

Sessions 8 and 9 — Self-Directed Learning:

Topic 1-3: How Do I Start?

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

OVERVIEW: During the previous two sessions, students explored a three-stage process for career path planning and a set of college and career readiness skills for 21st century employees and entrepreneurs. The next two sessions provide a forum for students to complete a layer of self-directed learning activities designed to extend and integrate the concepts discussed regarding “How do I Start?” into their personal lives.

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 a relevant aspect of my career planning efforts.
- 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?*



NOTE: It is assumed that the Learning Expeditions outlined in the Unit 1 Activity Sheets, pages 27-28, will take approximately two 50-minute sessions to complete. The plans provided encompass preparation for both Sessions 8 & 9.

Session 8 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher Led-Discussion: Reminders for Success	10 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
Estimated Time to Complete	50 min.



Session 9 Snapshot

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| 4. Continue to Facilitate Learning Expeditions and Provide Feedback | 35 min. |
| 5. Synthesizes a List of Resources | 10 min. |
| 6. End of Class Announcements | 5 min. |

Estimated Time to Complete	50 min.
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Preparing for Sessions 8 & 9

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| 1. Review lesson plan and materials provided for the sessions. | |
| 2. Set up Learning Stations (see Room Set Up below). | |
| 3. Load Unit 1: Sessions 8 & 9 PowerPoint Slides | |
| 4. Estimated Time to Complete | 40 min. |

Materials Used

- ✓ Unit 1: Sessions 8 & 9: PowerPoint Slides
- ✓ Unit 1 Activity Sheets, pages 27-28 and 30-31 (One Per Student)
- ✓ Learning Expedition Map: Unit 1 (Used Previously)
- ✓ Three Resource Posters (See Room Set Up Below)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up for the “Show Me!” Expedition:
 - Ensure you have access to enough computers so that students may work individually or in small groups (two-three students) to complete the “Show Me!” Expedition. Alternatively, reserve a computer lab so students can watch videos at their own pace.
 - Load the following link on computers or display at the front: <http://necareertours.com>.
 - Place Unit 1 Activity Sheets, pages 30-31 (one per student) near the computers for students to pick up.
- ✓ Make three resource posters as follows (leave plenty of room under the titles of each poster for students to add their thoughts):
 - WHO? Who can help me in my career exploration journey in a particular industry?
 - SKILLS? What are examples of college and career readiness skills necessary in the different industries explored?
 - NEXT STEPS? What are a few things I can do to better prepare myself for a career in a specific industry?
- ✓ Hang the three prepared resource posters in the room and provide markers near each poster.



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:** Summarize resources to locate and questions to ponder.
- Step 2:** Guide students in getting started.
- Step 3:** Complete regular class routines while students work on the task.
- Step 4:** Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2
- Unit 1 Activity Sheets, Pages 27-28

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

Step 1: Summarize resources to locate and questions to ponder.

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

Locate the following:

- Unit 1 Activity Sheet, Page 28
- “Get Started!” Expedition completed as homework

Look at the Unit 1 Activity Sheet, page 28, and answer the following:

- Which “Show-Me!” Expedition will I complete today?
- Which “Test Run!” Expedition will I complete today?
- What is one thing I can do to make progress on my Unit 1 Milestone Project outline or first draft today?

Step 2: Guide students in getting started.



Over the next two days, you have some choices to make about how to continue your learning. Our goal is to expand upon what we learned in the last two sessions and begin applying those big ideas to our personal lives. At the end of our time together, you will be able to answer the question, “How do I start?” for someone else who is close to your age.

When I say, “Let’s begin!” you’ll have some time to locate the two items shown at the front. Work quickly to find those items so that you have plenty of time to look over the Unit 1 Activity Sheet, page 28, and answer the three questions shown. In the end, you will have three achievable goals for the day.

Let’s begin!

Step 3: Complete regular class routines while students work on the task.

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

Step 4: Transition to the next learning event.

Teacher-Led Discussion: Reminders for Success – 10 minutes

Prepare students for the self-directed learning activities with instructions.

Snapshot of the Event:

Step 1: Briefly discuss the outcomes from the “Get Started!” homework. Connect the homework with the upcoming Learning Expeditions and the Unit 1 Milestone Project.

Step 2: Review the goals for the day and the Learning Expedition resources available.

Step 3: Help students establish a goal for progress on their Unit 1 Milestone Project.

