

SCOIR



Scoir Career Readiness Curriculum

9th Grade Lesson Plans

Scoir Career Readiness Curriculum

Course Objective & Overview

The Scoir team's vision is a world where every student understands, appreciates, and values their unique talents and pursues career paths strongly matched to their interests and abilities.

The Scoir Career Readiness Curriculum is a comprehensive set of lessons created to support school counselors as they help students transition into adulthood, post-secondary education, and the world of work.

This curriculum is designed to build in complexity and detail as students progress through grades 6-12. Each lesson can also stand alone, which allows counselors to choose specific topics based on preferences and needs for grade level or individual students.

Scoir is focused on providing counselors with valuable materials that are easy to implement and promote and support student success.

This curriculum guides and supports the work you do in preparing students for post-secondary pursuits and provides lessons related to the following areas:

- Career Exploration
- Goal Setting & Academic Planning
- Financial Literacy & Planning
- Developing Workplace Skills
- In-depth Career Research
- Resume Development
- Internship & Work Experience Opportunities
- Networking & Professional Development
- Transitioning to College & Career

ASCA Student Standards are aligned within individual lessons to clearly outline how the Scoir Curriculum supports the academic achievement, attitudes, and skills students need for college and career readiness.

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Lesson 9.1

Studying Skills

Overview

In this lesson students will learn essential study skills that will help them succeed academically. This interactive session will cover effective study habits, time management techniques, and strategies for managing stress related to schoolwork.

Learning Objectives

- Identify and describe effective study habits
- Develop a personalized study schedule
- Implement time management techniques
- Utilize stress management strategies to handle academic pressure

ASCA Standards & Competencies

M 2. Self-confidence in the ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 3. Use time-management, organizational, and study skills

B-LS 7. Identify long- and short-term academic, career, and social/emotional goals

B-SS 5. Demonstrate ethical decision-making and social responsibility

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Whiteboard and markers
- [Study skills checklist](#)*
- [Blank weekly schedule template](#)*
- Pens or pencils for students

**Scoir does not own or maintain this resource. It is publicly available and can be referenced as you customize the lesson for your classroom.*



Instructions

Individual Work

1. Distribute a [study skills checklist](#)* to each student.
2. Ask students to review the checklist and check off the study skills they already practice.
3. Ask them to circle the skills they would like to improve on or start implementing.

Classroom Work

1. Ask students to share some of the study habits they checked off or circled. Write their responses on the board.
2. Highlight effective study habits such as:
 - Setting specific goals for each study session.
 - Finding a quiet, distraction-free study environment.
 - Taking regular breaks to rest and recharge.

Review the WISE Study Tips - Top 10 Skills for High School Students:

1. **Time Management:** There are just 24 hours in each day. What you do with that time makes all the difference. While high school students average 35 hours per week of class time, college students log an average of 15 to 18 hours per week. Getting your free time under control now will help to prepare you for managing that extra 20 hours a week come freshman year of college—when you'll need to study and want to socialize more than ever. If you don't already, start using a daily planner. This could be a datebook you keep in your bag, an online version you maintain at home, or both. It's easy to over-schedule or double-book if we aren't careful. Manage your time wisely and you'll get the maximum out of each day.
2. **Good Study Habits:** Good study habits include these basics: Always be prepared for class, and attend classes regularly. No cutting! Complete assignments thoroughly and in a timely manner. Review your notes daily rather than cram for tests the night before. Set aside quiet time each day for study—even if you don't have homework or a test the next day!
3. **The Ability to Set Attainable Goals:** It's important to set goals, as long as they're attainable. Setting goals that are unreasonably high is a setup—you'll be doomed to frustration and disappointment.
4. **Concentration:** Listen to your teacher and stay focused. Be sure that you understand the lesson. If you don't understand something, ask questions! You've heard it before, but "the only dumb question is the one you don't ask" is absolutely true. If you've been paying attention, it definitely won't be a dumb question.
5. **Good Note-Taking:** You can't possibly write down everything the teacher says since we talk at a rate of about 225 words per minute.
6. **Completion of Assignments:** Teachers assign homework for a reason. While it may seem like busywork at times, it definitely has a purpose. Put your homework to good use. Remember, you'll only get out of it what you put into it!
7. **Review Daily Notes:** Don't wait until the night before the test to review your notes. Go over your notes each day while the lecture is still fresh in your mind. Add any missing pieces. Compare your notes with a classmate's notes. This isn't cheating—it may even be mutually beneficial. Review your notes each day to reinforce your learning.

