

Session 8 — Guided Instruction:

Topic 2-3: Sorting Out My Career Options

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

OVERVIEW: During the previous session, students explored using Career Pathways as another tool for exploring options in each Career Cluster. This session focuses on two important concepts regarding how to begin sorting among the numerous career options that may interest students. Following this session, students complete a series of self-directed activities designed to help them apply the concepts from this session and begin to sort their career interests based upon a few important factors.

Unit Concepts & Essential Questions Addressed in This Session

What are my options in the world of careers?

- My options within these 16 clusters are not dictated by my gender, ethnicity, religion, parent's jobs, the town I live in, or my family's history. Also, choosing to explore careers in one cluster does not exclude me from exploring careers in another cluster if I change my mind.
- There are several ways to sort among the different careers within each of the 16 clusters (i.e., educational requirements, interests, type of work environment, focus of the work, kinds of tools used, etc.).

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



Session 8 Snapshot

- | | |
|---|-------------|
| 1. Suggested Bell Work Activity | Time Varies |
| 2. Interest Approach: Sorting It Out | 5 min. |
| 3. Teacher-Led Discussion: Dimensions of Work | 15 min. |
| 4. Learning Activity: Guided Practice with Dimensions of Work | 10 min. |
| 5. Teacher-Led Discussion: Other Factors to Consider | 15 min. |
| 6. Preview Learning Expedition & 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 the PowerPoint slides for today's session.

Estimated Time to Complete **20 min.**

Materials Used

- ✓ Notebook
- ✓ Unit 2 Activity Sheet, Page 19 (One Per Group of 3-4 Students)
- ✓ Unit 2: Session 8 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 20-21 (One Per Student)
- ✓ Optional: Artifacts (See “Dimensions of Work” Step 2)

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:** Discuss current career interests with a partner.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Transition to the next learning event.

Materials Used:

- None

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

Step 1: Discuss current career interests with a partner.

Students work with a partner to make a list of careers that currently interest them. This task should be a recall of the career interests they identified in the previous session.



When I have a big decision to make, I begin the process by learning about my options. Then, I try to find some things I can compare and contrast among each of my options.

Insert a personal example of a decision you've made that involved comparing and contrasting options. Highlight the features you used to compare the options, (e.g., decision = picking a flavor of ice cream; factors to compare = flavors available; likes and dislikes; health preferences, etc.).



During the previous session, you identified careers in one or two Career Pathways. Those are just a few of the options to choose from as you begin thinking about your career. During this session, we will explore how you can sort among those options. As you prepare for today, create a list of the careers that currently interest you. You may want to use your notes from the previous session to identify those career options.

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

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

Step 3: Transition to the next learning event.**Interest Approach: Sorting it Out – 5 mins**

Students complete a sorting activity as a method to generate interest and discussion around the content to be taught during this session.

Snapshot of the Event:

Step 1: Pass out Unit 2 Activity Sheet, page 19.

Step 2: Provide instructions for completing Unit 2 Activity Sheet, page 19.

Step 3: Students complete the sorting activity in small groups.

Step 4: Debrief the experience.

Step 5: Preview the session.

Materials Used:

- Unit 2 Activity Sheet, Page 19

How this event might *look* and *sound*...**Step 1: Pass out Unit 2 Activity Sheet, page 19.**

- Place students in groups 3-4.
- Pass out Unit 2 Activity Sheet, page 19, to each group of students.

Step 2: Provide instructions for completing Unit 2 Activity Sheet, page 19.

Look at the shirt you are wearing today. Now, look around your small group. How is your shirt similar to someone else's shirt in your group?

Elicit responses.



Excellent! There are a number of ways we can sort the things around us. We sort things by identifying how they are similar and how they are different. For example, you may have identified that other shirts in the group were also made of the same fabric. Maybe some shirts have collars while others do not. Perhaps your shirt is blue and others are wearing a shirt that is another shade of blue. These are all ways we could sort and group the similarities and differences in the shirts we are wearing.

