



**Careers Education Teaching Module
for
Professional Development**





**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

**Teacher Training Module on Careers Education Framework-Sindh
for
Professional Development**

**Developed by
Provincial Institute of Teacher Education (PITE) Sindh, Nawabshah**

**Reviewed and Certified by
Sindh Teacher Education Development Authority (STEDA)**



**SINDH TEACHERS EDUCATION
DEVELOPMENT AUTHORITY (STEDA)**



**SCHOOL EDUCATION & LITERACY
DEPARTMENT GOVERNMENT OF SINDH**

No: STEDA/ 1348/2026

Dated:10/03/2026

To,

The Director General
Provincial Institute of Teacher Education (PITE)
NawabShah.



Subject:

**ISSUANCE OF PROVISIONAL NO OBJECTION CERTIFICATE (NOC) FOR THE
TRAINING MANUAL TITLED "CAREERS EDUCATION FRAMEWORK –
SINDH"**

The Sindh Teacher Education Development Authority (STEDA) has received the training manual titled "Careers Education Framework" developed by the Provincial Institute of Teacher Education (PITE), for the purpose of certification and accreditation.

The manual has been reviewed in detail by the reviewers of STEDA in accordance with the prescribed guidelines. Based on review, STEDA is pleased to issue a Provisional No Objection Certificate (NOC) for the above-mentioned training manual. This provisional approval is granted subject to the fulfillment of the following terms and conditions:-

1. The training manual must clearly include the statement "Reviewed and Certified by STEDA" on the title page.
2. The names of the reviewers shall be appropriately mentioned in the manual,
3. PITE, shall submit five (05) hard copies and a soft copy of the final, revised version of the manual to STEDA for record, reference, and monitoring purposes.
4. All participants enrolled in courses conducted using this manual must be registered on the STEDA Online Portal.
5. Upon completion of each training cycle, PITE Consulting shall submit a comprehensive completion report to STEDA, including participant details, learning outcomes, and implementation feedback, for evaluation and future improvement.
6. The accreditation of the manual shall remain valid for a period of three (03) years from the date of issuance of this certificate.

This provisional NOC is issued with the expectation that strict compliance with the above conditions will enhance the quality, effectiveness, and credibility of the training program, and contribute meaningfully to the professional growth of educators in Sindh. Non-compliance with any of the stipulated conditions may result in the withdrawal of this provisional NOC without prior notice. The issuance of this certificate is based on your assurance that all requirements will be fulfilled in letter and spirit to maximize the educational impact of the training manual.

ZAIN UL ABIDIN LAGHARI
DIRECTOR (ACCREDITATION)

CC. to:

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2. The P.S to Secretary, School Education and Literacy Department, GoS. Karachi.
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DECLARATION

The Teacher Training Module on Careers Education Framework-Sindh for Initial Professional Development was developed by the following professionals under the supervision of **Mr. Shuhabuddin Mallah**, Director General, Provincial Institute of Teacher Education (PITE) Sindh, Nawabshah:

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Reviewers

The Teacher Training Module on *Careers Education Framework–Sindh for Professional Development* was reviewed by a panel of experts from STEDA to ensure the quality, relevance, and academic rigor of the content.

The following professionals served as reviewers of this module:

1. Mr. Zain-ul-Abidin Laghari, Director, STEDA
2. Mr. Rasheed Ahmed Channa, Education Expert to STEDA
3. Mr. Muhammad Iqbal , Deputy Director STEDA.
4. Dr. Parveen Akhter, Deputy Director, STEDA
5. Mr. Vijay Kumar, Assistant Director, STEDA.
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Teacher Training Module on Careers Education Framework- SINDH

1) INTRODUCTION

1.1 BACKGROUND

School Education and Literacy Department (SELD), in collaboration with the Japan International Cooperation Agency (JICA) under the Project for Improvement of Livelihoods and Well-being of Female Home-Based Workers in the Informal Economic Sector in Sindh Province (LIGHT-F) (2018–2023), developed a careers education training module to strengthen students’ career readiness at the secondary level. The module was piloted successfully between October and November 2022, reaching 5,063 students across 21 schools in Karachi. Building on the positive outcomes of this pilot, the Curriculum Wing of the SELD initiated a series of coordinated actions to institutionalize the concept of careers education, with technical assistance from JICA.

These initiatives included a review of selected textbooks from a careers education perspective, which led to the development and official notification of the *Careers Education Framework for K-12 Education in the Sindh Province* (hereafter referred to as the CEF) in 2024. Subsequently, implementation actions comprised a three-day workshop with DCAR and STBB to align textbooks with the CEF, along with the development of communication materials to support its dissemination.

1.2 RATIONALE OF THIS MODULE

In continuation of these initiatives, SELD further explored opportunities for integrating the CEF into regular educational activities. An essential component identified in this process was effective communication of the concepts related to careers education and its integration into the teaching and learning process with the teachers from ECCE-12 level. Consequently, the need for developing a concise teacher training module for inclusion in PITE’s regular induction and promotion training was established. Therefore, a two-day capacity-building workshop with the PITE trainers was conducted to develop the CEF–Sindh teacher training module; while ensuring that the trainers are adequately prepared to deliver the module as part of their regular training activities.

2. MODULE OVERVIEW

2.1 Description of the Module

Teachers play an essential role in preparing students for life, the workplace, and lifelong learning. Through their guidance and instructional strategies to build real-world connections, teachers help students explore their potential, understand the relevance of what they study, and link classroom learning to future education and work opportunities. By skillfully integrating career-related learning into their teaching practices, teachers can support the development of students' decision-making abilities and transferable skills that are essential for their long-term success.

This module is designed to support teachers in planning and delivering career-related learning for ECCE–12 level students. It introduces experiential and project-based approaches that help teachers integrate career learning into everyday classroom lessons and guide students toward a more confident and well-prepared future.

This short teacher training module comprises three major components:

- Understanding the basic concepts of careers education
- Familiarization with the CEF developed for the ECCE–12 level in Sindh
- The process to ensure the integration of career concepts into classroom teaching

2.2 Module Learning Outcomes

Participants will be able to:

- Explain the concept of careers education (CE)
- Differentiate between careers education, information, advice and counselling
- Demonstrate how DOTS components support students' informed career decision making across education and work opportunities
- Identify and select the student-centred competencies from the CEF to integrate in the lesson plans
- Develop lesson plans based on the identified CEF competencies
- Reflect on the process of becoming familiar with careers-education concepts

2.3 Teaching and Learning Strategies

The module encourages the use of following teaching and learning strategies to integrate CE into everyday classroom teaching:

- Socratic/ Dialogical methods
- Individual and peer group participation
- Activity-based learning

- Reflective practice
- Flipped and Blended approaches
- Alternative strategies – storytelling, case-study learning, experts talk, station rotation, etc.
- Further details of the teaching and learning strategies which can be used to deliver career-related learning are available in Handout No. 1.4.

2.4 Assessment and Reflection

The module suggests following assessment and reflection activities to assess teachers' understanding of careers education, CEF and career-related lesson planning:

- Methods for teachers' learning assessment (pre-post-test/ activity-based assignment/lesson plan presentation etc.)
- Portfolio and Reflective journal - Teacher's reflection on their pre & post learning experience (what did I learn/ how is it going to be applicable in my teaching/ what support is available to refine my understanding etc.). Annex A
- Pre & post-training evaluation form. Annex B

2.5 Supporting Resources and Material

Additional supporting resources and material for teachers' further exploration is highlighted below:

- Web links for exploring careers education resources and material. Annex C
- The Careers Education Framework (CEF) Sindh 2024. Annex D
- Lesson plan samples for K-12 levels (ECCE - 2, 3 - 5, 6 - 8, 9-10, 11-12). Annex E
- Required resources include selected textbooks, copies of CE Framework and writing materials etc.

2) SCHEDULE AND AGENDA

Sr No.	Activity	Time
1.	Opening Session: Recitation of Holy Quran	09:00am - 09:10am
2.	Session 1: Introduction of Careers Education <ul style="list-style-type: none"> • Activity 1.1 Spot the Difference – Activity #1 • Activity 1.2 The DOTS Model for Careers Education 	09:10am - 11:00am
TEA BREAK (11:00am -11:15am)		
3.	Session 2: Mapping Careers Education Framework – Sindh <ul style="list-style-type: none"> • Activity 2.1 Competencies Mapping Scale 	11:15am -12:00pm
4.	Session 3: Careers Education Lesson Planning Activity 3.1 Understanding Careers Education Lesson Planning <ul style="list-style-type: none"> • Activity 3.2 Designing a Career-related Lesson Plan 	12:00pm - 01:00pm
5.	Session 4: Reflection and Assessment <ul style="list-style-type: none"> • Activity 4.1 Reflection on and For Action 	01:00pm - 01:30pm

4. SESSION DETAILS

4.1 Opening Session- Recitation

- MT will invite a volunteer for recitation of Holy Quran.