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- 8. Organizational Skills:** Keeping yourself organized will save you valuable time and allow you to do everything you need to do. Remember: "A place for everything and everything in its place." Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location.
- 9. Motivation:** You need to be motivated to learn and work hard, whether or not you like a specific subject or teacher. Self-motivation can be extremely important when you aren't particularly excited about a class. If needed, view it as an obstacle you must overcome. Then, set your mind to it and do it—no excuses. Success is up to you!
- 10. Commitment:** You've started the course, now you need to complete it. Do the best—and get the most out of it—that you can! Your commitment will pay off in the end.

Lesson 9.2

Time Management & Stress Management

Overview

In this lesson students will learn essential study skills that will help them succeed academically. This interactive session will cover effective study habits, time management techniques, and strategies for managing stress related to schoolwork.

Learning Objectives

- Identify and describe effective study habits
- Develop a personalized study schedule
- Implement time management techniques
- Utilize stress management strategies to handle academic pressure

ASCA Standards & Competencies

M 2. Self-confidence in the ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 3. Use time-management, organizational, and study skills

B-LS 7. Identify long- and short-term academic, career, and social/emotional goals

B-SS 5. Demonstrate ethical decision-making and social responsibility

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Whiteboard and markers
- [Study skills checklist](#)*
- [Blank weekly schedule template](#)*
- Pens/pencils for students

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Instructions

Classroom Work

1. Explain the importance of time management in balancing school, homework, extracurricular activities, work, and free time.
 - Introduce techniques such as:
 - Creating a weekly study schedule.
 - Prioritizing tasks using a to-do list.
 - Using a planner or digital calendar.
 - Taking regular breaks to rest and recharge.
2. Time management: Hand out a [blank weekly schedule template](#)*
3. Guide students through filling out their schedule with study times, classes, activities, and relaxation time.
4. Stress management: Discuss common sources of academic stress and its impact on performance.
5. Share stress management strategies like:
 - Deep breathing exercises.
 - Short physical activities or stretches.
 - Talking to a friend, teacher, or counselor.
6. Lead a brief deep breathing exercise to help students relax and refocus.
7. Open the floor for any questions or comments from the students.
8. Offer additional resources or support if needed.

Small Group

1. Organize students into small groups.
2. Ask students to take turns sharing time management and stress management strategies they find helpful.

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Lesson 9.3

Career Cluster Interest Survey

Overview

This lesson introduces students to the concept of career clusters and helps them identify their interests and preferences in various career fields.

Learning Objectives

- Understand the concept of career clusters and their relevance to career exploration
- Identify personal interests and preferences related to various career fields
- Evaluate how individual interests align with different career clusters
- Begin to develop an awareness of potential career pathways based on personal interests

ASCA Standards & Competencies

B-LS 3. Time-management, organizational, and study skills

B-LS 4. Self-motivation and self-direction for learning

B-LS 7. Long- and short-term academic, career, and social/emotional goals

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- [Career clusters interest survey](#)*

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Instructions

Classroom Work

1. Introduce the concept of career clusters and explain their importance in career exploration.
2. Facilitate discussions about different career fields within each cluster and provide examples to illustrate their diversity.
3. Guide students through the [career clusters interest survey](#)^{*}, ensuring they understand the instructions and purpose of the survey.
4. Offer support and encouragement as students explore their interests and consider potential career pathways.
5. Provide additional resources or assistance to students who may need help interpreting their survey results or exploring specific career options.

Individual Work

1. Ask students to complete the [career clusters interest survey](#)^{*} independently, focusing on their skills and interests.
2. The survey gives results for students' top three career clusters. Instruct students to write those at the end of the surveys.

Small Group

1. Organize students into small groups based on shared interests or similar survey results.
2. Encourage group discussions where students can compare their survey results, share insights, and discuss potential career paths within their identified clusters.

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Lesson 9.4

Best-Fit Careers

Overview

Using the Scoir Career Assessment tool, students are guided through the process of discovering careers that align with their interests, values, and skills.