On Unit 2 Activity Sheet, page 19, you'll find a series of objects to sort and place into groups. For example, you may sort the objects into things that are round and things that are not round. Or you may sort them into things that you find inside a house and things that you find outside a house. Be creative! See how many different ways you can sort the objects.

Step 3: Students complete the sorting activity in small groups.

- Be available to answer questions and provide hints to students.
- Provide students with an indication when they have two minutes remaining and again with one minute remaining.

Step 4: Debrief the experience.

Create a list of the different categories students identified as they sorted the images.



This is a big list. Just think, if we can sort the items on this one sheet of paper into this many categories, how many different ways could we sort the different career options we have in a Career Pathway or a Career Cluster?

We could create a lot of different ways to sort our career options. What one thing is an important characteristic to consider when selecting an option that is good for you?

Elicit responses. Listen for: “Where you work – inside or outside? What do you do?” etc.

Step 5: Preview the session.

Today, we will take a look at a strategy you can use to consider the different career options that interest you. Use this tool to sort among your options.

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



Teacher-Led Discussion: Dimensions of Work — 15 minutes

Students are introduced to the dimensions of work concept as a way to sort career options.

Snapshot of the Event:

- Step 1:** Use a kinesthetic activity to introduce the dimensions of work.
- Step 2:** Show PowerPoint Slides #2-5 to describe the four dimensions of work.
- Step 3:** Show PowerPoint Slide #6 to demonstrate how to use the dimensions to identify interests.
- Step 4:** Show PowerPoint Slide #7 to demonstrate how to use the dimensions to evaluate career options.
- Step 5:** Transition to the next learning event.

Materials Used:

- PowerPoint Slides #2-7

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

Step 1: Use a kinesthetic activity to introduce the dimensions of work.



Let's look at one way you can start to sort the different career options studied. We can use our bodies to help us remember the different parts of the concept.

Stand up. Touch one hand to your head. Say, "Data."

Touch one hand to your toes. Say, "Ideas."

Stretch your right arm out to the side. Clench your fist and say, "People."

Stretch your left arm out to the side. Clench your fist and say, "Things."

Let's try that again, only faster.

Repeat the motions, saying the phrases each time. Encourage students to repeat the motions and phrases with a neighbor.

Step 2: Show PowerPoint Slides #2-5 to describe the four dimensions of work.

Summarize the following points as you share each slide:

Slide 2- Some careers work with data

- Working with information and facts in the form of words and/or numbers
- Careers that work with data include:
 - Bankers
 - Computer Programmers
 - Advertising Agents
 - Realtors

Slide 3- Some careers work with ideas.

- Applying a concept to solve a problem
- Usually involves imagination and creativity
- Careers that work with ideas include:
 - Psychologists
 - Artists
 - Teachers

Slide 4- Some careers work with things.

- Using tools, materials, plants, and animals to do your work
- Careers that work with things include:
 - Farmers
 - Builders
 - Car Technicians
 - Electricians

Slide 5- Some careers work with people.

- Working to serve, sell, care for, or help others
- Careers that work with people include:
 - Extension Agents
 - Nurses
 - Elected Officials
 - Sales Associates

Repeat the motions and phrases with students again to summarize the learning.

*Optional: Provide real artifacts for students to preview. Ex: hardhat, real estate book, tools, etc.



Let's bring this all together. Stand up and review the different dimensions; repeat the motions and phrases you learned earlier.

Step 3: Show PowerPoint Slide #6 to demonstrate how to use the dimensions to identify interests.

Summarize the following main points.



The diagram at the front can be a useful tool to help you begin to sort out the options you have in a Career Pathway.

Here's how to use it. First, think about your interests and talents. Do you like to work with data? With ideas? With people? With things? More than likely you like part of all four. For now, let's try to figure out what it is that you feel most passionate about. If you think you like working with data more than with ideas, place a small dot above the midpoint on the line between "Data" and "Ideas." If you love ideas and don't like working with data, then place a small dot closer to the "Ideas" line.

