

## Session 6 — Guided Instruction:

### Topic 1-3: Where Do I Start? Career Planning 101

#### Navigating the Course - *Where are we in the course?*

OVERVIEW: During the previous two sessions, students explored Topic 1-2: Make it Count! This concept provided a foundation for the idea of taking ownership of their futures through solid decision making. Topic 1-3: Where Do I Start?: Career Planning 101 launches students into thinking about their future careers. This is the first of two sessions on the topic of Where Do I Start? This first session, Career Planning 101, builds on the decision-making discussion by applying those skills to the consideration of what choices students need to be making in middle school. The conversation continues with the fact that as students begin to consider their next steps, they need to see the connection between their career plans and their education decisions. Those decisions can widen or narrow their future opportunities. This session provides an instructional sequence to connect students to the next steps on their career progression and an understanding of the factors they must consider.

#### Unit Concepts & Essential Questions Addressed in This Session

- How do I start career planning now?
  - Personal and lifestyle choices made now and during high school lead to both opportunities and consequences regarding my future career options.
  - Effective career planning at my age involves establishing personal guidelines for making reasonable choices and conducting exploration of a variety of careers.
  - Effective career planning does not mean I need to select a specific occupation, nor should it narrow my options at this stage of my life.
  - It is my responsibility to make academic and extracurricular activity choices that are relevant to my career planning efforts.



## Session Vitals – *What must I know to facilitate this session?*

### Session 6 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Review of Make It Count!	5 min.
3. Teacher-Led Discussion: Newton's First Law and My Future	5 min.
4. Learning Activity: Stages of Career Exploration	15 min.
5. Teacher-Led Discussion: Building Momentum	5 min.
6. Learning Application: Did You Know?	15 min.
7. Teacher-Led Review	5 min.

### Estimated Time to Complete

**50 min.**

### Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load Unit 1: Session 6 PowerPoint slides (See the Resource Section)

### Estimated Time to Complete

**20 min.**

### Materials Used

- ✓ *Unit 1: Session 6 PowerPoint Slides (See the Resource Section)*
- ✓ *Notebook*
- ✓ *Materials for the First Law of Motion Demonstration*
- ✓ *Clear Plastic Cup*
- ✓ *Quarter*
- ✓ *Index Card*
- ✓ *Unit 1 Activity Sheets, Pages 23-24 (One Per Student)*

### Room Set Up

- ✓ *Secure an LCD projector.*

## Entry Points – *How do I prime students for learning today?*



### Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

#### Snapshot of the Event:

- Step 1:** Ask students to recall Newton's First Law of Motion.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Transition to the next learning event.

#### Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

## How this event might *look* and *sound*...

### Step 1: Ask students to recall Newton's First Law of Motion.

Write the following question on the board or show PowerPoint Slide #2.

- What is Newton's First Law of Motion?
- How does it work?



*Welcome back! In the past two sessions we related Sir Isaac Newton's Third Law of Motion—for every action, there is an equal and opposite reaction—to the need to make good decisions. Today, we will be considering new information that can be exemplified by Newton's First Law of Motion*

Reference the law shown at the front.



*Take a moment and answer the questions quietly to yourself. See if you can generate an example of how that law works in the real world. I'll take care of our regular beginning of class routines while you work.*

### Step 2: Complete regular class routines while students work on the task.

While students answer the questions posed, you may complete regular tasks such as taking roll, lunch count, etc.

### Step 3: Transition to the next learning event.



*What examples/thoughts did you come up with?*

Briefly discuss responses.



*You already know quite a bit about this law. That's impressive. Let's see how this law also applies to you as we begin to plan your future.*

## Interest Approach: Review of Make it Count! – 5 minutes

Students briefly review what they know from the previous topic: "Make it Count!" and stimulate conversation about the need to start making decisions.

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### Snapshot of the Event:

**Step 1:** Ask students to recall the previous key topic.

**Step 2:** Discuss the requirements of making good decisions.

**Step 3:** Conclude the discussion by emphasizing the need to start making good decisions.

### Materials Used:

- Notebook

## How this event might *look* and *sound*...

### Step 1: Ask students to recall the previous key topic.



*Who can remind me what we were practicing in the past two sessions?*

Elicit responses. End with the fact that students have studied the idea of making good decisions.

### Step 2: Discuss the requirements of making good decisions.

Guide the students in a quick discussion on the requirements of a good decision.