Learning Objectives

- Understand the importance of finding a career that aligns with personal interests, values, and skills
- Complete the Scoir Career Assessment to identify potential career options
- Analyze assessment results to determine best-fit careers based on individual strengths and preferences
- Begin to develop a plan for pursuing identified career paths

ASCA Standards & Competencies

B-LS 1. Critical thinking skills to make informed decisions

B-SS 10. Cultural awareness, sensitivity, and responsiveness

B-SMS 5. Perseverance to achieve long- and short-term goals

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Access to Scoir’s Career Assessment tool
- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- Informational resources on various career fields
- Worksheet or journal

Instructions

Classroom Work

1. Introduce the concept of best-fit careers and explain how aligning personal interests, values, and skills with career choices can lead to greater satisfaction and success.
2. Provide [these instructions](#)* for accessing and completing the 5 minute Scoir Career Assessment, ensuring students understand its purpose and significance.
3. Offer guidance and support as students navigate the assessment process, addressing any questions or concerns. You can utilize this [help article](#)*.
4. Facilitate discussions about assessment results, encouraging students to reflect on their strengths and interests and how they relate to different career options.
5. Assist students in exploring additional resources to learn more about potential careers and pathways for further research.

Individual Work

1. Instruct students to complete the Career Assessment independently in Scoir, answering questions honestly and thoughtfully.
2. Encourage students to review their assessment results and consider how their interests, values, and skills align with different career paths.
3. Ask students to record their assessment results, reflections, and thoughts on potential career options in worksheets or journals.

Small Group

1. Organize students into small groups.
2. Ask students to take turns sharing their results by answering the following questions:
 - Name three occupations listed as 'Best fit'
 - Name two occupations listed as 'Great fit'
 - Name one occupation listed as 'Good fit'

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Lesson 9.5

Post-secondary Options (college, vocational training, etc.)

Overview

Students will learn about different options, such as colleges, universities, vocational training programs, and apprenticeships, enabling them to make informed decisions about their future education and career goals.

Learning Objectives

- Understand the different post-secondary options available after high school
- Explore the benefits and requirements of colleges, universities, vocational training programs, and apprenticeships
- Reflect on personal interests, goals, and strengths to determine suitable post-secondary pathways
- Begin to develop a plan for pursuing chosen post-secondary options

ASCA Standards & Competencies

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

B-LS 1. Critical thinking skills to make informed decisions

B-LS 7. Long- and short-term academic, career, and social/emotional goals

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Informational resources on various post-secondary options (colleges, universities, vocational training programs, apprenticeships, etc.).
- Laptops, tablets, or Chromebooks with internet access

Instructions

Classroom Work

1. Introduce the concept of post-secondary options and explain the importance of considering different pathways after high school.
2. Provide an overview of colleges, universities, vocational training programs, and apprenticeships, highlighting their benefits and requirements.
3. Facilitate discussions about the factors students should consider when choosing a post-secondary pathway, such as career goals, interests, location, and financial considerations.
4. Offer guidance and support as students explore their options, answer questions, and address their concerns as needed.
5. Assist students in developing a plan for researching and applying to post-secondary programs that align with their goals and preferences.

Individual Work

1. Instruct students to review their previous career cluster and Scoir career assessment results.
2. Upon identifying their top three careers of interest, ask students to use Scoir and online sources to research pathway requirements:
 - Educational requirements for each of the three careers
 - The top five tasks of each of the three occupations
 - Skills
 - Abilities
 - Knowledge
 - Project a demonstration to the class on accessing this information on Scoir
3. Encourage students to reflect and determine which of the three researched occupations matches their interests, skills, and strengths.
4. Conclude with a class discussion that normalizes the pathways that do not require a college degree and instead require vocational training.

Lesson 9.6

Introduction to Internships and Volunteer Opportunities

Overview

Students will learn about the benefits of internships and volunteering, research how to find opportunities, and understand how these experiences can help them gain skills and insight into potential career paths.

Learning Objectives

- Understand the importance of internships and volunteer opportunities for career exploration and skill development
- Explore the benefits of internships and volunteering, including gaining experience, building networks, and exploring interests
- Learn how to research and find internships and volunteer opportunities that align with personal interests and career goals
- Begin to develop a plan for pursuing internships or volunteer experiences to enhance their academic and career development

ASCA Standards & Competencies

B-SS 6. Effective collaboration and cooperation skills

B-SMS 1. Responsibility for self and actions

B-SS 10. Cultural awareness, sensitivity, and responsiveness

B-LS 7. Long- and short-term academic, career, and social/emotional goals

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access to access Scoir
- Websites or databases for researching internship and volunteer opportunities
- Informational resources on the benefits of internships and volunteer opportunities



Instructions

Classroom Work

1. Introduce the concept of internships and volunteer opportunities and explain their significance for career exploration and skill development.
2. Provide an overview of the benefits of participating in internships and volunteering, such as gaining hands-on experience, building networks, and exploring interests.
3. Offer guidance and support as students research internship and volunteer opportunities, providing resources and answering questions as needed.