4.2 Session 01-Careers Education

4.2.1 Learning Outcomes

Participants will be able to:

- Explain the concept of careers education (CE)
- Differentiate between careers education, information, advice and counselling
- Demonstrate how DOTS components support students' informed career decision making across education and work opportunities

4.2.2 Introduction of Careers Education

- MT will brainstorm on the topic of "Introduction of Careers Education" and will collect responses of class participants.

Activity 1.1 Spot the Difference

- MT will divide participants into small groups.
- Each group will be asked to read **Activity Handout No. 1.1** and Fill **Activity Sheet No: 1.1**
- Each group will be asked to present their work in front of the whole class. MT will conclude the activity by providing his/her input.

Activity 1.2 The DOTS Model for Careers Education

- MT will share the information about DOTS model through Jigsaw discussion activity.
- MT will divide the participants into smaller groups (4-6 participants)
- Each group will be assigned one DOTS component (S- self-awareness, O- opportunity awareness, D- decision learning and T- transition learning)
- Groups will be asked to become an expert on the given component by using **Activity Handout No: 1.2**
- After each group has become an expert on their component, they teach the other group members about that DOTS component. Finally, after each group has finished teaching, MT will conclude their overall learning.
- MT will then ask the CPs to fill **Activity Sheet No: 1.2** by reflecting on the DOTS model and present their work.
- MT will conclude the activity by sharing his/her input

Activity Handout No: 1.1

Careers Education

This section provides a foundational understanding of Careers Education by introducing key concepts, frameworks, and the role of educators in supporting students' career development. It covers an overview of Careers Education, the DOTS theoretical model, insights into adolescents' career readiness, and the essential role of teachers in delivering effective career-related learning.

Introduction to Career Guidance and Relevant Services

A **career** refers to the series of life events that involve selection of educational or job opportunities that an individual undertakes over a lifetime. **Career Guidance** aims to describe a wide range of activities that help individuals plan and manage career decisions throughout their lives. The Unit for the Development of Adult Continuing Education (UDACE, 1986) identified seven key activities that fall under the umbrella term of career guidance, including information, advice, counselling, and education etc. It is important to distinguish between the different components of career guidance so that students can be guided according to the required service. Brief details about some of the services are given below.

Career information involves providing objective and fact-based information about educational programs, specialized courses, occupational pathways, and trainings opportunities according to the labor-market trends. The purpose of career information is to help students explore available career options. **Career advice** focuses on offering suggestions or guidance tailored to a student's interests and goals, usually delivered through short, informal conversations. It aims to help students by making suggestions based on the advisor's own knowledge and experience. **Career counselling**, however, is a more specialized, in-depth process carried out by trained professionals. The main aim of this service is to support students who are facing complex decisions or personal challenges related to their future pathways. **Careers education**, delivered through the curriculum, textbooks and lesson plans, is a structured school-based program designed to provide students with knowledge and skills related to students' career readiness. Careers Education refers to a structured, school-based approach that helps adolescents learn about the world of work during their schooling. Careers Education focuses on developing students' self-identity, educational understanding, and career potential. The long-term goal of careers education is to help students become responsible individuals capable of making and implementing informed career decisions in a complex and constantly changing society. Instead of teaching as a separate subject, it is integrated across all

school subjects from ECCE through grade 12. Students are given opportunities to explore a wide range of educational choices and job roles, helping them understand various career pathways. According to Andrews and Hooley (2019), it involves teaching career-related concepts, typically in classroom group settings.

Understanding these distinctions enables teachers to play their role effectively while knowing when to refer students to appropriate support.

Activity Sheet No: 1.1

Spot the Difference

Instructions: In peer groups, read the scenarios given below. After having a discussion in your peer groups, identify the relevant service (careers education, advice, information, or counselling) that is best related to the given scenario. Briefly provide your reasons and share your understanding with the larger group.

Scenario 1

A Grade 8 teacher designs a lesson where students explore their interests and strengths and link them to different careers through class activities and discussions.

The Best-fit Service: _____

Reason: _____

Scenario 2

A student is confused between choosing science or humanities and asks a teacher, “What do you think I should choose based on my grades?”

The Best-fit Service: _____

Reason: _____

Scenario 3

A student asks, “What subjects are required to study engineering after secondary school?” The teacher provides entry requirements and pathways.

The Best-fit Service: _____

Reason: _____

Scenario 4

A student feels anxious and demotivated after repeated academic failure and expresses fear about disappointing his family about his future.

The Best-fit Service: _____

Reason: _____

Activity Handout No: 1.2

The DOTS Model for Careers Education

The concept of careers education was originally formalized by A. G. Watts and Bill Law in 1977 through the DOTS Model. The model outlines four essential components: self-awareness, opportunity awareness, decision-making, and transition learning. Self-awareness focuses on understanding one's interests, skills, and abilities; opportunity awareness connects this self-knowledge to available academic, career, and life pathways. These two elements support informed decision-making that aligns with students' personal, social, and economic contexts. Transition learning emphasizes building resilience and adaptability to navigate change and unexpected events in life. Overall, Careers Education equips students with the knowledge, skills, and understanding needed to explore their strengths, recognize opportunities, and make realistic, well-informed choices throughout their learning, work, and life journeys.

Let's explore each component in detail:

Self-Awareness:

Objective: Encourage students to identify and articulate their interests, motivations, skills and personality as these factors influence their career plans.

The following activities can be used for self-exploration:

- Discuss how personal interests and strengths can align with different career paths.
- Use self-assessment activities to help students identify their strengths and interests.
- Encourage reflective assignments where students consider what they enjoy and what they are good at.

Opportunity Awareness:

Objective: Help students gain knowledge of academic and job opportunities and the ability to research this information.

Activities that can be used for opportunity exploration:

- Use textbooks to highlight careers related to the topics studied. For example, while reading about space in science, discuss careers in astronomy, aerospace engineering, and space research.
- Create projects where students explore and present their choices/interests on different careers.
- Introduce students to a wide range of careers through guest speakers, career fairs, and field trips etc.

Decision Learning:

Objective: Inform students about decision making styles, identifying risk factors, developing skills for informed decision-making, and promoting responsibility for their decisions.

The following activities can be used for effective decision making:

- Encourage students to research different careers.
- Discuss the steps involved in making a decision, such as identifying options, weighing pros and cons, and considering long-term goals.
- Use decision-making exercises and scenarios to practice these skills.

Transition Learning:

Objective: Prepare students for successful transitions between educational and work environments, fostering awareness and skills necessary for dealing with change and managing unpredictable circumstances.

The following activities can be used to develop transition learning skills:

- Discuss key transition points, such as moving from middle to high school, choosing subjects at key turning points, and entering the workforce.
- Role-play scenarios that involve transitions, like starting a new school or a new job.
- Teach skills such as resume writing, interviewing, and adapting to new environments.

- Activity Sheet No. 1.2

Reflecting on DOTS

DOTS Component	Purpose	Example in Classroom Setting
S – Self-awareness		
O – Opportunity Awareness		
T – Transition Learning		
D – Decision Learning		

4.3 Session 02- Mapping Careers Education Framework 2024– Sindh

4.3.1 Learning Outcomes

Participants will be able to:

- Understand the purpose and structure of the CEF
- Identify and select the student-centred competencies from the CEF to integrate in their lesson plans

4.3.2 Mapping Careers Education Framework – Sindh

4.3.2.1 Activity 2.1 Competencies Mapping Scale

- MT will share the purpose and structure of the CEF by using the PPT and **Handout No: 2.1**
- MT will allow CPs to ask questions during his/her presentation.
- MT will divide CPs into small groups and assign each group a specific grade and a subject.
- MT will ask CPs to review the textbook content (student learning outcomes, text content, activities, and assessments) and collaboratively identify which CEF competencies align with a particular grade and subject.
- CPs will use the mapping scale given in the **Activity Sheet No: 2.1** to record the selected competencies against the corresponding grade and subject.
- CPs are required to brainstorm and suggest learning activities (e.g., role-plays, group projects, or additional activities) to integrate the identified competencies in their lesson plans.
- Each group will present their findings to the larger group, sharing examples of mapping and potential teaching methodologies for CE integration.
- MT will sum up the activity by providing feedback on the overall learning of the CPs and signpost them towards the additional resources to think about alternative learning strategies.