*What were the six steps involved in making a good decision?*

Elicit responses. End with the idea that good decisions have good outcomes, and good outcomes lead to a great future!

Remind students of your challenge during Session 4 to use the decision-making process in the following 24 hours. Ask for an example of where students used the process.

### Step 3: Conclude the discussion by emphasizing the need to start making good decisions.



*To make your future great, you must make solid decisions. But what decisions do you need to start making? What do you need to do today to build toward your career path? To answer this, let's look back to our friend Sir Isaac Newton's First Law of Motion.*

## Core Instruction – *How do I facilitate instruction on the core topics?*



### Teacher Led Discussion: Newton's First Law and My Future – 5 minutes

Students compare and contrast Newton's First Law of Motion to their movement toward their preferred future.

#### Snapshot of the Event:

**Step 1:** Revisit the Bell Work Activity.

**Step 2:** Demonstrate the First Law of Motion.

**Step 3:** Compare the First Law of Motion to students' movement toward their future.

**Step 4:** Define "career momentum."

#### Materials Used:

- Materials for the First Law of Motion Demonstration
- Clear Plastic Cup
- Quarter
- Index Card
- PowerPoint Slide #3
- Notebook

## How this event might *look* and *sound*...

### Step 1: Revisit the Bell Work Activity.



*Earlier you wrote down some examples and ideas about Newton's First Law. As you shared your interpretations, I believe you have a solid idea of the First Law. Let's see if we can demonstrate the First Law of Motion right here*

### Step 2: Demonstrate the First Law of Motion.

Place the index card on top of the clear plastic cup (a clear cup will show the results with greater impact). Lay the quarter on the index card over the center of the cup. Flick the card out from under the quarter.

The card should fly away, but the quarter should drop straight down into the cup. Ask the students:



*Based on what you know about Newton's First Law, why did the quarter end up in the cup?*

Elicit responses. Listen for, "The quarter was at rest, and since no force was applied to it, it stayed at rest."

Hold up the index card and ask:



*What about the index card?*

Listen for, "You put it into motion, and it wanted to stay in motion!"

### Step 3: Compare the First Law of Motion to students' movement toward their future.

How up both the index card and quarter.



*Now is the time to flex those decision-making muscles you have been building over the past two sessions. Consider these two objects for a moment. Which would you rather be relative to your future: the quarter or the index card? Do you want to be in motion or at rest?*

Elicit responses. Guide the group to the idea that they don't want to be at rest like the quarter. They want to be in motion toward their future.

### Step 4: Define "career momentum."



*Let's go back to Newton's Law, "if an object is in motion it will..."*

Allow students to fill in the blank for you. They should say, "...stay in motion."



*Correct! Today we hope to get you in motion toward your future because, according to Newton, when we get you in motion, you will stay in motion. We are going to call this, “career momentum!”*

Write the following statements on the board or show PowerPoint Slide #3.



*Career Momentum = The state of being in motion on a career path.  
Now that you know you need to be in motion, let’s take a look at the direction you need to travel!*

## Learning Activity: Stages of Career Exploration – 15 minutes

Students discover the stages of career exploration.

### Snapshot of the Event:

**Step 1:** Introduce the stages of career exploration via *PowerPoint*.

**Step 2:** Create a motion to correspond to each stage.

**Step 3:** Distribute Activity Sheet 6-1 and review instructions.

**Step 4:** Discuss student responses.

**Step 5:** Conclude with the key point.

### Materials Used:

- PowerPoint Slide #4
- Notebook paper
- Unit 1 Activity Sheet, Page 23

### How this event might *look* and *sound*...

#### Step 1: Introduce the stages of career exploration via *PowerPoint*.

Show PowerPoint Slide #3. Ask students to capture the stages of career exploration in their notebooks.

Stages of Career Exploration

- Discover!
- Focus!
- Engage!

#### Step 2: Create a motion to correspond to each stage.



*When you hear these words, (reference the stages on the screen) what motions or gestures do you picture in your mind?*

Elicit responses.

Select an appropriate motion for each of the three stages. Ask the students to imitate the motion as you say the stage. Repeat until all students have connected the motion to the stage.

#### Step 3: Distribute Unit 1 Activity Sheet, page 23, and review instructions.

Explain that students will now have the opportunity to explore these stages in depth by determining what experiences are included in each stage.



