

Session 7 — Guided Instruction:

Topic 1-3: Where Do I Start? College and Career Readiness Skills

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

OVERVIEW: During the previous session, students were introduced to the next steps they must take toward their futures. The first of these steps, realizing the importance of their education choices on their future career options, was the focus of the prior session. This session addresses an equally important topic, which is development of relevant college and career readiness skills. These skills are the home base for building successful lives and a career in the future. Students may still be unsure what it is that they want to do/accomplish/be in life. That's okay! This session or course isn't about making that kind of decision. It is about getting them started developing a strong foundation of skills and abilities that will lead to finding the career that is a fit and becoming a career-ready person—someone who capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior.

Unit Concepts & Essential Questions Addressed in This Session

- Why must I grow and develop college and career readiness skills?
 - College and career readiness skills are required for success in any career.
 - It is important that I begin building these skills as the foundation for a future career and growing into a career-ready student.

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



Session 7 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Accelerating Towards My Future	5 min.
3. Learning Activity: College and Career Readiness Skills	15 min.
4. Teacher-Led Discussion: I Can Start Today	5 min.
5. Learning Activity: See It in Action	5 min.
6. Learning Activity: Practice Makes Perfect	5 min.
7. Teacher-Led Discussion: Building Skills in This Course	5 min.
8. Review	5 min.
9. Introduce Learning Expedition and Next Session	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 7 PowerPoint slides

Materials Used

- ✓ *Unit 1: Session 7 PowerPoint Slides (See the Resource Section)*
- ✓ *Notebook*
- ✓ *Materials for the Second Law of Motion Demonstration:*
- ✓ *Two Books*
- ✓ *Full Soda Can*
- ✓ *Empty Soda Can*
- ✓ *Unit 1 Activity Sheet, Page 25 (One Cut Out Skill and One Definition Per Pair of Students, Plus One Uncut Copy Per Teacher)*
- ✓ *Unit 1 Activity Sheets, Pages 3, 26-29 (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 relate Newton's Second Law to skills needed for college and a future career.
- 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
- Notebook

How this event might look and sound...**Step 1: Ask students to relate Newton's Second Law to skills needed for college and a future career.**

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

- Newton's Second Law: Law of Acceleration
- $\text{Force} = \text{Mass} \times \text{Acceleration}$
- Today's Topic: Building College and Career Readiness Skills



Welcome back! Ever wondered why some people get ahead while others seem to struggle? Today we will explore why this happens and how you can prepare yourself to get ahead!

Consider what you know, or think you know, about Newton's Second Law, including the formula at the front and write down three or four ideas of how you think it might relate to today's topic: Building college and career readiness skills. Use a clean page in your notebook.

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 are some of the main ideas you think might connect Newton's law to our topic?

Elicit responses.



Thank you for your creative thinking. Keep your list nearby. As you continue your exploration see how many of the points you wrote down show up in our classroom discussion.

It's time to get in motion!

Interest Approach: Accelerating Towards My Future – 5 minutes

Students consider the relationship between Newton's Second Law of Motion and the skills that will help them succeed.

How this event might look and sound...

Snapshot of the Event:

- Step 1:** Introduce Newton's Second Law of Motion.
- Step 2:** Demonstrate the law in action.
- Step 3:** Wrap up the discussion and transition to the next learning event.

Materials Used:

- Materials for the Second Law of Motion Demonstration:
 - Two Books
 - Two Full Soda Cans
 - Empty Soda Can

Step 1: Introduce Newton's Second Law of Motion.



To begin the discussion:

Sir Isaac Newton would be proud of you and your work over the past three sessions. You have harnessed the power of his third law, "For every action, there is an equal and opposite reaction," through a solid decision-making process. You have applied his first law, "An object in motion tends to stay in motion, an object at rest tends to stay at rest," by deciding to get in motion toward your future. Today, we consider the implications of his second law, "An object's force is equal to its mass multiplied by its acceleration."

Step 2: Demonstrate the law in action.