Activity Handout No: 2.1

Introduction to the Careers Education Framework 2024– Sindh

Background

The Careers Education Framework (CEF) Sindh for K-12 was developed as a collaborative venture between the School Education & Literacy Department (SELD), Sindh and Japan International Cooperation Agency (JICA) in July 2024. The framework development process included extensive national and international literature review, online and face-to-face consultative sessions/workshops with the experts from the Directorate of Curriculum, Assessment & Research Sindh (DCAR), the Sindh Textbook Board (STBB), textbook writers, academics from Further and Higher Education sectors, professionals from teachers’ training and technical and vocational institutes, and school teachers from the public and private schools located in the Sindh province. The School Education & Literacy Department, Government of Sindh, accorded approval of the Careers Education Framework for Grade K-12 in September 2024.

Purpose and Structure

The Careers Education Framework (CEF) provides a structured guideline for embedding career-related learning domains, standards, and competencies within existing curricula, textbooks, and teaching materials. This framework is intended to be embedded in relevant subjects across K-12 levels by curriculum and learning material developers, as well as teachers and educators in schools. This document is developed to be updated in response to the evolving demands and the skills required to meet future needs.

Grounded in the theoretical foundations of Bill Law and A.G. Watts (1977), commonly known as the DOTS model, the framework is built around four key domains: self-awareness, opportunity awareness, decision learning, and transition learning. These domains form the basis for developing students’ career readiness in a progressive and age-appropriate manner. Overall, the framework is organized into four domains, ten standards, and 106 competencies, offering a coherent structure to support the integration of career learning across subjects and grade levels. Aligned with each selected competency, the framework also suggests level-wise activities which can be integrated into textbooks and lesson plans by textbook writers, educators and teaching material developers. For detailed information on the domains, standards, and level-wise competencies, please refer to the official CEF framework PDF document (Annex – X).

Identifying CEF - Competencies and Relevant Pedagogy for CE Integration into Classroom Practices

The Careers Education Framework is comprised of 106 student-centered competencies, organized by level-wise progression within each domain and standard. Teachers, while mapping careers education framework competencies into subject content, are suggested to identify where subject goals/SLOs and activities align with CEF competencies. They may also note any points in the textbook where work, jobs, or career-related topics/information appear within subject content, activity or exercise.

Activity Sheet No. 2.1
Careers Education Framework (CEF) 2024– SINDH
Competencies Mapping Scale

Purpose: The following mapping scale can be utilized by the teachers to align the Careers Education Framework Competencies with the textbook content (student learning outcomes, text content, learning activities and assessments, etc.) to systematically integrate the competencies both horizontally across subjects and vertically across grade levels.

How to Use the Scale:

To effectively use the CEF competency mapping scale, follow these step-by-step instructions:

1. Select a specific educational level (ECCE, Primary, Middle, Secondary, or Higher Secondary) to identify the intended competencies and write it in the given space.
2. Based on the level-based competencies, identify any 2-3 competencies which are more relatable to a specific subject and grade.
3. After identifying the competency and its relevant grade and subject, provide the required information in column 1 and 2.
4. Now, think about the possible ways (role plays/ group work/ project-based assessment/presentations etc.) to embed the competency in the career-related lesson plan.
5. Provide brief information about the suggested activity, and that can be added into the lesson plan for ensuring that the student has achieved the stated CEF competencies

Level: _____

CEF Competency	Proposed Subject and Grade	Suggested Activity (role plays/ group work/ project-based assessment/presentations)

4.4 Session 03- Careers Education Lesson Planning

4.4.1 Learning Outcomes

Participants will be able to:

- Develop lesson plans for the learning and assessment of the identified CEF competencies

4.4.2 Careers Education Lesson Planning

4.4.2.1 Activity 3.1 *Understanding Careers Education Lesson Planning*

- MT will divide the CPs into small groups (4-6 participants) and share **Activity Handout No: 3.1**
- CPs will read and share their understanding of career-related lesson plans with group members.
- Each group will share one key learning aspect from their discussion.
- MT will conclude the activity by sharing his/her input.

4.4.2.2 Activity 3.2 *Designing a Career-related Lesson Plan*

- MT will divide the CPs into small groups based on grades or subjects.
- MT will share the sample Lesson Plan given in the **Activity Handout No: 3.2**
- MT will guide CPs to reflect on the Competencies Mapping **Activity No. 2.1** to select any identified competency for designing a CE lesson plan.
- MT will review and facilitate the group work by addressing any queries or ambiguities.
- All the groups will design their lesson plans.
- MT will provide feedback during each group's practicum practice.

Activity Handout No: 3.1

Designing a Careers Education Lesson Plan

While planning and designing a careers education-based lesson plan, teachers need to first identify the grade and subject relevant CEF competency/competencies to be achieved as an outcome of the lesson. When planning careers education integration and developing career-related lesson plans, teachers need to understand how the career-related learning activities fit within their school subjects (Olson, 1974). While integrating careers education into the subject content, teachers are encouraged to:

- Identify where subject goals align with careers-education goals.
- Identify where subject activities connect with careers-education activities.
- Identify where work, jobs, or careers-related topics are discussed in textbooks.

These steps will help teachers to determine the appropriate points at which careers education can be integrated into existing subjects such as languages, social studies, mathematics, science, computer education and other courses. Implementing career-related lesson plans shared in this module can further support teachers to be even more responsive to the needs and aspirations of their students.

In a Careers Education lesson plan, the CEF competencies are aligned with the subject content and activities to plan what students will learn about self-awareness, opportunity awareness, decision-making or transition skills, and how they will engage with the material through discussions, role-plays, group projects, or presentations. The planning on the **structure** of a lesson plan provides a clear framework for organizing the lesson in a logical and effective sequence. A well-defined structure ensures that **learning outcomes** are achieved in a systematic way. It helps to maintain student engagement and allows the teacher to manage time efficiently. The structure outlines how the lesson will progress from the introduction (the target grade, subject & chapter, time duration, etc.) the learning outcomes, required material, supporting resources, activities, to the assessment and reflection. It also guides the teacher in connecting different components of the lesson so that students can build knowledge progressively and achieve the intended learning outcomes.

In a lesson plan, **activities and delivery methods** define what students will learn, how they will be engaged with the material, and the approaches the teacher will use to deliver instruction, ensuring that learning is meaningful and aligned with the student learning outcomes. The writing **materials section** lists all resources (such as charts, worksheets, A4 papers, pencils, or digital

tools, etc.) to ensure lessons run smoothly and students remain engaged. Students' **assessment** involves evaluating learners' understanding and skills through various methods (including observations, written work, presentations, or quizzes, etc.) to provide feedback and evidence of progress towards the learning outcomes. Finally, **teacher's reflection** for evaluation and continuous improvement of the lesson plan allows teachers to critically review the lesson's effectiveness, identify challenges, and plan modifications for future lessons, supporting ongoing professional growth and enhanced student learning.

Teaching and Learning Strategies

The following list of teaching and learning strategies can be used to deliver career-related content in the classroom settings:

1. **Brainstorming:** Introduce a topic or problem and then ask for student input. Give students a minute to write down their ideas and then record them on the board. An example for an introductory political science class would be, "As a member of the minority in Congress, what options are available to you to block a piece of legislation?"
2. **Interactive Lecture:** Instructor breaks up the lecture at least once per class for an activity that lets all students work directly with the material. Students might observe and interpret features of images, interpret graphs, make calculation and estimates, etc.
3. **Clarification Pauses:** This simple technique fosters "active listening." Throughout a lecture, particularly after stating an important point or defining a key concept, stop presenting and allow students time to think about the information. After waiting, ask if anyone needs to have anything clarified. Ask students to review their notes and ask questions about what they've written so far.
4. **Writing Activities such as the "Minute Paper":** At an appropriate point in the lecture, ask the students to take out a blank sheet of paper. Then, state the topic or question you want students to address. For example, "Today, we discussed emancipation and equal rights. List as many key events and figures as you can remember. You have two minutes – go!"
5. **Think-Pair-Share:** Have students work individually on a problem or reflect on a passage. Students then compare their responses with a partner and synthesize a joint solution to share with the entire class.
6. **Large-Group Discussion:** Students discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate the discussion.