*Thank you for creating such excellent motions to represent the stages of career exploration. Let's take this thinking a little deeper. You will be receiving an activity sheet. Invest the next five minutes in matching the action steps with the appropriate stage along the career development path. Be ready to discuss your answers in five minutes.*

Distribute Unit 1 Activity Sheet, page 23, to students.

#### **Step 4: Discuss student responses.**



*Which action steps did you connect with each stage?*

Elicit responses and write them on the board. After you have a good selection, show PowerPoint Slides #5-7 .

Discover!

- Understand my abilities and interests
- Understand the career opportunities available in the world of work
- Understand the basics of decision-making

Focus!

- Understand the relationships between the 6 career fields, 16 Career Clusters and 79 Career Pathways
- Explore college and career readiness skills for success in any career
- See the relationship between career goals and educational requirements
- Create an action plan to set and achieve goals

Engage!

- Select the path that fits my interests and aptitudes
- Select courses and opportunities that take me closer to my goal
- Continue development of college and career readiness skills
- Design a plan for a seamless transition to postsecondary education/opportunities

#### **Step 5: Conclude with the key point.**

Show PowerPoint Slide #8.



*Please record the following in your notebook. Let's review each point.  
Get Going!*

- *If I am in motion on my career path, I will tend to stay in motion.*
- *If I am at rest on my career path, I need to get into motion.*

*Most of you will find that you are in the Discover! stage. That means you are getting ready to enter the*

*Focus! stage. Now that you have expanded your understanding of the stages of career exploration, the next question to answer is, "What do I do next?"*

## Teacher-Led Discussion: Building Momentum! – 5 minutes

Students examine how they can build momentum in moving toward their career.

### Snapshot of the Event:

**Step 1:** Expand understanding of the career momentum concept.

**Step 2:** Instruct students on the keys to building momentum in the Focus! stage.

**Step 3:** Focus students on the relationship of their education choices and their future career options.

### Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slides #9-10

### How this event might *look* and *sound*...

#### Step 1: Expand understanding of the career momentum concept.

Ask the students:



*Early in today's session, we discussed the concept of career momentum. Who would be willing to remind us what that was?*

Elicit responses. Listen for, "the state of being in motion on a career path."



*Once we are in motion, we now have momentum, or a tendency to stay in motion, unless we come up against an opposing force. Think about your future. In all honesty, there will be people, places, and things that might be an opposing force.*

*To keep in motion, you will need to strengthen your momentum so that when you encounter an opposing force, you have enough momentum to carry you through it.*

#### Step 2: Instruct students on the keys to building momentum in the Focus! stage.

Write the following statements on the board or show PowerPoint Slide #9.



*To Build Momentum in the Focus! stage, I must...*

- *Understand the relationships between the six career fields, 16 Career Clusters, and 79 Career Pathways.*
- *Explore college and career readiness skills necessary for success in any career.*
- *See the relationship between career goals and educational requirements.*



- Create an action plan to set and achieve goals.

Today's session will focus on the first goal. Goal two will be covered in the next session. The third and fourth goals on the list will be covered in Unit 2.

**Step 3: Focus students on the relationship of their education choices and their future career options.**



Many students believe that the courses they take in middle school and high school have little or no effect on their future. If you have ever wondered, "Where will I ever use this math in my future?" raise your hand.

Wait for responses.



If you have ever wondered, "Why do I need to know the correct tense of a verb?" raise your hand.

Wait for response

Explain that there is an important connection between what students are learning today and their future.

Write the following on the board or show PowerPoint Slide #10 . Discuss each item and provide examples from your experiences, if relevant.



To build momentum, I must see the relationship between my career goals and educational experiences:

All careers require a basic level of education. These basic items include such knowledge as being able to write and speak clearly, listen carefully, understand what you read, and solve basic problems.

Courses taken in middle school and high school will expand or narrow opportunities.

Transition to a learning activity where students will see the process first hand.

## Learning Application: Did You Know? – 15 minutes



Students experience the effect of the impact of education choices on career options.

### Snapshot of the Event:

**Step 1:** Introduce the learning activity.

**Step 2:** Outline the learning activity instructions.

**Step 3:** Process and conclude the learning activity.

### Materials Used:

- Unit 1 Activity Sheet, Page 24
- Chalkboard/Whiteboard OR
- PowerPoint Slide #11

## How this event might *look* and *sound*...

### Step 1: Introduce the learning activity.

Explain that students are going to have the opportunity to see what happens when they do not consider the impact of their educational choices on their future career paths.