Step 4: Summarize goals and release students to complete the activities.

Materials Used:

- Unit 1 Activity Sheets, Pages 3 and 27-28
- Chalkboard/Whiteboard OR
- PowerPoint Slide #3

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

Step 1: Briefly discuss the outcomes from the “Get Started!” homework. Connect the homework with the upcoming Learning Expeditions and the Unit 1 Milestone Project.



Let’s share your brilliant thinking since the last time we met. As homework, you thought about experiences you’ve had in the past that relate to career planning in each of the three stages we discussed – Discover! Focus! Engage! What were some of the experiences you came up with?

You may wish to capture the experiences students offer in a table format on the board. This can be a helpful visual to assist students in organizing the discussion. For example, look at the simple table shown on the first page of the Unit 1 Activity Sheets, pages 27-28.



Your group has certainly experienced quite a lot! By the end of tomorrow, we will have a whole list of resources that you can get to so that you can continue your career exploration in each of these three areas.

Let’s shift to the other part of our “Get Started!” Expedition. Who in here found that they do well at some of the college and career readiness skills? What skills do you already do well?

Elicit responses.



Who in here found a skill or two they would like to improve? What were some of those skills you want to improve?

Elicit responses.



As you work on your Unit 1 Milestone Project, think about how you are applying the skills you do well to the project. Also think about how you could use this project as a way to practice one of the skills you identified for improvement. As part of your final showcase on these projects, you’ll be asked what skills you applied as you worked on your Unit 1 Milestone Project.

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

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



By the end of today I will...

- Complete the “Show Me!” Expedition
- Complete the “Test Run!” Expedition
- Make progress on my Unit 1 Milestone Project: Outline and/or first draft.

Let’s begin our day with the end in mind. There are three things to do before the end of this session.

Review the list posted at the front.



While I completed regular class routines, you pondered your options for each of these three tasks. Go ahead and place a star by “Test Run!” Expedition that most interests you. It’s okay if you change your mind later.

Allow students a minute to mark their choices in the Unit 1 Activity Sheet, page 28.



You probably noticed that everyone will complete the “Show Me!” Expedition, so go ahead and place a star by it, too.

Point out the learning stations the students will need. Remind students of any ground rules for use of the materials and/or classroom resources.



What questions do you have about any of the Expeditions?

Answer questions students may have about the activities.



After you complete an Expedition, I will review the product you created.

Step 3: Help students establish a goal for progress on their Unit 1 Milestone Project.

Students received a copy of Milestone Project Description: Unit 1 during the first session. By this session, they should have an outline or first draft prepared. For today, have students use the space available on the Unit 1 Activity Sheet, page 28, to capture their working outline or first draft.



As you work throughout the day, you may find a point when I am busy or one of the stations is full. This is a great time for you to begin your Unit 1 Milestone Project.

Explain that students should be ready to prepare the outline and/or first draft (if they have not done so already).



You have been working diligently on your Unit 1 Milestone Project. This is a big step for someone who is ready to take ownership of the future. During our sessions today and tomorrow, you should work toward forming an outline and/or first draft of your mission statement. There is space provided for you to begin creating your outline or first draft if you prefer to just start writing. By the end of the next session (Session 9), make sure you are on track for having an outline or first draft started.

Step 4: Summarize goals and release students to complete the activities.



Let's summarize what you are to complete by the end of today.

Review the goals posted on the board or PowerPoint Slide #3.



By the end of today I will...

- *Complete the "Show Me!" Expedition*
- *Complete the "Test Run!" Expedition*
- *Make progress on my Unit 1 Milestone Project outline and/or first draft*

Now that you've made some decisions about what you're going to accomplish today, let's get to it!

Release students to work on the self-directed activities.

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



Facilitating Learning Expeditions and Providing Feedback – 40 minutes

Students complete the self-directed Learning Expeditions planned for the two-session period of time while the teacher provides feedback and guidance.

Snapshot of the Event:

Step 1: The following events occur simultaneously:

Teacher reviews the "Get Started!" homework using the criteria provided.

Students complete a "Show Me!" Learning Expedition and related reflection questions.

Step 2: The following events occur simultaneously:

Teacher reviews student responses to the "Show Me!" Learning Expedition and related questions.

Students complete a "Test Run!" Learning Expedition.

Step 3: The following events occur simultaneously:

Teacher reviews student product for the "Test Run!" Learning Expedition.

