you to have a career that provides a high income earning potential?

- Extremely Important
- Very Important
- Somewhat Important
- Not Important

9. Check the activities that you have completed to help you match your earning goals with your learning goals:

- Explored the income earning potential of career cluster/pathway of interest to me
- Explored the levels of education and training required for success in the career cluster/pathway of interest to me
- Studied the relationship between my future income earning potential and desired standard of living
- Researched financial resources to help pay for education or training required

10. Identify two people whom you can talk to and who can support you in reaching your postsecondary/career goals:

Name: _____
Title: _____
Phone: _____
Email: _____

Name: _____
Title: _____
Phone: _____
Email: _____

PART 3: SETTING LEARNING GOALS

11. What subjects are your strengths?

- English
- Math
- Reading
- Science
- Social Studies
- Visual and Performing Arts
- World Language
- Writing
- Career Education Classes
- Other _____

12. What subjects would you like to improve?

- English
- Math
- Reading
- Science
- Social Studies
- Visual and Performing Arts
- World Language
- Writing
- Career Education Classes
- Other _____

13. What postsecondary options are you considering?

- Employment/On-the-Job Training
- License/Certificate
- Associate's Degree
- Bachelor's Degree
- Master's/Doctoral/Professional Degree
- Military
- Undecided
- Other _____

14. Does your current academic transcript (credits, grades, and test scores) meet entrance requirements of your postsecondary goal? Yes No

15. Do you know about opportunities for college credit available to you during high school? Yes No

16. A. Do you participate in school-based activities? Yes No
If yes, do the school-based activities support your postsecondary/career goals? Yes No
B. Do you participate in community-based activities? Yes No
If yes, do the community-based activities support your postsecondary/career goals? Yes No

17. Does your Personal Learning Plan follow a recommended plan of study for your career cluster of interest?

- Yes No

18. Identify any obstacles that may interfere with the successful completion of your identified postsecondary/career goal?

- Attendance
- Financial Concerns
- Grades
- Learning Difficulties
- Number of Credits
- Personal Issues
- Physical Health
- Study Habits
- Suspensions/Detentions
- Test Taking
- Undecided About Future
- Other _____