For this demonstration, create a small ramp (less than two inches of incline required) with the two books. Approximately two feet from the bottom of the ramp, set up a full soda can.



Let's take a look at this law in action. I will be rolling an empty and a full soda can from the top of the ramp toward the soda can standing in the path.

Roll the empty can and discuss the effect it will have upon the full soda can on impact. It should be minimal.

Roll the full soda can and discuss the effect its impact will have. It should be significant. Ask the students to interpret the results based on Newton's formula. Elicit responses and listen for, "The weight of the full soda can increased the mass, which in turn increased the force!"



Let's think of this in terms of you and your future! A great way to increase your career force is to increase your career mass. Don't get me wrong, I am not encouraging you to bulk up physically! Instead, by building the right skills, you will expand the force that will propel you toward your future.

Step 3: Wrap up the discussion and transition to the next learning event.

The best way for you to move ahead of the pack and find success in your future is to build the skills that every job requires. These skills are a home base for building successful lives and future careers.

As a middle school student, you may not know what it is that you want to do/accomplish/be in life. That's okay! This course isn't about making that kind of decision. However, you can get started by growing these skills today. All it requires is an understanding of what these skills are and a little practice. Today, we are going to give you the chance to get to know and test drive these college and career readiness skills.

Core Instruction – How do I facilitate instruction on the core topics?**Learning Activity: College and Career Readiness Skills – 15 minutes**

Students will be able to identify and explain the college and career readiness skills.

Snapshot of the Event:

Step 1: Introduce the concept of college and career readiness skills.

Step 2: Introduce the activity and distribute the college and career readiness skill cards.

Step 3: Discuss each skill.

Step 4: Complete the college and career readiness skills discussion and transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slides #3-4
- Notebook
- Unit 1 Activity Sheets, Pages 25-26

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

Step 1: Introduce the concept of college and career readiness skills.



The first question we must ask and find the answer to is, "What does it mean to be a career-ready person?"

Ask students for their definition of a career-ready person. When finished, write the following on a board or show PowerPoint Slide #3. Ask students to capture this in their notebooks:



A career-ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior.

Are you a career-ready person? Why or why not?

Ask for student responses. Lead discussion toward the necessity to grow and develop skills necessary for college and a future career.



Excellent responses! Yes, it is necessary to build and develop skills that everyone needs, regardless of what career one chooses. Today, we will learn about a set of skills necessary for you to become a college and career-ready person!

Write the following on the board or show PowerPoint Slide #4.



Please capture the following in your notebooks:

College and Career Readiness Skills are...

- *A set of standards necessary to be successful in college and a career.*
- *A valid source of workplace expectations for all students to be considered career-ready.*

Let's check out these college and career readiness skills through a good ol' fashioned game of Memory with a twist!

Step 2: Introduce the activity and distribute the college and career readiness skill cards.

For this activity, half of the students will be receiving a card with a skill name on it. The other half will each receive a card with the definition of a corresponding skill. Students will then work their way around the room until they find the right match of skill name and definition. During this process, they will remain quiet and only use gestures or actions to personify the contents of their card to the other students.

The college and career readiness skill cards are included on Unit 1 Activity Sheet, Page 25. You will need to make a photocopy of the page and cut the skills and definitions into individual cards. There are a total of 11 skills

and 11 definitions. Make enough copies so that each pair of students has one skill card and one definition card (skills and definitions may be repeated per class size).



To have a closer experience with these skills, you will be assisting me with their presentation to the class. It seems that my notes were jumbled before class and the college and career readiness skills became separated from their definitions. I need your help putting them back together.

Those of you on the right side of the room (use your arm to show where the division will be) will be receiving a card with a skill on it. Those of you on the left side of the room will be receiving a card with a definition of a skill on it.

When I say, "Memory!" please come quietly to the front of the room and draw a card out of the pile on my desk that corresponds to your side of the room. Move to your side of the room and remain standing.