7. **Cooperative Groups in Class (Informal Groups, Triad Groups, etc.):** Pose a question for each cooperative group while you circulate around the room answering questions, asking further questions, and keeping the groups on task. After allowing time for group discussion, ask students to share their discussion points with the rest of the class.
8. **Jigsaw Discussion:** In this technique, a general topic is divided into smaller, interrelated pieces (e.g., a puzzle is divided into pieces). Each member of a team is assigned to read and become an expert on a different topic. After each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece. Finally, after each person has finished teaching, the puzzle has been reassembled, and everyone on the team knows something important about every piece of the puzzle.
9. **Real-World:** Have students discuss in class how a topic or concept relates to a real-world application or product. Then have students write about this topic for homework.
10. **Case Studies:** Use real-life stories that describe what happened to a community, family, school, industry, or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.
11. **Hands-on Technology:** Students use technology such as simulation programs to get a deeper understanding of course concepts. For instance, students might use simulation software to design a simple device or use a statistical package for regression analysis.
12. **Active Review Sessions (Games or Simulations):** The instructor poses questions and the students work on them in groups or individually. Students are asked to show their responses to the class and discuss any differences.
13. **Role Playing:** Here students are asked to "act out" a part or a position to get a better idea of the concepts and theories being discussed. Role-playing exercises can range from the simple to the complex.
14. **Inquiry Learning:** Students use an investigative process to discover concepts for themselves. After the instructor identifies an idea or concept for mastery, a question is posed that asks students to make observations, pose hypotheses, and speculate on conclusions. Then students share their thoughts and tie the activity back to the main idea/concept.
15. **Forum Theatre:** Use theatre to depict a situation and then have students enter the sketch to act out possible solutions. Students watching a sketch on dysfunctional teams, might brainstorm possible suggestions for how to improve the team environment. Ask for volunteers to act out the updated scene.

16. **Experiential Learning:** Plan site visits that allow students to see and experience applications of theories and concepts discussed in the class.
17. **Flipped Learning:** Students engage with content (such as videos, readings, or online materials) before class, allowing classroom time to be used for discussion, application, and problem-solving.
18. **Blended Learning:** Students are engaged in both face-to-face teaching and online learning activities to connect subject content with real-world contexts. This kind of learning supports differentiated learning and promotes active engagement.
19. **Self-Assessment:** Students receive a quiz (typically ungraded) or a checklist of ideas to determine their understanding of the subject. Concept inventories or similar tools may be used at the beginning of a semester or the chapter to help students identify misconceptions.
20. **Peer Review:** Students are asked to complete an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to their partner. Each student then takes their partner's work and depending on the nature of the assignment, gives critical feedback, and corrects mistakes in content and/or grammar.
21. **Group Evaluations:** Similar to peer review, students may evaluate group presentations or documents to assess the quality of the content and delivery of information.
22. **Career Vision Board – Role Play:** Participants create a vision board showing their desired career, dream job, required skills, and the steps needed to achieve it. After creating the board, they pair up and role-play a future interview or workplace scenario related to their dream job. One participant plays the role of the interviewer/employer, and the other plays the candidate/employee. They switch roles after five minutes. Finally, they discuss how the vision board helps prepare them for real-world career situations.

Understanding Reflection ‘In’, ‘On’ and ‘For’ Action

Reflection, as described by Dewey (1933), is an active and deliberate process of examining one’s beliefs or knowledge by considering the evidence that supports them and the implications that follow. Building on this idea, Schön (1983) introduced two forms of reflection: **reflection-in-action**, which occurs while an activity is taking place, and **reflection-on-action**, which happens after the activity is completed. From Schön’s work, scholars later developed the idea of **reflection-for-action** (Killion & Todnem 1991; Grushka et al. 2005), which involves thinking ahead to improve future practice. This forward-looking reflection requires teachers to anticipate what may

happen in a lesson and draw on past experiences before teaching (Farrell 2013). A common challenge is that teachers often struggle to identify exactly what aspects of their practice they should reflect on to make meaningful improvements. Reflection-for-action is also closely linked to reflection-in-action, as thoughtful planning such as selecting or designing appropriate examples can significantly enhance teaching's effectiveness.

Jay and Johnson (2002) further introduced a three-part model of reflection that includes descriptive, comparative, and critical dimensions. In the **descriptive** stage, practitioners outline and describe the key task (e.g., selecting the appropriate content or activity) they are going to reflect on. In the **comparative** stage, they reconsider the issue by examining it through different perspectives, theories, or practical examples. Finally, in the **critical** stage, they synthesize these insights to establish a fresh and informed perspective for future application.

Reflection for CE Lesson Planning and Evaluation

Reflection plays a crucial role in planning and improving careers education-based lesson plans because it helps teachers make more informed and meaningful instructional decisions. Through reflection-on-action, teachers review previous lessons to identify what worked well, what challenges emerged, and how effectively students engaged with career-related concepts. Reflection-for-action supports teachers in anticipating students' needs, selecting appropriate competencies, and designing activities that connect subject content with real-life career learning. Meanwhile, reflection-in-action enables teachers to make adjustments during the lesson based on students' responses and classroom dynamics. By engaging in this iterative reflective process, teachers can refine students' learning outcomes, strengthen activity design, improve assessment methods, and enhance the overall alignment of lessons with the Careers Education Framework; ultimately leading to more impactful and relevant career learning experiences for students.

Methods for Reflection

Teachers can share their reflections by using the following methods:

- Maintaining Reflective Journals
- Submission of a reflective worksheet for portfolio entry (Annex – A)

Activity Handout No: 3.2

Sample Careers Education Lesson Plan

Level: Middle

Grade: 6th

Subject: Computer Education

Unit No. 6: Entrepreneurship in the Digital Age

Duration: 30-45 mins

Unit Summary:

The unit covers basic concepts of entrepreneurship including definition of the term, types of entrepreneurs and the process of entrepreneurship.

Learning Objective:

The lesson will help students to learn about world resources, business, trade, and the careers connected to them. They will also learn to reflect on and share their preferences for tasks they like to do.

Careers Education Domains:

This lesson will include the domains of Self-awareness and Opportunity Awareness from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competence among students are given in the following section.

Learning Outcome:

At the end of the class, the students will be able to:

- Explain his/her preferences for educational or job tasks based on his/her personal abilities and strengths (1.2.c, CEF, 2024).
- Gather occupational information (outcomes/ rewards/ contribution to the society) from adults in school, home and other settings (2.1.f, CEF, 2024).

Instructions for Teacher:

1. Review the main concepts related to entrepreneurship given in the lesson.
2. In small groups, identify a famous entrepreneur given in the unit and list down his/her achievements, skills and qualifications.
3. Identify the process through which this famous entrepreneur achieved success with his/her creative ideas.
4. List down the rewards that an entrepreneur gets after his/her idea gets successful.
5. Now think about your own skills and abilities to become a successful entrepreneur. Discuss and note down the skills, qualifications and trainings you would need to become a famous entrepreneur.

6. Encourage and assist students to discuss their ideas and create a presentation for sharing with the class.
7. Now summarize the learning to conclude the lesson.

Materials and Supplies Needed for Activity:

- Computer Education Textbook grade 6th.
- Writing materials – notebooks, paper, pen/pencils, markers etc.
- Blackboard/Whiteboard, chart paper, or digital slides (if available) for presentation delivery.

Assessment

Ask students to present their ideas with the larger group. Encourage students to focus on the following questions to assess their learning:

- Name one famous entrepreneur of Pakistan.
- Mention the skills and abilities of that entrepreneur.
- Which type of entrepreneur would you like to explore further?

Provide constructive feedback by supporting positive ideas and suggesting solutions for the incomplete tasks.

Teacher’s Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.



4.5 Session 04- Reflection and Assessment

4.5.1 Learning Outcomes

Participants will be able to:

- Reflect on the process of becoming familiar with careers-education concepts and applying them to develop a career-related lesson plan.

4.5.2 Reflection & Assessment

4.5.2.1 Activity 4.1 Reflection On and For Action

- MT will share the **Activity Sheet No. 4.1** with the CPs to assess their overall learning through reflection.
- CPs will discuss their findings and share key insights and common improvement needs with the larger group.
- MT will recap the day by providing feedback on the learning points covered during the session.

Activity Sheet No. 4.1

Reflection On and For Action

- 1. What was the main learning from the session?**
- 2. The activity I enjoyed the most, and why?**
- 3. What challenges did I face during the session?**
- 4. How will I be able to use this learning in my future classroom practices?**
- 5. Any other insight, suggestion, or comment which will help me better understand the careers education concept:**

5 REFERENCES

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1. ANNEX

6.1 Annex. A - Reflection Worksheet.

1. Chapter Details

Subject: _____ **Grade Level:** _____ **Date:** _____

Chapter Topic _____

1. Identified CEF Competency to Integrate in the Lesson:

2. Summary of the Chapter

- What was the main focus of the chapter?
- What points (SLOs, content, activities etc.) in the chapter are related to careers education?

3. Reflection-on-Action (After Delivering the Lesson Plan)

- What were the strong points of the lesson?
- How did students respond to the activities?
- What challenges did I face while conducting the lesson?
- To what extent did students meet the intended career-related competency? Explain.

