

Session 9 — Self Directed Learning:

Topic 2-3: Sorting Out My Career Options

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

OVERVIEW: The previous two sessions revisited the career path development process and explored career options at the Career Pathway level. The next two sessions allow students to continue to further dig into the Career Pathways concept by completing a series of Learning Expeditions.

Unit Concepts & Essential Questions Addressed in This Session by the End-of-Unit 2 Exam

What are my options in the world of careers?

- There are several ways to sort among the different careers within each of the 16 Career Clusters (i.e., educational requirements, interests, type of work environment, focus of the work, kinds of tools used, etc.).

How are trends, issues and innovations changing the world of careers?

- Regardless of how careers may change, there exists a set of skills and abilities required for success in any career - career readiness skills. It is important that I begin building those skills as a foundation for my future career.

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



Session 9 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	10 min.
3. Facilitating Learning Expeditions and Providing Feedback	30 min.
4. Review Activity: Career Considerations	8 min.
5. End-of-Class Announcements	2 min.

Estimated Time to Complete

50 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Set up Learning Stations (see Room Set Up below).

Estimated Time to Complete

30 min.

Materials Used

- ✓ *Blank Paper*
- ✓ *Pens, Pencils, and Markers*
- ✓ *Unit 2: Session 9 PowerPoint Slides*
- ✓ *Learning Expedition Guide 2-3 (Used Previously)*
- ✓ *Unit 2 Activity Sheet, Page 3 (Used Previously)*
- ✓ *Unit 2 Activity Sheet, Page 22 (One Per Student)*
- ✓ *Learning Expedition Map: Unit 2 (Used Previously)*
- ✓ *Blank Sticky Notes (One to Two Per Student)*
- ✓ *Notebooks*

Room Set Up

- ✓ *Secure an LCD Projector*
- ✓ *Learning Station Set-Up: Set up the room with supply stations with the following: Pens, pencils, markers, blank paper*

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 2 Activity Sheets, Pages 20-21

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 2 Activity Sheets, Pages 3 and 20-22*
- ✓ *“Get Started!” Expedition completed as homework*

Look at the Unit 2 Activity Sheets, pages 20-21, and answer the following:

- ✓ *Which “Test Run!” Expedition will I complete today?*
- ✓ *What must I accomplish on my Unit 2 Milestone Project today?*

Step 2: Guide students in getting started.

Our goal for the next session is to look at some different ways to sort careers and consider basic skills needed for any career. By the end of today, you should have a better idea of the working conditions you prefer and the basic skills you'll need. When I say, "Let's begin!" you'll have some time to locate the three items shown at the front. Work quickly to find those items so that you have plenty of time to look over the Unit 2 Activity Sheets, pages 20-21, and answer the two questions shown. 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 a short pep talk and instructions.

Snapshot of the Event:

- Step 1:** Discuss the outcomes of the "Get Started!" homework.
- 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 2 Milestone Project.
- Step 4:** Summarize goals and release students to complete the activities.

Materials Used:

- Chalkboard/Whiteboard
OR
- PowerPoint Slide #3
- Unit 2 Activity Sheets, Pages 3 and 20-21

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

Step 1: Discuss the outcomes of the "Get Started!" homework.

For homework, you plotted five careers along the dimensions of work graph. Take a quick look where the careers you chose fell along the graph.

How many people chose careers that ended falling in all four areas of the graph? Three areas? Two areas? One area?

Take a moment to share your chart with two people sitting around you. What was similar or different about your charts?

Thank you for sharing. It's interesting to see the similarities and differences in your graphs. We'll use this information to help complete both the "Show Me!" and "Test Run!" Expeditions today.

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

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

By the end of today I will...

- Complete a “Show Me!” Expedition
- Complete a “Test Run!” Expedition
- Make progress on my Unit 2 Milestone Project



Let's begin our day with the end in mind. There are three things to complete by the end of today.

Review the list posted at the front.



You'll each be completing the “Show Me!” Expedition, so place a star by it. You will also be completing one of the “Test Run!” Expeditions. Place a star by the one that interests you the most. Don't worry, you can change your mind later.

Allow students a minute to mark their choices in the Unit 2 Activity Sheets, Pages 20-21.