When you have your card, review it and think about motions or gestures that will help others understand the skill or definition you have. You will not be using your voice during this exercise. You will be using motions to find your match.

After everyone has a card, you may begin to move toward the students on the opposite side of the room looking for your match. Look for someone with similar gestures to yours. When you have found your match, please be seated.

What can I clarify? Memory!

While the students are locating their matches, make sure to note their motions and gestures to include in the discussion of each skill.

Step 3: Discuss each skill.

After the students have completed the first round, ask them to be seated. Distribute Unit 1 Activity Sheet, page 26, to each student.

Explain that they will now be using their excellent matching work to complete the activity sheet. As each matched pair shares their skill name, the students need to capture the correct name on their activity sheet for each definition.

Ask for the student who had the first definition on the list to demonstrate the motions they used to find their match and to announce the skill name they found. Repeat for each of the skills on the list.

If time allows, repeat the complete process with the next set of names and definitions. Students will use Unit 1 Activity Sheet, page 26, later in this session.

Step 4: Complete the college and career readiness skills discussion and transition to the next learning event.



These 11 skills might seem a little overwhelming for you! Some of you might even be thinking, "I will never be able to master all of those skills!" Don't worry, in fact take a deep breath (demonstrate) and let it out slowly. Let go of your stress because right now we are going to discover options of where you can build many of these skills starting today.

Teacher-Led Discussion – I Can Start Today – 5 Minutes

Students are led, in a discussion, to understand that they can build college and career readiness skills starting right now.

Snapshot of the Event:

Step 1: Help students understand why now is the right time to build college and career readiness skills.

Step 2: Discuss the ways that students can start developing their skills.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slides #5-6
- Notebook

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

Step 1: Help students understand why now is the right time to build college and career readiness skills.



Think back to the beginning of our session today. Which of Newton's Laws are we using today?

Elicit responses. Listen for, "Force equals mass times acceleration."



In that equation, what are the two ways to increase force?

Elicit responses. Listen for, "increase mass" or "increase acceleration."



So, that means you can either move faster toward your future or you can increase your college and career readiness skills and move more smartly toward your future! My hope is you choose to move smartly and work on your college and career readiness skills!

Why do you think building these skills in middle school makes sense?

Elicit responses.



You are exactly right! Let's add your ideas to some additional reasons why middle school is the right time to develop your college and career readiness skills.

Write the following on the board or show PowerPoint Slide #5. Ask students to capture it in their notebooks.



Why develop these skills now?

They will...

- Assist you in the process of exploring career paths that interest you.
- Allow you to take advantage of the opportunities around you for growth.

Step 2: Discuss the ways that students can start developing their skills.

While there are a variety of ways that you can build college and career readiness skills, there are two ways that will serve you well in this process. Raise your hand and keep it up if you have taken piano lessons or learned another instrument.

Keep your hands up. For those of you remaining, raise your hand if you have played on a sports team like soccer or basketball. Great, that covers most of you! The same approach you used to to be successful in these areas will be used to help you succeed in your college and career readiness skill development.

Write the following on the board or show PowerPoint Slide #5.

How can I develop these skills?

1. *Expand My Knowledge*
 - *Study them through books, online, or in workshops.*
 - *Find people that are good role models to watch.*
2. *Expand My ability*
 - *Find opportunities to practice each skill.*
 - *Ask adults to assist in monitoring your skill development.*
3. *Desire!*



As you can see, the final and most important component in building these skills is having the desire to pursue them. Think about the greatest athletes and musicians in the world; why did they become great? They became great because they wanted to be great. Their desire pushed them to expand their knowledge and skill to the point that they succeeded. You can do the same!

Learning Activity: See It in Action – 5 minutes

Students experience the demonstration of the relevant skills to increase their ability to recognize those skills outside the classroom.

Snapshot of the Event:

Step 1: Introduce the “See It in Action” activity.

Step 2: Conduct the “See It in Action” activity.

Step 3: Process, or discuss, the “See It in Action” activity and transition to the next learning event.