4. Reflection-in-Action (During Teaching)

- What decisions did I make during the delivery of the lesson?
- Were any modifications required during the lesson?
- How did those modifications impact learning outcomes?

5. Reflection-for-Action (For Future Lesson Planning)

- What changes will I make to deliver this lesson next time?
- What resources could further improve this lesson?

6. Additional Notes

6. Any insights, ideas, or observations that may help improve the delivery of the lesson in future:



6.2 Annex B – Pre & Post-Training Evaluation Form.

Instructions: Please read the following statements and circle the number which best represents your current knowledge.

Sr. #	Statement	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
	I understand the concept of careers education in teaching.	1 2 3 4 5
	I know the basic difference between career guidance related services.	1 2 3 4 5
	I understand how careers education contributes to students' career readiness.	1 2 3 4 5
	I am aware of the role of schoolteachers in delivering careers education.	1 2 3 4 5
	I understand the role of DOTS models in the planning of career-related learning.	1 2 3 4 5
	I understand the purpose and structure of Careers Education Framework – Sindh (2024).	1 2 3 4 5
	I am confident to integrate careers education in my lesson plans.	1 2 3 4 5
	I can integrate career-related concepts and examples into my lectures.	1 2 3 4 5
	I am aware of ways to guide students by sharing career information, experiences, and pathways relevant to the lesson.	1 2 3 4 5
	I understand the role of discussions that help students connect subject content with careers.	1 2 3 4 5
	I am aware of activity-based strategies that support career awareness and exploration.	1 2 3 4 5
	I am aware of how drawing and writing exercises can be used to explore career-related ideas.	1 2 3 4 5
	I am able to use presentations and demonstrations to integrate career learning.	1 2 3 4 5
	I am aware of case study methods to connect classroom learning with real-world careers and work contexts.	1 2 3 4 5
	I am aware of experiential learning that supports self-awareness and opportunity exploration.	1 2 3 4 5
	I am aware of how role-playing can be used to explore career roles and skills.	1 2 3 4 5

	I am aware of how flipped learning can be used to integrate career-related concepts before and during classroom instruction.	1	2	3	4	5
	I am aware of ways to use online platforms and classroom interaction together to link subject content with careers through blended learning.	1	2	3	4	5
	I am aware of assessment strategies which can be used to assess students' career-related learning.	1	2	3	4	5
	I am aware of the importance of reflection in connecting teaching and learning with career exploration.	1	2	3	4	5

6.3 Annex C – Web Links for Careers Education Resources and Material.

<i>Source Type</i>	<i>Category</i>	<i>URL</i>
<i>Websites</i>	<i>Vocational Occupations in Pakistan</i>	EduVision Pakistan https://www.eduvision.edu.pk/ Rozee.pk https://www.rozee.pk/ Career Guidance Pakistan https://www.careerguidance.pk/ Pakistan Occupational Safety and Health http://www.posh.gov.pk/ Skilling Pakistan http://www.skillingpakistan.org/
	<i>International Occupational Resources</i>	O*NET Online https://www.onetonline.org/ CareerOneStop https://www.careeronestop.org/ Bureau of Labor Statistics Occupational Outlook Handbook https://www.bls.gov/ooh/ Prospects (UK) https://www.prospects.ac.uk/ National Career Service (UK) https://nationalcareers.service.gov.uk/
	<i>Lesson Plans</i>	ReadWriteThink https://www.readwritethink.org/ TeachEngineering https://www.teachengineering.org/ Lesson Planet https://www.lessonplanet.com/ Mississippi Department of Education https://mdek12.org/secondaryeducation/social-studies/ Share My Lesson https://sharemylesson.com/ Khan Academy https://www.khanacademy.org/
<i>Online Videos</i>	<i>Career Profiles</i>	https://www.careersbox.co.uk/ https://www.jobsandcareersmag.com/video/ https://www.youtube.com/channel/UCSYwOsyeCuWJDb8ak7HVGCg
<i>Careers Education</i>	<i>Frameworks, Curriculum, Pedagogy & Assessment</i>	https://www.education-ni.gov.uk/articles/careers-education https://www.vic.gov.au/transforming-career-education#resources-for-career-practitioners https://www.educationcorner.com/place-based-education-guide/ https://www.schools.vic.gov.au/career-education

		https://www.schools.vic.gov.au/career-education/parents-carers
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6.4 Annex D - The Careers Education Framework (CEF) Sindh 2024.



**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 3rd, September 2024.

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for approval of **Career Education Framework for Grade K – 12**, after review by the Provincial Review Committee constituted for Career Education Framework 2023-24.

**ZAHID ALI ABBASI
SECRETARY TO GOVERNMENT OF SINDH**

NO. SELD/HCW/18/2018:

Karachi, dated the 3rd, September 2024.

A copy for information and necessary action to:

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.



**Y SECTION OFFICER (A&T-I)
For SECRETARY TO GOVERNMENT OF SINDH.**

INTRODUCTION

Within the context of an individual's life, the term "career" refers to the growth of that person through different phases of learning, work, and other aspects of life. Careers Education, on the other hand, refers to the provision of a comprehensive career service that is provided through planned and systematic academic activities during the educational phase of young students.

In 2024, the School Education and Literacy Department (SELD) in Sindh developed a careers education framework for Early Childhood to intermediate levels (K-12) in consultation with key stakeholders within the province. The framework is contextualised while drawing upon existing literature in careers education, including the theoretical foundations of Bill Law and A.G. Watts (1977) known as the DOTS model, as well as the careers education frameworks established in the UK, USA, Australia, and Canada.

PURPOSE AND USE

The Careers Education Framework is to be used as a guideline for integrating career-related learning concepts, standards and competencies within the existing various curricula, textbooks and other teaching materials. This framework is intended to be embedded in all subject areas across K-12 levels by curriculum and learning material developers, as well as educators and school communities. It is designed to address the career development needs of each learner in Sindh Province. The framework outlines the career development competencies in a learner-centered perspective. To assess the outcome of this careers education learning, grade-wise suggested activities are provided which can be developed by the teaching material developers and instructors. This is a living document which will be regularly updated.

STRUCTURE

The Careers Education Framework is comprised of the following elements:



The 'DOTS' model is a four-stage model of career planning originally developed by Law and Watts of the National Institute for Careers Education and Counselling. It has 4 stages which are:

S: Self Awareness - the ability to identify and articulate interest, motivations, skills and personality as they affect career plans.

O: Opportunity Awareness - knowledge of academic and job opportunities and the ability to research these

D: Decision Learning - being able to understand decision making styles, identifying risk factors, developing skills for informed decision-making, and promoting responsibility for their decisions

T: Transition Learning – understanding navigating successful transitions between educational and post-educational environments, fostering awareness and skills necessary for dealing with change and managing unpredictable circumstances

For each DOTS domain, several key objectives are identified and stated as standards (Table 1). These objectives are formulated based on an analysis of the particular learning needs of young people in the Sindh province. To accomplish the defined standards, key student-centered competencies for each school level are formulated as outcome statement for each school level (Table 2).

Table 1 The DOTS Domains and the Corresponding Standards

DOTS Domains	Standards	Main Focus
SELF-AWARENESS	1.1 Exploring distinct personality characteristics ¹	Personality characteristics
	1.2 Identifying, comparing and demonstrating personal strengths ² that are necessary for pursuing the desired career path	Matching between personality & career plan
OPPORTUNITY AWARENESS	2.1 Exploring the demands and expectations of various work roles/ opportunities ³	Knowledge of work
	2.2 Developing awareness of the right to work and dignity of labour	Rights & respect for work
	2.3 Understanding how educational learning experiences can help secure a desirable career pathway	Education & career
DECISION LEARNING	3.1 Developing the ability to make educational and work decisions	Decision making skills
	3.2 Understanding the role and influence of significant others ⁴ while career decision making ⁵	Influences
	3.3 Acquiring skills and strategies to develop informed, flexible and adaptable career plan	Career planning
TRANSITION LEARNING	4.1 Developing the knowledge and understanding of changes that occur in daily life situations ⁶	Being aware of changes in life
	4.2 Acquiring coping skills that will enable to deal with challenging and unexpected circumstances in daily life situations	Skills to deal with changes

¹ Personality characteristics are explored through knowing about one's interests, values, attitudes, aptitude, traits, abilities, skills, motivation, aspirations, etc.