Students begin working on the Unit 1 Milestone Project.

After reviewing the "Test Run!" products, teacher reviews student progress on the Unit 1 Milestone Project

Materials Used:

- Unit 1 Activity Sheets, Pages 30-31
- Learning Expedition Map: Unit 1

Teaching Tip:

Self-directed learning sessions should reflect a mastery-oriented classroom. In mastery-oriented classrooms, the teacher places emphasis on making incremental progress and exerting consistent effort rather than on having the correct answer. It is not expected that students correctly complete on track work the first time they are evaluated. In fact, it may be helpful to find areas for improvement the first time so that all students see that experience is more about growth and learning than being right.

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

NOTE: Pacing of Sessions 8 & 9 will depend on a number of variables (e.g., resources available, the students, etc.). It is suggested that students complete the “Show Me!” Expedition during session 8 and complete the “Test Run!” Expedition during Session 9.

Step 1: The following events occur simultaneously:

- Teacher reviews the “Get Started!” homework using the criteria provided.
- Students complete a “Show Me!” Learning Expedition and related reflection questions.

Providing Students with Feedback As They Complete the Expeditions:

As students work on the Learning Expeditions, move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track” using the criteria provided on the following pages. If a student is demonstrating that they are “on track,” provide your sign-off in the space provided for that student on the Learning Expedition Map: Unit 1. If the student appears to be “off track,” provide coaching and prompts to get the student back “on track.”

Coaching on the “Get Started!” Homework

Review the “Get Started!” products created as homework using the following criteria:

- The goal of the “Get Started!” activity is for students to activate prior knowledge regarding experiences they’ve had that connect with the three stages of career path planning and with the college and career readiness skills framework.
- There are no right or wrong answers to this Expedition.
- Make positive and encouraging comments about the experiences they identify in the table and the skills they identify (those they do well and those they desire to improve).
- If the students did the task, provide sign-off on the Learning Expedition Map: Unit 1 for each student.
- Briefly discuss your feedback on the homework with the student as you move around the room.

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.
- Students complete one “Test Run!” Learning Expedition.

Coaching the “Show Me!” Expedition

Review student responses on Unit 1 Activity Sheets, pages 30-31, using the following criteria:

Answers the question:	Off Track	On Track
What is one action that happens at each different stage of career exploration?	Response identifies only one or two of the stages of career exploration. Response does not correctly identify at least one action associated with each of the stages.	Responses identify all three stages of career exploration (Discover! Focus! and Engage!). Response also correctly identifies at least one of the actions associated with that stage (preferably paraphrased).
What kinds of skills do they need to develop?	Response does not accurately identify at least three college and career readiness skills. The student discusses skills that aren't relevant to all future careers (e.g., job-specific skills etc.).	Responses accurately identify and describe at least three college and career readiness skills. Students may paraphrase the skill, but it should still be clear that the description is related to one of the skills.
What personal advice from your experiences do you have for them?	Response is vague and or does not represent active reflection (e.g., My advice is to “be good” or to “get a job”).	Students provide a thoughtful response to the question. In doing so they demonstrate a connection with their own experiences in making choices about the future (e.g., My advice is to stay dedicated or to try again and again, etc.).
How does owning your future and making good decisions fit into your career planning?	Response represents a vague or surface response to the question. The connection mentioned is inaccurate. For example, a student suggests that owning your future has to do with making lots of money when they get a job.	Response identifies a thoughtful connection between these two previous topics and career planning. For example, students identify that individuals who want to participate in career planning must first make a decision to own their future in order to take responsibility for their actions.

Evaluating Unit 1 Milestone Project Progress

Review the outline and/or first draft the student is creating using the following criteria.

	Off Track	On Track
The student has created a coherent outline and/or first draft.	<p>Student has made little or no progress in creating an outline or first draft of their mission statement (less than 90% complete). The outline or first draft completed doesn't reflect progress in meeting more than one of the criteria established on the project description page:</p> <p>Criteria outlined...Shares...</p> <ul style="list-style-type: none"> At least one unique thing about themselves. At least one thing that inspires them. At least two key ideas, principles, or rules they will use to make wise decisions. In their own words, that they are ready to own their future. At least one subject or thing they are passionate about. 	<p>Student has made significant progress in creating an outline or first draft of the mission statement (at least 90% complete). The outline or first draft completed is coherent and shows progress in meeting several or all of the criteria established on the project description page:</p> <p>Criteria outlined...Shares...</p> <ul style="list-style-type: none"> At least one unique thing about themselves. At least one thing that inspires them. At least two key ideas, principles, or rules they will use to make wise decisions. In their own words, that they are ready to own their future. At least one subject or thing they are passionate about.