Individual Work

1. Instruct students to begin researching internships and volunteer opportunities independently, starting with their Scoir accounts.
2. Ask students to log into their Scoir accounts.
3. Go to **Discover > #Posts > #Internships**.
4. Instruct students to explore three internship opportunities offered by the various colleges. Some offer videos for students to watch.
5. Have students further their research on college websites

Small Group

1. Organize students in groups of three.
2. Ask students to take turns sharing the internship opportunity they would like to apply for. Give students the option to show the video of the internship explanation provided by Scoir.

Lesson 9.7

Financial Concepts (budgeting, saving, etc.)

Overview

This lesson introduces students to essential financial concepts and skills for managing money effectively. Students will learn about budgeting, saving, and other financial practices to make informed decisions about their personal finances and plan for their financial future.

Learning Objectives

- Understand key financial concepts such as budgeting, saving, and managing debt
- Learn practical skills for creating and maintaining a budget
- Explore strategies for saving money and setting financial goals
- Understand the importance of responsible financial behavior for long-term financial well-being

ASCA Standards & Competencies

B-LS 3. Time-management, organizational, and study skills

B-SMS 1. Responsibility for self and actions

B-LS 7. Long- and short-term academic, career, and social/emotional goals

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- Scoir accounts

Instructions

Classroom Work

1. Introduce the importance of financial literacy and explain how understanding financial concepts can lead to better money management and financial well-being.
2. Provide an overview of key financial concepts such as budgeting, saving, and managing debt, highlighting their relevance to students' everyday lives.
3. Facilitate discussions about the benefits of creating and following a budget, saving money, and making informed financial decisions.
4. Offer guidance and support as students practice applying financial concepts to real-life scenarios and set goals for their financial future.
5. Provide information on additional financial literacy resources or workshops available to students.

Individual Work

1. Ask students to review their career assessment results from their Scoir accounts and choose one occupation under "Best Fit."
2. Instruct students to work independently and identify the cost of their chosen occupation, such as college tuition or training costs.
3. Ask students to create a personal budget based on their tuition/training costs, expenses (rent/dorms, bills, and transportation), and current or future income.
4. Encourage students to research different saving strategies and financial management techniques to apply to their financial situation.
5. Ask students to reflect on their spending habits and identify areas where they can cut costs or save money.

Small Group

1. Organize and facilitate group discussions where students can compare their budgeting techniques, share tips for saving money, and offer support and advice to one another.
2. Encourage collaboration as students work together to develop creative solutions to common financial challenges.

Lesson 9.8

Crafting a Polished Resume Highlighting Skills and Experiences

Overview

This lesson focuses on guiding students through creating a professional resume that effectively showcases their skills and experiences. Students will learn the key components of a resume, how to highlight their strengths, and strategies for tailoring their resume to specific job opportunities.

Learning Objectives

- Understand the purpose and importance of a resume in the job application process
- Learn the key components of a professional resume, including contact information, education, work experience, skills, and achievements
- Identify and articulate their skills, experiences, and achievements relevant to their desired career field
- Develop the ability to craft a polished and tailored resume that effectively highlights their qualifications and experiences

ASCA Standards & Competencies

B-LS 3. Time-management, organizational, and study skills

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-LS 7. Identify long- and short-term academic, career, and social/emotional goals

B-SS 5. Demonstrate ethical decision-making and social responsibility

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- [Sample resume templates](#)* or examples
- Access to Scoir accounts

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Instructions

Classroom Work

1. Introduce the purpose and importance of a resume in the job application process, explaining how it serves as a marketing tool to highlight skills and experiences.
2. Provide an overview of the key components of a resume, including formatting, sections, and content.
3. Facilitate discussions about the importance of tailoring resumes to specific job opportunities and how to align skills and experiences with job requirements.
4. Offer guidance and support as students draft and refine their resumes, providing feedback and suggestions for improvement.
5. Project a [sample resume template](#)* and talk through it with the class.

Individual Work

1. Instruct students to log into their Scoir accounts.
2. Ask them to click on their Profile tab > Resume.
3. Instruct students to add the information needed on their Resume page on Scoir:
4. Personal Statement, Work Experience, Athletics, Community Service, Clubs & Activities, and GPA.
 - FERPA does not generally permit a school to disclose a student's GPA without the parent's or eligible student's consent.
5. Encourage students to reflect on their skills, experiences, and achievements and identify those most relevant to their desired career field.
6. Advise students to add information to their resumes during high school continuously.