² Personal strengths may include existing and potential skills and abilities that one may develop to pursue a specific career path

³ Demands and expectations may include the outcomes/rewards/contribution of that specific career path to the society

⁴ Significant others may include family, peers, teachers and contextual circumstances

⁵ Career decision making may occur at various levels including class, school and home

⁶ During the educational phases, student may encounter changes in daily life situations at class/school/ home levels

Table 2 Level-wise Student-Centred Competencies

Self- Awareness Knowing individual personality characteristics for matching between personality and career plan					
Level	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
Standards					
1.1 Exploring distinct personality characteristics	1.1.a Student can express about what he/she likes or dislikes in school/ at home	1.1.b Student can explain why he/she likes/dislikes any subject, a classroom or an activity etc. 1.1.c Student can identify some skills and strengths that he/she has	1.1.d Student can identify his/her particular skills and strengths through achievements	1.1.e Student is able to display empathy and show respect towards others who have different interests, values and opinions etc.	1.1.f Student can construct a personal profile by considering his/her personal interests, skills, abilities, motivations, values, and goals to choose a career pathway
1.2 Identifying, comparing and demonstrating personal strengths that are necessary for pursuing the desired career path	1.2.a Student can select activities according to his/her interest	1.2.b Student can explain why he/she likes to participate in different activities	1.2.c Student can explain his/her preferences for educational or job tasks based on his/her personal abilities and strengths	1.2.d Student can examine potential educational and employment choices that align with his/her skills, attitude and interests 1.2.e Student is able to review his/her performance to achieve the career goals	1.2.f Student can determine the current proficiency, capabilities, and interests associated with the desired career options
Suggested Activities	Colouring, drawing, play/group activities, role plays, matching and identifying tasks	Storytelling, role plays, matching and identifying tasks and participation in co-curricular activities	Dialogues, peer and group discussions, participation in co-curricular activities, personal and teacher review	Self-reflection, maintaining diary, role play, dialogues, peer and group discussions, career conversations with adults in family, friends and community, case studies/projects on demands of work roles, observation	Career talks with teachers, career counsellors, professionals from industry, presentations, motivational short movies, case studies/projects on the demands of work roles, career portfolios

				and exploration, career portfolios	
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Opportunity Awareness					
Knowing about nature, rights and dignity of work through educational learning experiences					
Level	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
Standards					
2.1 Exploring the demands and expectations of various work roles/opportunities	<p>2.1.a Student is familiar with different jobs that are available in the community</p> <p>2.1.b Student can share about the roles adults play at home, school and work</p>	<p>2.1.c Student knows that people perform different tasks/jobs which contribute to the society</p> <p>2.1.d Student understands that both males and females have the opportunities to work</p> <p>2.1.e Student knows that he/she needs to demonstrate patience and flexibility in a group work</p>	<p>2.1.f Student can gather occupational information (outcomes/ rewards/ contribution to the society) from adults in school, home and other settings</p> <p>2.1.g Student can list things about the work environment, such as the types of jobs (indoor or outdoor), working conditions, working hours, roles and responsibilities, and so on</p> <p>2.1.h Student is able to identify the outcomes and rewards of various jobs/ work opportunities</p>	<p>2.1.j Student can obtain career/work related information from both paper-based and digital sources</p> <p>2.1.k Student can review the demands and outcomes of various job opportunities in the local context (including part-time jobs and self-employment)</p> <p>2.1.l Student can explain the contribution of various jobs/ work roles to the society</p>	<p>2.1.n Student is able to recognise the changing nature of his/her career choice</p> <p>2.1.o Student is able to understand the upcoming demands, issues, and challenges of employment due to the advancements in technology etc.</p> <p>2.1.p Student can describe ways in which gender based career choices are made in society</p>

			2.1.i Student can identify some gendered roles that the society expects from boys and girls	2.1.m Student can recognize traditional, non-traditional and gendered job roles in society	
2.2 Developing awareness of the right to work and dignity of labour	2.2.a Student is able to display respectful behaviour while performing the tasks of his/her choice 2.2.b Student shows respect towards any work role	2.2.c Student is beginning to learn the rights and responsibilities of self and others 2.2.d Student displays respect to others in any work role	2.2.e Student understands his/her rights and responsibilities in relation to the work choices 2.2.f Student is aware that people may not achieve their desired career choices due to life situations and circumstances 2.2.g Student is able to value/respect people performing different tasks and responsibilities	2.2.h Student recognizes that one's motivation or circumstances drive him/her to join a profession/ work role 2.2.i Student understands that people can have diverse career preferences and work roles in a society 2.2.j Student has the ability to ask critical questions to challenge unfair practices and discriminatory situations	2.2.k Student is aware that barriers/ challenges can become hindrances to pursue the desired career plans 2.2.l Student has learnt that employment laws exist for the protection of employees during employment procedures including recruitment, promotion and termination etc. 2.2.m Student can access the sources of information/ laws that protect workers from unfair practices and discriminatory behaviours
2.3 Understanding how educational learning experiences can help secure a desirable career pathway	2.3.a Student is acquiring knowledge and skills (in and out of school) that will help	2.3.b Student is able to understand how learning is helping him/her to prepare for future	2.3.d Student can describe how learning (in and out of school) is preparing him/her for the future	2.3.g Student understands the connection between what he/she is learning (in and out of school) and how it can help in	2.3.k Student can demonstrate abilities and skills required to perform at the desired work place by participating in academic tasks/projects

	him/her in future	2.3.c Student is familiar with the post-primary learning opportunities in the local context	2.3.e Student can review whether his/her educational performance and achievements are aligned with the preferred career goals 2.3.f Student can identify the post-middle subject options available in local schools	achieving his/her career plans 2.3.h Student knows about the print and digital media sources to explore post-secondary educational, and vocational training options 2.3.i Student can conduct a search on an adult's career journey from education to work 2.3.j Student understands how his/her classroom learning can contribute to manage the challenges or benefits of the selected professional pathway	and other learning activities 2.3.l Student can prepare a list of higher educational/vocational training opportunities according to the preferred work choices 2.3.m Student can review the financial support available/required for the higher education or training courses
Suggested Activities	Role plays, career talks, academic and play activities	Mark checklist of career questions/ideas, matching professions with specific descriptions, presentations and demonstration, role play	List job titles together into job families, Interview	Construct a set of questions to gather information on FE courses, list job titles together into job families	Construct a set of questions to gather information on HE courses, project/case study relevant to locate professions/labour skills (local context)

3. Decision Learning

Making career decisions by evaluating influences and developing career planning skills

Level	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
Standards					
3.1 Developing the ability to make educational and work decisions	3.1.a Student can make choices within a class situation or a playroom	3.1.b Student can give reasons why some jobs and tasks seem more attractive to me than others 3.1.c Student is able to set tasks and agree targets in class and other settings based on priorities/ preferences	3.1.d Student can identify links between school subjects and occupations 3.1.e Student can describe common reasons why people choose a particular job	3.1.f Student can express and justify personal choices for education and career 3.1.g Student can make decisions about his/her educational and work choices 3.1.h Student can compare the consequences of alternate career decisions	3.1.i Student can explain the outcomes of his/her academic/work decision for himself/herself and others 3.1.j Student can identify the level of risks involve in his/her career decision making 3.1.k Student knows that he/she is responsible to face the consequences of his/her career decisions
3.2 Understanding the role and influence of significant others	3.2.a Student can describe the effect of his/her actions on others	3.2.b Student is able to understand the role and influence of others (within class/school/	3.2.c Student is able to express how his/her decisions can be influenced by others within	3.2.e Student can identify the influence of significant others on his/her career decision making	3.2.g Student can describe his/her social network that can influence the

while career decision making		home environment) in his/her life	class/school/home environment 3.2.d Student is able to discuss his/her career choices with significant others	3.2.f Student can effectively communicate his/her career decision to others and is aware of the expected outcomes	educational/ work choices 3.2.h Student understands how gender based career views of people can affect his/her career decision making
3.3 Acquiring skills and strategies to develop informed, flexible and adaptable career plan	3.3.a Student can select tasks/activities in studies or play settings 3.3.b Student can pursue his/her interests and choices 3.3.c Student is displaying self-confidence and the ability to share his/her choices	3.3.d Student is developing the ability to take initiative within class/school/home environment 3.3.e Student can explain why he/she likes to do certain tasks 3.3.f Student can collect information, review details and share why he/she prefers a few job roles over others	3.3.g Student can prioritize tasks and make alternative plans according to his/her preferred choices 3.3.h Student understands that he/she can seek guidance from adults (family members, teachers, alumni, guidance professionals etc.) 3.3.i Student is able to review potential future educational/career choices and develop a career plan	3.3.j Student can perform risk analysis by weighing the pros and cons for his/her career decision 3.3.k Student has developed a flexible career plan that best reflects his/her interests, values and motivations 3.3.l Student is able to accept and be satisfied with the consequences of his/her career decision making	3.3.m Student has learned to take responsibility of independent decision making and be accountable for taking life-decisions 3.3.n Student is able to realize that career decision making can be affected by unpredictable future 3.3.o Student can develop a career plan (also a backup plan) that is in accordance with his/her personal beliefs, motivation, and circumstances
Suggested Activities	Group activities	Group activities, dialogues, voluntary in community services,	Attend career talks, read profiles of successful role models	Engaging in career conversations, mind map brainstorming	Teamwork, career dialogues, career talks, read profiles of

		project-based presentations, demonstrations, online searching			successful role models, activities to “list down the pros and cons of my decision”
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4. Transition Learning

