

# Session 1 — Unit Introduction

## A World of Options!

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

OVERVIEW: During Unit 2, students explore their career options using the Nebraska Career Education Model. This session sets the stage for the career exploration that students will do in this unit. Students will preview the Essential Questions and Unit 2 Milestone Project Included in this unit.

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

- What are my options in the world of careers?
- How are trends, issues, and innovations influencing the world of careers?

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



#### Session 1 Snapshot

- |   |             |
|---|-------------|
| 1. Suggested Bell Work Activity                                 | Time Varies |
| 2. Review Learning from Unit 1 and Preview Unit 2               | 10 min.     |
| 3. Teacher-Led Discussion: Introduce Unit 2 Essential Questions | 10 min.     |
| 4. Learning Activity: One is Not Like the Others                | 20 min.     |
| 5. Teacher-Led Discussion: Preview the Unit 2 Milestone Project | 5 min.      |
| 6. Homework Activity: Introduce the career Options Challenge    | 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 2: Session 1 PowerPoint slides.
3. Load the "Why Career Readiness?" video from <http://youtu.be/S0GU5UNirpk>.

**Estimated Time to Complete** **35 min.**



### Materials Used

- ✓ *Notebook*
- ✓ *"Why Career Readiness?" Video; See <http://youtu.be/S0GU5UNirpk>*
- ✓ *Unit 2 Activity Sheets, Pages 1-6 (One Per Student)*
- ✓ *Unit 2: Session 1 PowerPoint Slides*

### 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:** Assign Unit 2 Activity Sheet, page 1.

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

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

#### Materials Used:

- Unit 2 Activity Sheet, Page 1

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

#### Step 1: Ask students to create a list of significant events from their lifetime.

The activity sheet has a word search displayed on it. Students use the definitions provided to find the words in the word search. This activity is intended to aid students in building vocabulary that will be used throughout the unit.

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

While students complete the word search, you may complete regular tasks such as taking roll, lunch, etc.

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

Ask students to name something they learned from the word search. Let students know that they will have additional time during the next session to complete the word search if they did not find all the words during the time allotted.

## Review Learning from Unit 1 and Preview Unit 2 – 10 mins

Revisit highlights from the first unit of Engage! And preview learning highlights in Unit 2.

### Snapshot of the Event:

- Step 1:** Students create a list of skills and knowledge from Unit 1.
- Step 2:** Elicit responses from students regarding what they learned during Unit 1.
- Step 3:** Summarize the learning from Unit 1 by stating the key point.
- Step 4:** Summarize the learning for Unit 2 by sharing the key points.

### Materials Used:

- Notebook
- Chalkboard/Whiteboard
- PowerPoint Slide #2

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

#### Step 1: Hold a discussion about different kinds of choices we make daily.



During the first unit, we identified that now is the right time for you to start exploring your career interests. We also discussed the idea that you are responsible for choosing your own career path. What are some things you can do now that you couldn't do before Unit 1? Open your notebook to a blank sheet of paper and create a list of everything you learned in Unit 1.

Allow time for students to complete the task.

#### Step 2: Wrap up the discussion and transition into the next learning event.

Ask students to share items from their list. Capture items shared from the students on the board.

#### Step 3: Summarize the learning from Unit 1 by stating the key point



Time to make decisions and take responsibility for your future.

#### Step 4: Summarize the learning for Unit 2 by sharing the key points

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



After this unit, you will be ready to...

- Tell someone else about your options for a future career.
- Show someone a group of careers that interest you.
- Discuss how careers will be different in 10 years.

## Teacher-Led Discussion: Introduce Unit 2 Essential Questions - 10 minutes

Students are introduced to the two Essential Questions posed during Unit 2.

### Snapshot of the Event:

- Step 1:** Show the “Why Career Readiness?” video.
- Step 2:** Provide an overview of the Unit 2 Essential Questions.
- Step 3:** Students share what their current knowledge about one of the two Essential Questions.
- Step 4:** Transition to next learning event.

### Materials Used:

- “Why Career Readiness?” Video
- Chalkboard/Whiteboard OR
- PowerPoint Slide #4
- Notebook

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

#### Step 1: Show the “Why Career Readiness?” video.

Instruct students to listen for clues as to what it means to be career-ready. Remind them that they can use their notebooks to jot down phrases they hear and words that stand out to them as they watch the video.