Materials Used:

- None

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

Step 1: Introduce the “See It in Action” activity.



The first step in building your skills is to expand your understanding and knowledge. If you were to do an Internet search of any of these skills you would find thousands of pages of ideas on how to improve yourself in these areas. But for today, we are going to focus on a source of learning much closer to home.

Step 2: Conduct the “See It in Action” activity.



Think about someone you know who has a job and is good at it. It might be a parent, brother, sister or friend. Picture in your mind and look for what makes them a great employee. Then review your list of college and career readiness skills, find the skill they possess, and write their name beside that skill. If they display more than one skill, put their name beside any that fit.

After two to three minutes (or when it appears that each student has at least one example), ask students to form pairs and share their excellent examples with a partner. Then ask the individuals to share the best example from their pair. Try to find examples of different skills.

Step 3: Process, or discuss, the “See It in Action” activity and transition to the next learning event.

Explain that there are people in their lives and community that are excellent role models for them to watch and learn from. Challenge students to find a role model for each skill on the list.



While watching and learning from someone who has mastered the skill is a great way to grow, the best way to grow is taking it for a test drive yourself!

Learning Activity: Practice Makes Perfect! – 5 minutes



Students see where they can practice these skills in their personal lives.

Snapshot of the Event:

Step 1: Introduce the “Practice Makes Perfect” activity.

Step 2: Conduct the “Practice Makes Perfect” activity.

Step 3: Process or discuss the activity and transition to the next learning event.

Materials Used:

- Unit 1 Activity Sheet, Page 26
- Chalkboard/Whiteboard

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

Step 1: Introduce the “Practice Makes Perfect” 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.



A few minutes ago, we discussed the importance of practicing for individuals like athletes and musicians.

Who can tell me where a basketball player practices?

Elicit responses. Listen for, “basketball court.”



What about a Soccer Player?

Elicit responses. Listen for, “soccer field.”



A Pianist?

Elicit responses. Listen for, “at the piano.”



I know you are thinking those were rather easy questions. Answering the question of where you can practice these college and career readiness skills can be just as easy.

Step 2: Conduct the “Practice Makes Perfect” activity.

For this activity, each student will be assigned one or more of the college and career readiness skills. The students’ task will be to identify places in the school or community where they would have the opportunity to practice that skill.



Each of you are going to help with the process of identifying practice areas for the 11 college and career readiness skills. I will assign each of you one or more skills. Your task will be to think about ways or places that someone in middle school could practice that skill. Think about organizations like Student Council or 4-H. Sporting teams would be another option to consider. The key question to answer is, “Where can I put this skill to use?”

Capture your ideas in the “Practice Makes Perfect!” column of your activity sheet. You may work with the partner you collaborated with for the last activity.

Assign skills to students. If you have less than 11 students, assign additional skills to students. If you have more than 11 students, form pairs of students for each skill.

Assist students with ideas if they are having a difficult time.

Step 3: Process or discuss the activity and transition to the next learning event.

After three to four minutes (or when it appears that each student has at least one practice opportunity), ask students to share their practice ideas with the class. Ask the students to include all of the practice opportunities on their activity sheet.

Teacher_Led Discussion: Building Skills in This Course! – 5 minutes

Students see where they will practice these skills in the rest of this course.

Snapshot of the Event:

Step 1: Discuss the various forms of assessment, feedback, and coaching students will receive.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #6

How this event might *look and sound...***Step 1: Discuss the various forms of assessment, feedback and coaching students will receive.**

In addition to the practice arenas you have just identified that will enable you to take these skills for a test drive, we will also incorporate them into our activities in this course.

Write the following on the board or show PowerPoint Slide #6.

Building Skills in This Course

Each Milestone Project will include:

- *Self-Assessment and Reflection*
- *Peer Assessment and Feedback*
- *Instructor Assessment, Feedback, and Coaching*

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



Review

Students complete a quick structured review.

Snapshot of the Event:

Step 1: Review college and career readiness skills.

Step 2: Review how college and career readiness skills impact their future based on Newton's Second Law.