Being aware of life's changes and developing coping skills to handle unexpected circumstances

Level Standards	ECCE LEVEL	PRIMARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL	HIGHER SECONDARY LEVEL
4.1 Developing the knowledge and understanding of changes that occur in daily life situations	4.1.a Student is becoming aware of change(s) in his/her surroundings	4.1.b Student knows and accepts that changes may occur within and outside classroom/ school/ home	4.1.c Student is learning behaviour appropriate for adapting to changing situations (e.g. new class, new home, new school, new friends) 4.1.d Student can recognize that his/her choices/motivations are changing as he/she is growing	4.1.e Students is able to consider change as a natural process 4.1.f Student understands that he/she has to deal with the changes in school and other situations	4.1.g Student can assess his/her expected changing life-roles after studies 4.1.h Student understands that during transition he/she needs to receive diverse opinions with respect
4.2 Acquiring coping skills that will enable to deal with	4.2.a Student can adjust to new situation(s) with	4.2.b Student is able to engage in teamwork	4.2.d Student has acquired the skills and behaviour during	4.2.f Student understands how other people cope	4.2.h Student recognizes the transferable skills,

<p>challenging and unexpected circumstances in daily life situations</p>	<p>new friends and people</p>	<p>4.2.c Student can express his/her feelings about being in various situations</p>	<p>education that will contribute to success in further education, work and life choices</p> <p>4.2.e Student is able to make new friendship and retain old ones while transitioning from one class to another</p>	<p>with and prepare for change</p> <p>4.2.g Student can reflect and review the behaviour and strategies that helped him/her in the phases of transition</p>	<p>knowledge and attitudes that can help him/her in different work roles</p> <p>4.2.i Student has developed the ability to negotiate with others</p> <p>4.2.j Student has the ability to maintain a support network for making smooth transition from education to work</p>
<p>Suggested Activities</p>	<p>Storytelling, group activities with new members</p>	<p>List down the skills and strengths in personal profile/ career portfolio</p>	<p>Add skills and strengths in personal profile/ career portfolio</p>	<p>Engage in career conversations with teachers, alumni and professional/family members</p>	<p>Prepare CV or a job application, take mock interviews, internships, e-courses and trainings</p>

6.5 Annex E - Lesson Plan Samples for K-12 Levels.

Level: ECCE

Learning Area: Language and Literacy

Unit: Story Time – The Lion and Mouse

Duration: 25-30 mins

Unit Summary:

The unit covers a story of the lion and mouse. A lion spares the life of a small mouse that he could have easily eaten. Later, the lion is trapped in a hunter's net and cannot escape. Hearing the lion's cries, the mouse comes and helps freeing him. The story teaches that kindness is never wasted and even the smallest help can make a big difference.

Learning Objective:

- The lesson will help students to understand that actions have consequences for others and to develop awareness of how kindness and helpful behavior can positively influence people around them.

Careers Education Domains:

- This lesson will include the domain of Decision Learning from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competency among students are given in the following section.

Learning Outcome:

- At the end of the class, the students will be able to describe the effect of his/her actions on others (3.2.a, CEF, 2024).

Instructions for Teacher:

1. Introduce the focus:

Tell students that while listening to the story, they should think about how each character's actions affect others.

2. Pause during key moments:

After the lion spares the mouse, ask students what effect the lion's action had on the mouse.

After the mouse frees the lion, ask how the mouse's action changed the lion's situation.

3. Guide reflection:

Ask students to describe how kindness, help, or harm can influence other people's feelings and outcomes.

4. Connect to real life:

Encourage students to share examples of how their own actions (helping, sharing, being kind or unkind) affect classmates, friends, or family members.

5. Summarize the learning:

Conclude by highlighting that every action has an effect on others, and positive actions can lead to positive outcomes, even in unexpected ways.

Materials and Supplies Needed for Activity:

- ECCE Workbook page 44.

Oral Assessment

- Ask students to state one action they can take in daily life that would positively affect someone else.

Teacher’s Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.



Level: Primary

Grade: 3rd

Subject: English

Unit: 5.2.a – Professions

Duration: 20-25 mins

Unit Summary:

In this unit, a list of professions with pictures and associated task is given. Students are asked to match the professions with the given activities.

Learning Objective:

The lesson will help students to:

- identify different professions and their associated tasks.
- learn how these tasks contribute to society.
- reflect on and share their preferences for tasks they like to do.

Careers Education Domains:

This lesson will include the domains of Opportunity Awareness and Decision Learning from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competencies among students are given in the following section.

Learning Outcome:

At the end of the class, the students will be able to:

- know that people perform different tasks/jobs which contribute to the society (2.1.c, CEF, 2024).
- explain why he/she likes to do certain tasks (3.3.e, CEF, 2024).

Instructions for Teacher:

1. Divide students into small groups.
2. Ask students to observe the pictures and the list of professions carefully. Highlight the point that people perform different tasks through their jobs.
3. Explain that each profession contributes to society by doing important work.
4. Instruct students to draw lines to match each profession with the correct picture to show who does what.
5. From each group, ask guiding questions such as: “What task is this person doing?” and “How does this job help others?” to reinforce understanding of how jobs contribute to society.
6. Summarize by reinforcing that different people do different jobs, and all jobs are important for society.

Materials and Supplies Needed for Activity:

- English Book – Grade 3, page 61.

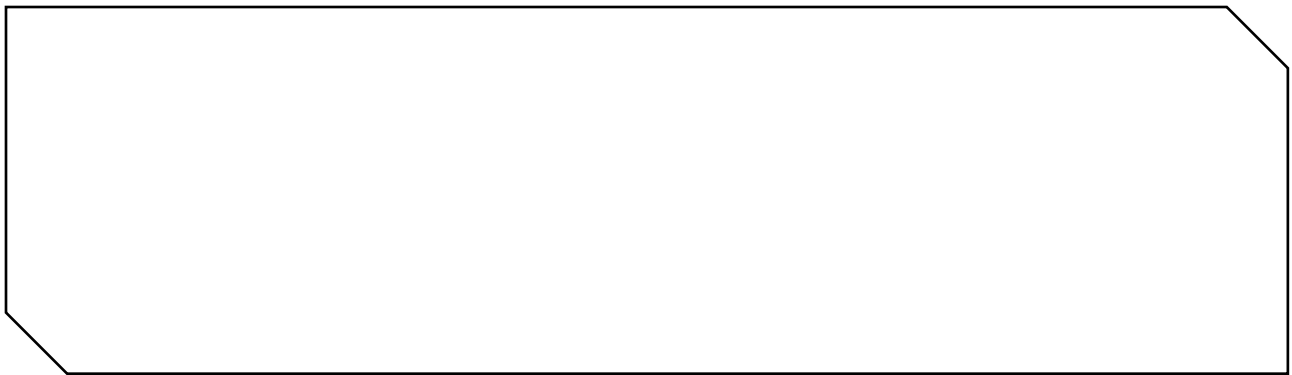
- Pencils

Oral Assessment

After the matching activity, invite students to share which task they liked the most and explain why they like doing that task. Encourage personal reflection and appreciate their responses.

Teacher's Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.

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Level: Middle

Grade: 8th

Subject: Social Studies

Unit: World Resources – Business and Trade (pp.51–52)

Duration: 30-45 mins

Unit Summary:

The unit covers world resources including business and trade. Trade is the buying and selling of raw materials and goods by individuals, companies, or governments. It supports business, meets people’s needs, and improves living standards by providing access to food, education, health, housing, and recreation.

Learning Objective:

The lesson will help students to learn about world resources, business, trade, and the careers connected to them. They will also learn to reflect on and share their preferences for tasks they like to do.

Careers Education Domains:

This lesson will include the domains of Self-awareness, Opportunity Awareness, and Decision Learning from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competency among students are given in the following section.

Learning Outcome:

At the end of the class, the students will be able to:

- explain his/her preferences for educational or job tasks based on his/her personal abilities and strengths (1.2.c, CEF, 2024).
- list things about the work environment, such as the types of jobs (indoor or outdoor), working conditions, working hours, roles and responsibilities, and so on (2.1.g, CEF, 2024).
- identify links between school subjects and occupations (3.1.d, CEF, 2024).