Next, think about things and people. If you like working with things more than people, then place a small dot closer to the end of the "Things" line.

Now, place an "X" in the quadrant that most fits your interests. For example, if you placed a dot closer to things and closer to ideas then you would place an "X" in the bottom right quadrant.

Step 4: Show PowerPoint Slide #7 to demonstrate how to use the dimensions to evaluate career options.

Summarize the following main points:



Once you know more about your interests, then you can use the diagram to evaluate how closely a career option may fit your interests. The next time you read about one of the careers in your pathway, try to plot where it fits on this diagram.

Let's pretend you are considering a career as a Financial Advisor. Do those individuals work more with data or ideas? The correct answer is both. But, for this session we will agree that financial advisors work more with data than ideas. What about people versus things? The correct answer is again, both. However, for our purposes we will also agree that financial advisors work more with people than things.

In this case, a financial advisor falls in the top left corner. This career may not be the best fit for a person who really likes working with ideas and things. This is not always true, but the tool can give you an idea and help you to evaluate whether or not the career options fits your interests well.

Step 5: Transitions to the next learning event.

Learning Activity: Guided Practice with Dimensions of Work – 10 minutes

Students practice using the dimensions of work concept to evaluate their interests and sample career options.

Snapshot of the Event:

- Step 1:** Introduce the guided practice task using PowerPoint Slide #8.
- Step 2:** Allow students time to complete the task.
- Step 3:** Debrief the task and summarize the key point.

Materials Used:

- Notebook
- PowerPoint Slide #8

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

Step 1: Introduce the guided practice task using PowerPoint Slide #8.

Show PowerPoint Slide #8.

Direct students to do the following in their notebooks:

- Identify their interest quadrant
- Map the following careers into a general quadrant:
 - Teacher – People and Ideas
 - Pilot – Data and Things
 - Architect – Things and Ideas
 - Salesperson – People and Data
- Evaluate which of the four options may be the best fit given their interests and what people in that kind of work do on a regular basis

Step 2: Allow students time to complete the task.

- Make yourself available to answer questions and provide hints to students.
- Provide students with an indication that they have two minutes remaining and again with one minute remaining.

Step 3: Debrief the task and summarize the key point.



What questions do you have about using the dimensions of work to identify career interests and evaluate your career options?

Elicit responses.



The four dimensions of work are a powerful tool to help you begin to sort among the different options. Most importantly, it can help you to categorize both your interests and your options to make wise decisions as you continue to explore your options.

Step 4: Transition to the next learning event.

Teacher-Led Discussion: Other Factors to Consider – 15 minutes

Students identify other relevant factors related to sorting among career options.

Snapshot of the Event:

Step 1: Show PowerPoint Slide #9.

Step 2: Have students work with a partner to define the four characteristics for one of the careers discussed in the previous learning event.

Step 3: Bring the class back together to debrief the discussions.

Step 4: Summarize the topic and transition into the next learning event.

Materials Used:

- PowerPoint Slide #9
- Notebook
- Chalkboard/Whiteboard

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

Step 1: Explain the concept of the Milestone Project.



Besides what you work with on a regular basis, there are a few other things to consider about career options. Let's look at those other factors to consider.

Introduce the four factors one at a time. Using the information provided below, briefly summarize why each factor is important. As you finish explaining a factor, have students draw an icon in their notebooks to help them remember the factors that they captured in their notes.