Play the “Why Career Readiness?” video: <http://youtu.be/S0GU5UNirpk>

Ask for students to share their thoughts. Continue the discussion with:



*What does it mean to be “career-ready”? Which phrases stood out to you as you watched this video?*

Elicit responses.



*It is important to keep these thoughts in the forefront of your minds as you explore your career options. The first step in being career ready is understanding the world of options that awaits in your future. That is what Unit 2 is all about!*

**Teaching Tip:** At the beginning of a unit it is important to answer the question, “What’s in it for me?” There are a number of things competing for students’ attention. You have to earn their attention! As you begin each unit, provide students with a clear preview of the Essential Questions and a reason to stick with you for the rest of the unit.

#### Step 2: Provide an overview of the Unit 2 Essential Questions.

Set context before revealing the questions.



*During this unit, we will want to keep our detective hats nearby. We are going to become detectives. What does a detective do?*

Elicit responses.



*Detectives help us to answer questions by looking for clues and piecing together the whole story. We’re going to do the same thing! Let’s take a look at the two key Essential Questions you will investigate during the unit.*

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



#### Unit 2: Essential Questions

- *What are my options in the world of careers?*
- *How are trends, issues, and innovations influencing the world of careers?*

Have Students record each question in their notebooks.

#### Step 3: Students share their current knowledge about one of the two Essential Questions.

Instruct students to choose one of the two Essential Questions posed and answer the questions using their current knowledge. Have students turn to a person sitting near them and share their response. Remind students that it is completely okay to not know the answer right now. The idea is to share what they do know. The rest of the unit will build upon their current knowledge.

#### Step 4: Transition to the next learning event.

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



### Learning Activity: One is Not Like the Others – 20 minutes

Students begin to understand that options in the world of work can be categorized in many ways.

#### Snapshot of the Event:

- Step 1:** Students determine which one is not like the other.
- Step 2:** Give directions for categorizing careers.
- Step 3:** Discuss the Nebraska Career Education Model.
- Step 4:** Transition to the next learning event.

#### Materials Used:

- PowerPoint Slides #4-7
- Unit 2 Activity Sheet, Page 2

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

#### Step 1: Students determine which one is not like the other.

Students will be shown four items on PowerPoint Slides #4-7 with the goal of determining which item does not belong with the others. There may be many correct answers for each slide. Challenge students to look for all the possible answers for each slide.



*You will be shown a group of items. Your job is to determine which item does not fit with the other items. Let's try this first group.*

Show PowerPoint Slide #4.



*Which of these items does not belong?*

*Are there other possibilities?*

Students will likely say the pumpkins do not belong because they are not a fruit. Another possible answer is the apples. The apples grow on a tree while the others grow on vines.

Repeat the activity using PowerPoint Slides #5-6.

For PowerPoint Slide #5, students may first think of the horse. However, another answer is the airplane because it is not on the ground. The train doesn't belong because it has an exact course and can never go off of its track.

For PowerPoint Slide #6, all are mammals except the chicken. However, all are domesticated except for the cheetah.

Remind students that there are many ways to categorize each of these groups, just as there are many ways to categorize careers.

**Step 2: Give Directions for categorizing careers.**

Pass out Unit 2 Activity Sheet, page 2. Instruct students to determine which of the careers in each list is unlike the others.



*Each group of four careers has one career that is unlike the others. Determine which career does not fit in the same category and draw a line through it. Leave the "FIELD" section blank until our class discussion.*

**Step 3: Discuss the Nebraska Career Education Model.**

Ask students which careers they found that did not fit within each group. Ask students what themes they saw and which box they would categorize the career they marked out.



- Which careers did you mark out? Let's begin with the top row.
- Which box(es) would you suggest for the career(s) you marked out?
- What themes did you see for each box?
- What titles or names you would suggest for each of these groups of careers?

Show PowerPoint Slide #7 and ask students to label the correct career fields in the "FIELD" section on Unit 2 Activity Sheet, page 2.