*For those of you who raised your hand earlier when we were considering the questionable value of what you are learning today in math and English, today is your lucky day. You will have your answer!*

### Step 2: Outline the learning activity instructions.

Distribute Unit 1 Activity Sheet, page 24, to each student.



*For your next task, you will be assigned one of five national statistics on your activity sheet. Each of them relates to the connection between your educational choices today and their impacts on your future!*

*Review your statistic and determine why you think the problem is occurring.*

*Then, in the second column of the activity sheet, suggest solutions or recommendations to keep future students from missing out on opportunities.*

*You will have five minutes to create your recommendations. What can I clarify?*

*For this task, you may work in groups of three or four. Please form those groups now and I will provide you with your statistic.*

Assign topics by number to each group and provide input on discussions as needed.

### Step 3: Process and conclude the learning activity.

After students have completed the task, ask for volunteers to share the results of their work. Focus the discussion around the fact that students need to make a connection between their education choices today and choices in the future. If they choose the correct courses and work hard to learn, doors for their future will open.



*There is an important connection between your future and what you are learning today. However, there are some key tips to remember while in motion, much like the reminders you receive before riding a roller coaster, such as securing all personal belongings and keeping your hands inside the coaster at all times*

Write the following statements on the board or show PowerPoint Slide #11 . Discuss each step and provide examples from your experience, as relevant.



#### *Points to Remember While in Motion*

- *It is important to build momentum now.*
- *Make each class and experience count.*

- *Planning now does not limit you to a specific job later.*
- *Changing your career path is okay.*

## Bring Closure & Look Ahead – *How do I conclude the session?*



### Teacher-Led Review – 5 minutes

Students quickly review the Key Concepts from today beginning with Newton's First Law of Motion and ending with the points to remember while in motion.

#### Snapshot of the Event:

- Step 1:** Thank students for their hard work during the day.  
**Step 2:** Review the choice to be in motion.  
**Step 3:** Review the three stages through the motions created.  
**Step 4:** Set context for the next session.

#### Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #11

### How this event might *look* and *sound*...

**Step 1: Thank students for their hard work during the day.**

**Step 2: Review the choice to be in motion. Show the index card and quarter to the class and ask:**



*Which of these was in motion and which was at rest?*

Elicit responses, listen for, "Index card in motion and quarter at rest."



*And which of those do we want for you to be?*

Elicit responses, listen for, "in motion."

Remind students that they need to be in motion and building momentum to reach the career of their choice.

**Step 3: Review the three stages through the motions created.**



*Let's review the motions you created earlier, for Discover!, Focus!, and Engage! Demonstrate the motions as I say each stage.*

If they have trouble remembering the actions, have one student demonstrate. Then repeat as a class.



*Most of you have moved beyond the Discover! stage and are entering the Focus! stage, which will set you up for success in high school.*

Briefly discuss the importance of the connection between their education today and their career options in the future!

#### Step 4: Set context for the next session.



*During the next session, we will take a look at some skills you can start developing to build momentum toward your future career path. You don't have to know what it is you want to do – just yet. But, you can certainly start preparing yourself. Think of it like a sporting event or a recital; you wouldn't just walk in without practicing your skill many times. The same applies with your career path. We will take a deeper look at those skills you can start practicing now to put yourself in motion!*

## Assessment – How do I assess student work from the session?



### OPTIONAL: Score Unit 1 Activity Sheets, Pages 23-24 – After the Session

Use the following scale as a simple rubric for assessing student participation today.

#### Snapshot of the Event:

**Step 1:** Collect students' completed Unit 1 Activity Sheets, pages 23-24.

**Step 2:** Score student work based on the scale provided.

#### Materials Used:

- Completed Unit 1 Activity Sheets, Pages 23-24

### How to implement the assessment...

#### Step 1: Collect students' completed Unit 1 Activity Sheets, pages 23-24.

#### Step 2: Score student work on the following scale:

Score student work based on the scale provided.

Completeness - (Both activity sheets are complete.)	10
Appropriateness - (Responses on both sheets are appropriate and reasonable.)	10
Effort - (Writing is legible and answers demonstrate an effort on the task.)	10
Total	30