

IN Reality

Contact:	Amy Marsh, Director of Career Readiness, DWD Allison Leeuw, Director of Research and Analysis, DWD		
Indiana School Counseling Competencies for Students			
Competency(s) addressed:	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Indicator(s) addressed:	Identifies personal values and how they relate to careers of interest.
Instructional Development			
Grade Level(s):	6-12		
Title:	Discovering Real Living Costs		
Summary:	This lesson walks students through the use of the website: IN Reality. This site allows students to explore how much income they will need annually to support a desired lifestyle – housing choices, entertainment choices, health and beauty choices, etc.		
Time Frame:	One hour, with a follow up post-lesson/post-homework conversation of 30 minutes.		
Procedure:	<p>Notify parents/guardians of this activity in advance.</p> <p>In a Computer Lab setting:</p> <ol style="list-style-type: none"> 1. Have all students go to: http://www.hoosierdata.in.gov/inreality/ 2. Students may enter the site in three ways: Reality Check, Future Salary, and Occupational Check. For the purpose of guiding a classroom, have all students enter through Reality Check. 3. Students will answer 12 value-statement questions. There are no wrong answers. Each value-statement question has a “Help Me Decide” option in the upper left corner. This option will describe the options listed, and provide further clarity. 4. If you find many students have questions about each value-statement, it would be beneficial to slow down and walk through each answer with the whole class; describing each choice. This may be most useful to do with students in grades 6-9 who may not know about savings or educational debt. 5. After students have answered all value-statement questions they will receive notice of the minimum annual salary needed to support this chosen lifestyle. Talk with students about this salary, and talk to them about how salary might change over 		

	<p>the course of a career.</p> <ol style="list-style-type: none"> 6. On the right side of this page is a “Next” button. Have students go to “Next”. This new page allows students to select education and career clusters. Again, students in grades 6-9 may need assistance with understanding the various educational levels. For example, what is a doctorate? How long does a person stay in school to earn this degree? Career Clusters will also require teacher explanation. For assistance with these career clusters, descriptions may be found on the following sites: http://www.doe.in.gov/cte/indiana-college-career-pathways , http://www.onetonline.org/find/career . 7. Clicking “next” on the right side of this page will lead students to the final page. This page lists specific occupations that allow for the salary that supports lifestyle choices, aligned with the educational level and career cluster chosen. 8. Each occupation has in-depth skill, ability and preparation information. This can be found by clicking on the occupation name. 9. For homework: students will review this site with a parent or guardian. Students will identify the skills that are common across each occupation on their final list.
Evaluation	
How will mastery of the competency(s) be evaluated?	In follow up conversation, students will identify if they changed any value statements when they shared the site with their parent or guardian. They will reflect how these value statements changed the outcomes of their salary, career cluster or the needed education beyond high school.
Learning Resources	
Resources needed: e.g., technology resources, media resources, books, web sites	Computer lab: one computer per student
Citation(s): You may include copyrighted materials in “resources needed,” but do <u>not</u> reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here.	
Collaborative Partners: e.g., advisory teachers, other teachers, community resource people	Parent/Guardian

Contact information (optional)

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