Point out the learning stations prepared for the students. 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.



As usual, I will review your products after each Expedition.

Step 3: Help students establish a goal for progress on their Unit 2 Milestone Project.

Students received a copy of the Unit 2 Activity Sheet, page 3, during the first session. By the end of the next session, they should have a near-complete outline of their presentation.



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 2 Milestone Project.

Explain that students should be completing the outline and/or first draft by the end of the today (if they have not done so already).

As you work on your Unit 2 Milestone Project today, keep in mind that you should be finished with your outlines by the end of today. You may be missing a couple of the criteria, but just leave a blank in your outline with a note of the information you will need; chances are it will be covered in an upcoming session.

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 shown at the front.



By the end of today, I will...

- Complete a "Show Me!" Expedition
- Complete a "Test Run!" Expedition
- Make progress on my Unit 2 Milestone Project

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– 30 minutes

Students complete the self-directed Learning Expeditions planned for today 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.

Step 2: The following events occur simultaneously.

- Teacher reviews student responses to the "Show Me!" Learning Expedition.
- 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 2 Milestone Project.
- After reviewing the "Test Run!" product, teacher reviews student progress on the Unit 2 Milestone Project.

Materials Used:

- Unit 2 Activity Sheet, Pages 20-22
- Learning Expedition Map: Unit 2

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

Step 1: The following events occur simultaneously.

- Teacher reviews the "Get Started!" homework using the criteria provided.
- Students complete a "Show Me!" Learning Expedition.

Providing Feedback As Students 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 2. If the student appears to be “off track” on the assignment, then provide coaching and prompts to get them 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 review the dimensions of work concept.
- Make positive and encouraging comments about the thought students invest in graphing their chosen careers.
- If they completed the task, provide sign-off on the Learning Expedition Map: Unit 2 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.
- Students complete a “Test Run!” Learning Expedition.

Coaching the “Show Me!” Expedition:

Review the student products for the following:

Answers the Question:	Off Track	On Track
<i>Which character(s) would you say you related to the most or you are most similar to and why?</i>	<i>Response identifies the character(s) the student best relates to but lacks identification of similar preferences between the student and character(s).</i>	<i>Response identifies the character(s) the student best relates to and explanations including identification of similar preferences between the student and the character(s).</i>
<i>Which character(s) do you relate to the least or you are most different from and why?</i>	<i>Response identifies the character(s) the student has the most difficulty relating to, but lacks explanation including the identification of difference in preferences between the student and the character(s).</i>	<i>Response identifies the character(s) the student has the most difficulty relating to and identification of differences in preferences between the student and the character(s).</i>

Step 3: The following events occur simultaneously.

- Teacher reviews student product to the “Test Run!” Learning Expedition.
- Students begin working on the Unit 2 Milestone Project.
- After reviewing the “Test Run!” project, teacher reviews student progress on the Unit 2 Milestone Project.

Evaluating the “Test Run!” Expedition:

Review the student products created for the “Test Run!” Expedition for the following:

	Off Track	On Track
<i>Identification of work environment.</i>	<i>Lacks accurate or complete description of work environment(s) for chosen careers.</i>	<i>Accurately identifies work environment(s) for chosen careers (e.g., include indoors, outdoors, in vehicle, at desk, classroom, noisy, quiet, hot, cold, etc.).</i>
<i>Identification of work location.</i>	<i>Lacks accurate or complete description of possible work locations.</i>	<i>Accurately identifies possible work locations (e.g., urban, suburb, rural, university, high school, office building, cold environments, warm environments, coastal areas, etc.).</i>
<i>Identification level of education/training required.</i>	<i>Lacks accurate description of typical level of education/training required.</i>	<i>Accurately identifies typical level of education/training required (e.g., high school education, industry certification, two-year degree, four-year degree, advanced degree, etc.).</i>
<i>Identification of typical workday hours.</i>	<i>Lacks reasonable identification of workday time frame.</i>	<i>Identification of the typical workday time frame (e.g., eight hours per day M-F, days and times vary by shift, 10-hour days, day shift, night shift, etc.).</i>
<i>Story or snapshots articulate/depict a typical workday.</i>	<i>Product is vague or does not clearly articulate or depict at least three typical tasks or events from a day of work for the career chosen.</i>	<i>Product articulates or depicts at least three typical tasks or events from a day of work for the career chosen.</i>