Materials Used:

- Unit 1 Activity Sheet, Page 25 (Teacher Copy)
- PowerPoint Slide #7
 - Materials for the Second Law of Motion Demonstration:
 - Two Books
 - Two Full Soda Cans
 - Empty Soda Can

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

Step 1: Review college and career readiness skills.

Step 2: Score student work on the following scale:



Let's take a moment to look back on what we've learned in class today by playing a game. I will read a definition of one of the skills. The winner will be the first individual who can tell me the name of the skill. The names of the skills will be posted at the front to assist your thinking.

Show PowerPoint Slide #7.

Use the Unit 1 Activity Sheet, page 25, (as an answer key) to randomly read a definition until a student responds with the correct skill name. Continue as time allows.

Step 2: Review how college and career readiness skills impact their future based on Newton's Second Law.

Display the full and empty soda cans from the beginning of the session. Remind students as you roll the soda cans again down the ramp (empty one first) that as their skills increase so will their career path force. While they may not know what they want to do in life, they will always benefit from the strong foundation skills they started to develop today.



Preview Learning Expedition & Next Session – 5 minutes

Students are introduced to the Learning Expedition scheduled in the next session and are briefed on the homework assignment.

Snapshot of the Event:

Step 1: Set context regarding the next session.

Step 2: Hand out Unit 1 Activity Sheets, pages 27-28.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.

Step 4: Hand out the letter to parents/guardians for students to take home and discuss.

Materials Used:

- Unit 1 Activity Sheets, Pages 27-29

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

Step 1: Set context regarding the next session.



Let's put these ideas in motion! During the next two sessions we will explore more about how to start career planning and developing your college and career readiness skills. Getting started with planning for your career and thinking about building positive skills will really allow you to apply what you know about owning your future and making good decisions.

Step 2: Hand out Unit 1 Activity Sheet, pages 27-28.



Just like our last set of Learning Expeditions, this next set has an important document to keep nearby. During the next session, you'll get to call the shots again.

Hand out Unit 1 Activity Sheet, pages 27-28.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.



There are a number of optional Expeditions to go on as you explore this idea. Let's take a look at those options.

Review the "Get Started!" activity. All students are to complete this same activity and bring it with them to the next session.

As Time Permits: Review the required "Show Me!" activity. Students will want to preview these prior to the next session. However, they will complete the activity in the next session.

As Time Permits: Review the optional "Test Run!" activities. Students will again preview these, but they will actually complete the activity in the next session.

As Time Permits: Note the area for students to consider what kind of progress they will make on the Unit 1 Milestone Project during the next session. Encourage them to review the Milestone Project Description: Unit 1. Particularly, reference the steps shown at the bottom of the project description sheet. These make excellent steps for students to work on during the next session.



Before the next session complete the “Get Started!” activity. This activity will help jump-start our brains for learning in the next session.

Step 4: Hand out the letter to parents/guardians (Unit 1 Activity Sheet, page 29) for students to take home and discuss.

Hand out the letter for students to take home after the activity sheets for this session



As we spoke about owning our future a few sessions ago, we discussed both internal and external influences. A valuable influence you have access to is a parent or guardian. They can be a big part of you taking ownership of your future; they can help you make decisions and assist you to discover, focus, and engage on career planning. Parents and guardians can also act as a mirror to help us understand what kinds of skills we have and where we need to grow. I have a letter for you to take home to your parents or guardian. The letter summarizes what we’ve been discussing the last few days and it gives them an idea of how they can help you in this process. Take a moment and read the letter for yourself.

Thanks for a great session! Let’s keep your momentum going during the next session!

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



OPTIONAL: Score Student Discussion Participation – After the Session

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

Snapshot of the Event:

Step 1: Score student work on the following scale.

Materials Used:

- None

How to implement the assessment...

Step 1: Score student work on the following scale.

Thoughtful Discussion Contributions or Questions	5
Effort to Participate Fully in the Learning Activities	5
Total	10