Work Environment

- *Our work environment is an important factor to consider. Some careers are primarily outdoors, while others involve tasks that are completed indoors. Some careers require us to use a computer and sit at a desk most of the day, while others may have us move around a lot. When you think about the work environment consider:*
 - *Do I want to work mostly inside or outside?*
 - *Do I want to work at a desk or be up and moving around during the day?*
 - *Am I okay with the environment around me being noisy or even dangerous?*
 - *Would I prefer to work in a place that is quiet and safe?*

Work Location

- *Where your work is located is another important factor. Some individuals want to stay close to home for their lifestyle. Others are interested in moving and living in new places. Some careers may require us to move many times while others dictate that we stay in the same location. When you think about work location consider:*
 - *Am I okay with moving away from my hometown for work?*
 - *Is it acceptable to have to move for work?*
 - *Am I okay with staying in one place for many years?*

Level of Education

- *The level of education required to hold your preferred career is also important to*

consider. What level of education are you willing to attain in order to pursue your career? Generally there are four levels of education:

- High school diploma + on-the-job training
- Two-year degree or certificate program
- Four-year degree
- Advanced degree

Typical Day at Work

- What will a typical day at work look like for you if you pursue your chosen career path? It's important to consider what a typical day looks like. Will you be speaking to people all day long? Will you be working on a computer most of the day? Will you need to be comfortable speaking on the phone? These are just a few of the many questions that can help define what a typical day at work may look like. It is essential that you look forward to, and enjoy working in a career where you enjoy the typical day at work.

Step 2: Have students work with a partner to define the four characteristics for one of the careers discussed in the previous learning event.

Have the students work in pairs or triads to discuss the four characteristics. Encourage them to select one of the four careers discussed in the previous learning event (i.e., teacher, pilot, salesperson, or engineer). Draw the following chart on the board and encourage students to use it as a guide to complete the task.

	What is the work environment like?	Where is this kind of work located?	What level of education will I need?	What will the typical day at work look like?
Write the career name here (e.g., teacher).				

Step 3: Bring the class back together to debrief the discussions.

Ask students to share insights from the experience.



What did you learn about the career you chose?

Why do you think it is important to consider these factors when evaluating a career option?

Step 4: Summarize the topic and transition into the next learning event.



Congratulations! You've made a lot of progress in a very short period of time! You now have another set of questions to help you sort among the many options available. Let's consider our next session together to see what we will do to continue our learning.

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



Preview Learning Expeditions & Next Session – 5 minutes

Students are introduced to the Learning Expeditions scheduled in the next session and choose their homework assignment.

Snapshot of the Event:

Step 1: Set context for the next session.

Step 2: Hand out Unit 2 Activity Sheets, pages 20-21.

Step 3: Explain the options shown on the Unit 2 Activity Sheets, pages 20-21, and set up the homework for the next session.

Materials Used:

- Unit 2 Activity Sheets, Pages 20-21

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

Step 1: Set context for the next session.



During the next session, you'll continue your investigation into the question: What are my options in the world of careers? You'll take a closer look at the idea of career exploration and begin to explore the Career Pathways that make up the Career Cluster that interests you. You will also continue working on your Unit 2 Milestone Project.

Step 2: Hand out Unit 2 Activity Sheets, pages 20-21.



Use this as a guide to help you complete the Learning Expeditions.

Step 3: Explain the options shown on the Unit 2 Activity Sheets, pages 20-21, and set up the homework for the next session.



There are a number of optional mini-expeditions to take as we continue to investigate our Essential Question. Let's take a look at those options.

Review the "Get Started!" activity. Students are to complete this activity as homework before the next scheduled session.

As Time Permits Review the "Show Me!" activity. Students will want to preview this 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 2 Milestone Project during the next session. Encourage them to review the Milestone Project Description: Unit 2. 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 you start thinking about how to sort among your many career options.

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



OPTIONAL: Score Student Notebooks – After the Session

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

Snapshot of the Event:

Step 1: Collect student notebooks.

Step 2: Score student work on the following scale.

Materials Used:

- Notebooks

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

Step 1: Collect student notebooks.

Step 2: Score student work on the following scale:

Participation	10
Completion (start, finish, and all required items)	10
Effort	10
Total	30