The correct answers are as follows:

Top row, left to right:

- Business, Marketing and Management
- Agriculture, Food and Natural Resources
- Communication and Information Systems

Bottom row, left to right:

- Human Services and Education
- Health Sciences
- Skilled and Technical Sciences

**Step 4: Transition to the next learning event.**

There are many ways to categorize careers. The six career fields we have just labeled are only the tip of the iceberg in our career exploration process. Within each of these categories there are numerous career options and even more ways to group these careers. You will explore these options in depth as you create your Unit 2 Milestone Project. Let's find out more about it!

## Teacher-Led Discussion: Introduce Unit 2 Milestone Project – 5 minutes

Students are introduced to the Unit 2 Milestone Project.

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### Snapshot of the Event:

- Step 1:** Set the context for the Unit 2 Milestone Project.
- Step 2:** Pass out the Unit 2 Activity Sheets, pages 3-5.
- Step 3:** Explain expectations for the Unit 2 Milestone Project.
- Step 4:** Check for understanding.

### Materials Used:

- Unit 2 Activity Sheets, Pages 3-5

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

#### Step 1: Set context for the Unit 2 Milestone Project.



To really dig into the questions posed at the very beginning of class, we need a case to investigate. A case is really just a problem to be solved. The Unit 2 Milestone Project for this unit will give us a case where we can investigate the two Unit 2 Essential Questions.

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

Hand out the Unit 2 Activity Sheets, pages 3-5.

Give students a few moments to read through the information silently.

Encourage students to think of questions that come to mind as they read.

#### Step 3: Explain expectations for the Unit 2 Milestone Project information.

For the Unit 2 Milestone Project, students are to synthesize a multi-media report outlining information about the nature of careers within one broad cluster of career interest.

During the discussion, remember to address the following:

- Expectations for the final product
- How student work will be evaluated
- Questions students have about the project
- Due dates and timeline
- Work time is provided during the Learning Expedition sessions
- Resources students will have available to complete the project

#### Step 4: Check for understanding.

Ask students questions regarding their understanding of the Unit 2 Milestone Project guidelines, expectations and due dates. Review details as needed.

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



### Homework Activity: Introduce the Careers Options Challenge – 5 minutes

Students are introduced to the “Career Options Challenge” activity – a small project designed to help students learn more about the options available in the world of careers.

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**Snapshot of the Event:**

- Step 1:** Set context for the “Career Options Challenge” activity.  
**Step 2:** Pass out Unit 2 Activity Sheet, page 6.  
**Step 3:** Discuss expectations for the “Career Options Challenge” activity.  
**Step 4:** Check for understanding.  
**Step 5:** Wrap-up the session.

**Materials Used:**

- Unit 2 Activity Sheet, Page 6

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

**Step 1: Set context for the “Career Options Challenge” activity.**

Direct the students’ thinking before handing out the activity instructions.



Let’s get started with investigating our first Essential Question, “What are my options in the world of careers?” When a detective begins an investigation, they start out by collecting as much information as possible. That’s exactly what you are going to do during the “Career Options Challenge” activity.

Your goal with this activity is to take a look around you and figure out what work or career options you notice first. Let’s take a look at the Unit 2 Activity Sheet, page 6, it explains what you will be doing in more detail.

**Step 2: Pass out Unit 2 Activity Sheet, page 6.**

Encourage students to read the instructions when they receive the activity.

**Step 3: Discuss expectations for the “Career Options Challenge” activity.**

Students are to locate a minimum of 10 images or artifacts that represent career options. For instance, they may cut a picture from a magazine, take a digital photo of a parent at work or cut out a help wanted ad from the newspaper, etc.

Discuss your expectations for completing the activity. Keep in mind that time is scheduled during the next session for students to use their initial findings to begin to organize different types of careers

**Step 4: Check for understanding.**

Ask students questions regarding their understanding of the project guidelines and due dates. Review details as needed.

**Step 5: Wrap up the session.**

Make announcements and thank students for their effort during the session.



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

### Optional: Scoring Participation Using Unit 2 Activity Sheet, Page 2 – After the Session

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

**Snapshot of the Assessment:**

**Step 1:** Collect Unit 2 Activity Sheet, page 2, responses.

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

**Materials Used:**

- Completed Unit 2 Activity Sheet, Page 2

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

**Step 1:** Collect Unit 2 Activity Sheet, page 2, responses.

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

Neatness	10
Completion	10
Total	20