Instructions for Teacher:

8. Review concepts from earlier lessons: natural resources (water, crops, minerals)
9. Read key textbook paragraphs and explain World Resources, Business, Trade (local & international)
10. Explain the flow of Resources → Goods → Business → Trade → Careers
11. Provide relevant examples (e.g., Pakistan exporting rice).
12. Divide class into groups of 3–4 students.

13. Each group will select one Pakistani resource (cotton, leather, minerals, wheat, fish).
14. Provide students the following guiding questions and ask them to prepare a 60-second trade presentation:
 - What is our resource?
 - What product can be made from it?
 - Where might it be traded (local or international)?
 - Which career is involved (trader, export officer, accountant, factory manager, customs officer, transport manager)?
15. Encourage and assist students to discuss and create the presentation and ask them to present it to the class.
16. Now summarize the learning to conclude the lesson.

Materials and Supplies Needed for Activity:

- Social Studies Textbook grade 8th.
- Writing materials – notebooks, paper, pen/pencils, markers etc.
- Blackboard/Whiteboard, chart paper, or digital slides (if available) for presentation delivery.

Oral Assessment

Ask students the following questions to assess their learning:

- What is trade?
- Name one exported product of Pakistan.
- Name one career-related to trade.
- Which career from today’s lesson would you like to explore further?

Teacher’s Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.



Level: Secondary

Grade: 10th

Subject: Mathematics

Unit: Pythagoras Theorem (Exercise 23.1)

Duration: 40-45 mins

Unit Summary:

The unit covers Pythagoras theorem which help in calculating unknown lengths accurately.

Learning Objective:

This lesson will help students to:

- learn how does the Pythagorean theorem help us solve real-life problems involving accurate measurement of distances and heights.
- explore how does using mathematics and decision-making model help us make better decisions.
- understand that sound mathematical reasoning leads to sound decisions.
- familiarize with careers (such as construction, design, engineering, surveying, architecture etc) which rely on Pythagoras Theorem for safe and correct decisions.

Careers Education Domains:

This lesson will include the domains of Opportunity Awareness and Decision Learning from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competency among students are given in the following section.

Learning Outcome:

At the end of the class, the students will be able to:

- understand the connection between what he/she is learning (in and out of school) and how it can help in achieving his/her career plans (2.3.g, CEF, 2024).
- perform risk analysis by weighing the pros and cons for his/her career decision (3.3.j, CEF, 2024).

Instructions for Teacher:

1. Introduce the topic:
 - Teacher will introduce the topic and will define Pythagoras theorem with mathematical expression.
2. Guided practice:
 - Teacher will ask the students to solve the following problem: A wall is 12ft high, the base distance of ladder is 5ft, find ladder length.
3. Connect to decision learning:

- Teacher will play the video clip describing 4-Step Decision-Making Model (3:54 Minutes)
(Video Link (3:54 Mins) = https://youtu.be/3Ny0s_v-a5w?si=TdsIzEOfC23fu_vc.)
- Alternatively, teacher can him/herself view the video and share the following four steps on the blackboard/whiteboard with the students:

Step 1: Identify the decision opportunity

Step 2: Generate solutions

Step 3: Select the best solution

Step 4: Implement the solution

- Teacher will explain each step of decision making model with examples learnt from the video and by solving Pythagoras Scenario given below:

A construction supervisor has three ladders; 17 ft, 18 ft and 19 ft. He has to place a suitable one at a window 15 ft high. The ladder must be placed 8 ft from the wall. Which ladder should he choose for safety and accuracy?

Steps	Tasks
Step-1: Identify the decision	Which ladder is safe and correct?
Step-2: List options	Ladders A = 17 ft; B = 18 ft; C = 19 ft
Step-3: Evaluate	Use Pythagoras: Required ladder length will be: $\sqrt{(15^2 + 8^2)} = \sqrt{289} = 17$ ft
Step-4: Make a decision	Choose 17 ft ladder

4. Assessed activity: Guide students to apply the 4-Step Decision-Making Model to evaluate career options and select the most suitable choice based on evidence.

Steps	Prompts for students
Step-1: Identify the decision	What is the decision I need to make? (e.g., Which career should I pursue after graduation?)
Step-2: List options	List realistic career options and choices.
Step-3: Evaluate	For each career option, list Pros and Cons (interest, skills, education, job tasks, work conditions, market demand, finance, rewards, access to training etc). Assign weightage (1-10) to each pro and con. Calculate total pros score of each option.

	<p>Calculate total cons score of each option.</p> <p>Calculate Net Score of each option = Total pros score – Total cons score.</p>
Step-4: Make a decision	<p>Make a career decision by comparing the net scores (strongest pros and the biggest cons) of career options, and then develop a clear and realistic action plan based on that choice.</p>

5. Summarize the learning:

Teacher will ask a few (2-3) students to volunteer and share their learning. Conclude by highlighting Pythagoras is not just a theorem, it is a tool for making accurate, logical decisions in real-life scenarios; such as:

- Architects use this theorem to decide correct beam lengths.
- Carpenters use it to decide safe ladder lengths.
- Engineers use it to decide distances in designing structures.
- Accurate calculations lead to safer decisions.
- Decision Learning helps you select the best option using clear reasoning.

Materials and Supplies Needed for Activity:

- Mathematics-X, Textbook
- Whiteboard and Markers
- Multimedia and projector
- Internet Connectivity

Teacher’s Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.



Level: Higher Secondary

Grade: 11th

Subject: English

Unit No.9: Choosing Career

Duration: 40-45 mins

Unit Summary:

The unit highlights the importance of choosing a suitable career and how to create a career plan based on one's personality and interests.

Learning Objective:

This lesson will help students to identify their interests, skills and abilities in relation to the job opportunities and will assist them in making a career plan of their choosing.

Careers Education Domains:

This lesson will include the domain of Opportunity Awareness and Decision Learning from the Careers Education Framework-Sindh (2024). The brief details of how teachers can build the relevant student-centered competency among students are given in the following section.

Learning Outcome:

At the end of the class, the students will be able to:

- demonstrate abilities and skills required to perform at the desired work place by participating in academic tasks/projects and other learning activities (2.3.k, CEF, 2024).
- develop a career plan (also a backup plan) that is in accordance with his/her personal beliefs, motivation, and circumstances (3.3.o, CEF, 2024).

Instructions for Teacher:

- After completing exercises 1-5 (pp. 146-149), the teacher will introduce exercise# 6.
- Ask students to do the task a-c on page no. 149.
- Guide students to identify the academic tasks/projects or any other learning activities in which they have demonstrated their interests, skills, abilities and values.
- Ask students to match these interests, skills, abilities and values with the job/profession of their choice.
- Have students create a table showing their identified interests/skills/abilities/values, the related profession and reasons for the match.
- Facilitate group discussion where students share their findings and receive feedback from peers.
- Encourage students to explain why they think these skills and interests are suitable for the chosen profession.

- Conclude by asking students to reflect on how understanding their strengths can help them make better career decisions in the future.

Materials and Supplies Needed for Activity:

- Writing materials: Notebooks, worksheets, or loose paper, pens, pencils, and markers.
- Handouts/templates: Sample career plan template or table (columns for Primary Career, Backup Career, Steps, Timeline, and Notes).
- Whiteboard or chart paper to explain instructions and share examples
- Visual aids (if available): Charts or diagrams showing career planning steps. Laptops/tablets for researching careers and training paths
- Reference materials: English textbook XI, career guidance resources listing occupations, required skills, and school subjects, information on local and international job opportunities

Assessment

Write short answers under each category:

- 1- Reflect on Yourself: List your personal beliefs, motivations, strengths, skills, and interests. Consider what matters most to you in life and work.
- 2- Choose a Career Goal: Identify a primary career you would like to pursue. Write down why this career interests you and how it aligns with your personal strengths and values.
- 3- Identify a Backup Plan: Select an alternative career option in case your first choice is not immediately achievable. Explain how this backup also fits your abilities and circumstances.
- 4- Plan Steps to Achieve Your Goals: For both your primary and backup careers, list the key steps needed, such as:
 - Relevant school subjects or courses
 - Academic activities, projects or events where you demonstrated your skills and abilities.
 - Skills to develop and experience or training required
- 5- Create a Visual Plan: Draw a simple chart or table showing your:
 - Primary Career, Steps, Goal Timeline
 - Backup Career, Steps, Goal Timeline
- 6- Presentation: Present your plan to the larger group, explaining how your choices reflect your personal interests, skills, abilities and values. Share why having a backup plan helps you stay motivated and prepared for the unexpected future events.

Teacher’s Reflection:

Instructors are required to review the delivery and outcomes of the lesson. This reflection on your practice will help you to further improve the content, delivery, and assessment of this careers education lesson.