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

Synthesizing a List of Resources – 10 minutes

Students compile their lists of responses captured on Unit 1 Activity Sheets, pages 30-31, into one master list to post in the classroom.

NOTE: The closing comments shown here should be provided at the conclusion of Session 9. At the conclusion of Session 8, remind students that they will have one more session to complete their work.

Snapshot of the Event:

Step 1: Introduce the task.

Step 2: Explain how to compile a list of resources on each of the posters in the room.

Step 3: Bring closure to the activity.

Materials Used:

- Completed Unit 1 Activity Sheets, Pages 30-31
- Three Prepared Resource Posters (see Room Set Up)

How this event might look and sound...

Step 1: Introduce the task.



While watching the videos, you collected some valuable resources that can help us navigate the career exploration process. Since you are all in this journey together, why not share your brilliant ideas with each other? Around the room are three posters. Each poster has a different title: “WHO? Who can help me in my career exploration journey in a particular industry?”; “SKILLS? What are examples of college and career readiness skills necessary in the different industries explored?”; “NEXT STEPS? What are a few things I can do to better prepare myself for a career in a specific industry?”

Reference the three prepared resource posters around the room.

Step 2: Explain how to compile a list of resources on each of the posters in the room.



When you hear, “Let’s share!” get up and move to one of the three posters in the room. Take your completed Unit 1 Activity Sheets, pages 30-31, with you. When you arrive to the poster, read the other resources that are listed there. If your resource is not represented, then add it to the list. Once you’ve listed your idea move to another poster in the room and add a different resource to that particular poster. Let’s be respectful of other classrooms as we are up and moving around by monitoring how loud we are speaking with each other. Once you have logged three of your resources on a poster in the room, make your way back to your seat and quietly wait for everyone to finish. What questions are there?

Elicit responses.

Let’s share!

Allow students time to move around the room and list the resources they learned about in the Nebraska career tour videos. Monitor the activity.

Step 3: Bring closure to the activity.

Hang all three posters together at the front of the room. Review the resources students found. Let students know that as they move forward in this course they will utilize these lists as a group. Thank them for the great research!

End of Class Announcements – 5 minutes

Students are reminded about homework, Unit 1 Milestone Project and look to the next session.

Snapshot of the Event:

Step 1: Remind students that uncompleted Expeditions must be completed as homework.

Step 2: Remind students about the due date for the Unit 1 Milestone Project.

Step 3: Set context for the next session.

Materials Used:

- Unit 1 Activity Sheets, Pages 27-28

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

Step 1 : Remind students that uncompleted Expeditions must be completed as homework.

Remind students that unfinished work from today will be due at the beginning of the next class period.

Step 2: Remind students about the due date for the Unit 1 Milestone Project.

Remind students of the Unit 1 Milestone Project due date. Congratulate them on getting started with the project in class today. Note any initial feedback, appropriate for the whole class, on the project based upon your observations during the day.

Step 3: Set context for the next session.



You're just about there! At the beginning of this unit we spoke about taking ownership of your future. Throughout the unit you've explored a number of Key Concepts that, when applied, can help us take ownership of where we are headed. During our next meetings we will focus our efforts on preparing the Unit 1 Milestone Project for presentation to others. Before you know it, you'll be standing on the other side of a big milestone! Let's keep ourselves in motion!

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



OPTIONAL: Score Learning Expedition Work – After the Session

Use the Learning Expedition Map: Unit 1 to assess student participation today.

Snapshot of the Event:

Step 1: Use the Learning Expedition Map: Unit 1 to record student scores in your grade tracking system.

Materials Used:

- Learning Expedition Map: Unit 1



Step 2: Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign off on the Learning Expedition Map: Unit 1.

How to implement the assessment

Step 1: Use the Learning Expedition Map: Unit 1 to record student scores in your grade tracking system.

The Learning Expedition Map: Unit 1 is provided as a tool to help facilitate ease of tracking student progress. Rather than collecting each student's individual work, use the map as a way to track completion of the projects.

Step 2: Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign off on the Learning Expedition Map: Unit 1.