



Title: Resources and Barriers

Grade: 9

Career Development Model:

Career Planning & Management

Nebraska Career Readiness Standards:

- Uses critical thinking
- Manages personal career development

Objective:

- Students will summarize the meaning of barriers and resources through the analysis of a role model in their own lives who experienced and overcame major disadvantages/hardships.

Materials and Supplies Needed:

- 4 to 5 chairs (not attached to a desk)

Class Instructions:

1. Teachers ask the class (or small groups) what the word “resource,” the word “barrier,” and the word “goal” means to them. What comes to mind when you think of these words?

Optional Procedure: Teachers ask students how they got to school today. Getting to their 1st period class is framed as their goal. What might have prevented them from getting to their first class (e.g., not enough sleep, alarm clock not working, missed the bus, etc.)? What helped them to overcome some of these barriers (e.g., studied last night and finished all homework, determined to wake up and go to school, asked mom or dad to wake them up, had a friend call before walking to the bus stop, etc.)?

2. The class discussion should lead to the central idea that a resource refers to something that can help you reach your goals and overcome barriers to achieving those goals. A barrier refers to something that gets in your way and prevents or makes it more difficult for you to reach a goal. A goal refers to something that you desire or hope to obtain/achieve/master in the future.
3. Ask students to define the words “internal” and “external.” The discussion should lead to the core notion that internal refers to something that is inside of you

(thoughts, feelings, attitudes, desires, personal strengths, personal weaknesses), whereas external refers to something that is outside of you (people, places, money, drugs, television, music, school, etc.).

4. Ask students to give some examples of internal and external resources and barriers. This part of the lesson can either be done on paper or in a discussion format. Next, ask students to think of a person who they consider to be a “role model” of overcoming major barriers or obstacles in life in order to become successful at what they are doing in the world of work today. With that person in mind, distribute the “Resources and Barriers” handout.
5. Teachers can use the handout as a way to begin active discussion as a class or in small groups.
6. This lesson could be a useful precursor to other lessons in this module dealing with the theme “Coping with Stress.” Refer to these lessons as possible extensions: Stress Management, Conflict Resolution, Deep Breathing, Stress and Coping, and Goal Maps.

Tips on keeping it real

- Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.
- Share an example of an internal barrier that you faced in reaching your career goals? (E.g. “My fear of public speaking nearly stopped me from becoming a teacher.”)
 - Describe how you were able to overcome the barrier.
- Share an example of an external barrier that you faced in reaching your career goals? (e.g. “I didn't have transportation when I graduated college so it took extra effort to get to job interviews where the buses didn't run.”)
 - Describe how you were able to overcome the barrier.
- What resources do you have, or did you use, to overcome barriers and reach your goals?

Credits/Sources:

Making my
FUTURE
WORK

“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