Evaluating Unit 2 Milestone Project Progress:

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

	Off Track	On Track
<p>The student has created a coherent outline and/or first draft of the presentation.</p>	<p><i>Student has made little or no progress in creating an outline or first draft of their presentation (less than 90% complete). The outline or first draft doesn't reflect progress in meeting more than one of the criteria established on the project description page:</i></p> <p><i>Criteria outlined...describes...</i></p> <ul style="list-style-type: none"> • The Career Cluster in general, including the career field in which it is grouped. • The Career Pathways available in the Career Cluster. • Two-three essential career readiness skills required by individuals in the Career Cluster. • Basic career profile information, including: Education levels required, salary range for careers in the Career Cluster, current in demand jobs, etc. • At least one significant change in the way people do work in this Career Cluster that has occurred in the last five years (e.g., a new technology, more women entering the field, jobs being outsourced overseas, etc.). • At least one significant factor you think will change the kinds of jobs available in the Career Cluster 10 years from now (e.g., a new technology, demand from consumers, etc.). <p><i>Illustrates...</i></p> <ul style="list-style-type: none"> • At least three example careers per Career Pathway in the Career Cluster. • Two examples of problems people in the Career Cluster solve on a regular basis. 	<p><i>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:</i></p> <p><i>Criteria outlined...describes...</i></p> <ul style="list-style-type: none"> • The Career Cluster in general, including the career field in which it is grouped. • The Career Pathways available in the Career Cluster. • Two-three essential career readiness skills required by individuals in the Career Cluster. • Basic career profile information, including: Education levels required, salary range for careers in the Career Cluster, current in-demand jobs, etc. • At least one significant change in the way people do work in this Career Cluster that has occurred in the last five years (e.g., a new technology, more women entering the field, jobs being outsourced overseas, etc.). • At least one significant factor you think will change the kinds of jobs available in the Career Cluster 10 years from now (e.g., a new technology, demand from consumers, etc.). <p><i>Illustrates...</i></p> <ul style="list-style-type: none"> • At least three example careers per Career Pathway in the Career Cluster. • Two examples of problems people in the Career Cluster solve on a regular basis.

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



Career Considerations – 8 minutes

Students reflect on considerations when exploring careers.

Snapshot of the Event:

Step 1: Students reflect on career considerations.

Step 2: Thank students for their participation.

Materials Used:

- Notebook

How this event might look and sound...

Step 1: Students reflect on career considerations.



Over the last three sessions, we've played with some simple, yet critical concepts. Career considerations such as where you work, whom you work with, what you work with and the level of education or training required can all contribute to or detract from your happiness in a career. Being aware of these considerations as you continue to explore careers will help you to sort out your best options.

Take a couple moments to look over your work from the last few sessions. When ready, your task is to write yourself a quick note listing the considerations to remember as you explore careers. You must fit it on one or two sticky notes. Be prepared to share an item or two with those around you.

Allow students five minutes to complete task. Ask students to share with a neighbor and ask for volunteers to read their notes to the class.

Step 2: Thank students for their participation.

Thank students for sharing and for their learning efforts over the course of the unit. Ask students to place the notes somewhere in their notebooks so they will run across them again at some point.

End of Class Announcements – 5 minutes

Students are reminded about homework and will look to the next session.

Snapshot of the Event:

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

Step 2: Set context for the next session.

Materials Used:

- None

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: Set context for the next session.



The next topic is called “Trends, Issues, and Innovations.” We consider how these items affect careers in general and what they mean to you in terms of career exploration.

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



OPTIONAL: Score Learning Expedition Work – After the Session

Use the Learning Expedition Map: Unit 2 to assess student participation today.

Snapshot of the Assessment:

Step 1: Use the Learning Expedition Map: Unit 2 to record student scores in your grade tracking system.

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 2.

Materials Used:

- Learning Expedition Map: Unit 2

How to Implement the Assessment

Step 1: Use the Learning Expedition Map: Unit 2 to record student scores in your grade tracking system.

The Learning Expedition Map: Unit 2 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 2.