Small Group

1. Organize and facilitate group discussions where students can share their resumes, exchange tips and suggestions, and offer constructive criticism.
 - If a resume includes a GPA, remember that FERPA does not generally permit a school to disclose a student's GPA without the parent's or eligible student's consent.
2. Encourage students to share specific community service activities they're engaging in or plan to do with their peers.

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Lesson 9.9

Incorporating Feedback from Counselors and Peers

Overview

This lesson focuses on helping students refine their resumes or other career-related materials by incorporating feedback from counselors and peers. Students will enhance their career documents to showcase their skills and experiences better.

Learning Objectives

- Understand the importance of seeking feedback from counselors and peers to improve career-related materials
- Learn how to effectively incorporate feedback to enhance the clarity, organization, and impact of resumes or other career documents
- Develop the ability to give and receive constructive feedback in a professional manner
- Refine career-related materials to better align with personal goals and target positions

ASCA Standards & Competencies

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-LS 2. Creative approach to learning, tasks, and problem solving

B-SMS 6. Ability to identify and overcome barriers

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Resumes, cover letters, or other career-related documents previously created by students
- Scoir accounts
- Laptops, tablets, or Chromebooks with internet access
- [Resume feedback template*](#)

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Instructions

Classroom Work

1. Guide students on how to give and receive feedback effectively, highlighting the importance of specific, actionable suggestions.
2. Facilitate discussions on strategies for incorporating feedback into resumes or other career documents, such as addressing formatting issues, clarifying language, or adding relevant details.
3. Offer individualized feedback to students on their career documents, providing specific suggestions for improvement based on their goals and target positions.
4. Provide resources and information on additional support services available to students for career development and document refinement.

Individual Work

1. Instruct students to review their resumes or other career documents and identify areas where they would like feedback (Resumes from previous lesson on their Scoir accounts).
2. Encourage students to reflect on their goals and target positions to determine how to best revise their documents.
3. Ask students to incorporate feedback from counselors and peers into their career documents, making revisions as needed.

Small Group

1. Organize students into small groups to exchange feedback on their resumes or other career documents.
2. Facilitate group discussions where students can share their documents and provide constructive criticism to their peers.
3. Encourage collaboration as students work together to identify strengths and areas for improvement in each other's documents.
4. Provide opportunities for groups to discuss strategies for incorporating feedback and revising their documents.

Lesson 9.10

Managing School and Work

Overview

This lesson addresses the challenges students may face when juggling academic responsibilities alongside part-time employment or other work commitments (which can also include extracurricular activities or family responsibilities). This lesson provides students with practical strategies to effectively balance their school and work responsibilities while maintaining academic success and overall well-being.

Learning Objectives

- Understand the importance of effectively managing school and work commitments for academic and professional success
- Identify common challenges associated with balancing school and work responsibilities, such as time constraints, stress, and fatigue
- Develop practical time management skills to prioritize tasks, set realistic goals, and establish boundaries between school and work
- Learn strategies for maintaining a healthy work-life balance and avoiding burnout while pursuing academic and professional goals

ASCA Standards & Competencies

B-LS 2. Creative approach to learning, tasks, and problem solving

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SMS 8. Balance of school, home, and community activities

Suggested Grade Level 9

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- Case studies or scenarios illustrating common challenges faced when managing school and work (like [this article*](#))
- Time management tools such as planners, calendars, or digital apps (like this [Canva template*](#))
- Articles or resources on stress management and maintaining work-life balance (like this [Text Anxiety PDF from Scoir*](#) or [this article*](#))

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Instructions

Classroom Work

1. Introduce the importance of effectively managing school and work commitments, emphasizing the impact it can have on academic performance and overall well-being.
2. Facilitate discussions on common challenges students may encounter when balancing school and work, such as time constraints, stress, and conflicting priorities.
3. Provide guidance on practical time management strategies, such as prioritizing tasks, setting realistic goals, and establishing boundaries between school and work.
4. Offer support and encouragement as students explore ways to maintain a healthy work-life balance and avoid burnout.

Individual Work

1. Instruct students to reflect on their current school and work commitments, identifying areas where they may need to improve time management or establish better boundaries.
2. Ask students who do not work to reflect based on other commitments and/or possible future work.
3. Encourage students to develop personalized time management plans or schedules to effectively balance their school and work responsibilities.

Small Group

1. Organize students into small groups to discuss common challenges and share strategies for managing school and work commitments.
2. Facilitate group discussions where students can exchange tips, offer support, and brainstorm solutions to overcome obstacles.
3. Encourage collaboration as students work together to develop action plans for maintaining a healthy work-life balance.

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