

Session 10 – Guided Instruction:

Topic 2-4: Trends, Issues, and Innovations

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

OVERVIEW: During the previous session, students explored the dimensions of work and other factors involved in sorting career options. This session begins an exploration of the second Essential Questions for Unit 2: How are trends, issues and innovations changing the world of careers? During this session, students are introduced to two important trends that are important to success in any Career Cluster.

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

- How are trends, issues and innovations changing the world of careers?
 - o There are trends and issues that are widening my opportunities for work.
 - o Innovations in technology and information are changing the way work is conducted.
 - o There are trends that are influencing how we work with each other.

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



Session 10 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Differences Then and Now!	15 min.
3. Teacher-Led Discussion: Defining “Trend,” “Issues,” and “Innovations”	15 min.
4. Teacher-Led Discussion: Career Trends, Issues, and Innovations	15 min.
5. 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 Unit 2: Session 10 PowerPoint Slides
3. Prepare cards for the “Then and Now!” activity using Unit 2 Activity Sheets, pages 23-24.

Estimated Time to Complete

30 min.

Materials Used

- ✓ Unit 2 Activity Sheets, Pages 23-24 (One Card for Each Group of 3-4 Students)
- ✓ Notebook
- ✓ Unit 2: Session 10 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 25-27 (One Per Student)
- ✓ Unit 2 Activity Sheet, Page 3 (Used Previously)
- ✓ Learning Expedition Map: Unit 2 (Used Previously)
- ✓ Blank Sticky Notes (One to Two Per Student)
- ✓ Notebooks

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: Draw icons to represent things that are different between elementary and high school.

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

Step 3: Debrief the differences that students notice.

Step 4: Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard
- Notebook

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

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

Students work individually to create a list of small pictures, or icons, that represent differences between the following things in middle school versus elementary school:

- ✓ *What is different about the kinds of homework assigned?*
- ✓ *What has changed about the tools and materials you use to do your homework?*
- ✓ *What has changed about how you work with your classmates to complete homework assignments?*



Who remembers elementary school? What did you like most about elementary school?

Elicit responses.



Now that you have moved to middle school, a few things have changed. Let's focus and think about a few specific things that have changed from your time in elementary school to today.

Write the three aspects to compare and contrast on the board.



Find a clean sheet of paper in your notebook. Compare and contrast the kinds of homework. For example, in elementary school your homework assignments were probably shorter than they are now. Next, think about the kinds of tools and materials you must use to complete homework. For instance, in middle school you use a computer to complete a homework assignment whereas in elementary school you mostly used paper and pencil. Finally, think about the way you work with your classmates. What has changed from elementary school to middle school? Do you work more in groups or as individuals now that you are in middle school?

Write down some of the differences in each of these areas on your clean sheet of paper. If you need help thinking of an idea, quietly ask a neighbor to assist.

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

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

Step 3: Debrief the differences that students notice.

Ask students the following questions. Identify what they perceive has changed from elementary school to middle school.



- ✓ *What is different about the kinds of homework assigned?*
- ✓ *What has changed about the tools and materials you use to do your homework?*
- ✓ *What has changed about how you work with your classmates to complete homework assignments?*

The goal of this discussion is to highlight that as we grow older, there will always be differences in how we do work.

Step 4: Transition to the next learning event.



As you grow older, things change! Our discussion named several ways that your homework has changed from elementary school to now. During our session today, you are going to explore some ways that careers have changed. The kinds of work, those you work with and expectations about who does the work are changing all the time. Let's take a closer look.

Interest Approach – *Differences Then and Now!* – 15 minutes



Students complete an activity that elicits thinking about the changes in careers in the last 50 years.

Snapshot of the Event:

- Step 1:** Pass out the “Then and Now!” cards from Unit 2 Activity Sheets, pages 23-24.
- Step 2:** Provide instructions for completing the “Then and Now!” activity.
- Step 3:** Students complete the “Then and Now!” activity in small groups.
- Step 4:** Debrief the experience.
- Step 5:** Preview the second Essential Question.

Materials Used:

- Prepared Unit 2 Activity Sheets, Pages 23-24
- Chalkboard/Whiteboard
- PowerPoint Slide #2
- Notebook

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

Note: Prior to this session, prepare Unit 2 Activity Sheets, pages 23-24, for distribution. Cut the sheet apart so that the stories can be passed out to students in the room.

Step 1: Pass out the “Then and Now!” cards from Unit 2 Activity Sheets, pages 23-24.

Place students in groups of 3-4. Distribute one of the “Then and Now!” cards from Unit 2 Activity Sheets, pages 23-24, to each small group.

Step 2: Provide instructions for completing the “Then and Now!” activity.



Earlier, we compared homework in elementary school to homework in middle school. Let’s do the same thing with careers. Over the next few minutes, we will explore some differences between careers 50 years ago and careers today. Each small group has a card with a short description. Some descriptions tell us about a career 50 years ago, or “Then.” Other descriptions tell us about the same career during present day, or “Now.” Your goal is to find the other small group with the same Career Cluster and Career Pathway. Next, you are to read the description provided on both cards to the other group. Listen closely as the spokesperson from each group reads the card aloud. After reading both cards answer these two questions:

- ✓ *What is the same between careers then and now?*
- ✓ *What is different between careers then and now?*

Step 3: Students complete the “Then and Now!” activity in small groups.

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

Step 4: Debrief the experience.

Create a list on the board of the similarities and differences the students noticed in the descriptions. Make sure that your list of differences includes the following:

- Today, gender or race does not limit roles and opportunities.
- Computer-based technology plays an important role in today’s workplace.
- What motivates people in the workplace is different today than it was then.



There are both similarities and differences in the way people work today as compared to several years ago. During this session, we will look at some important changes in careers.

Step 5: Preview the second Essential Question.



Today, we will begin our exploration into the second Essential Question for this unit: How are trends, issues and innovations changing the world of careers?

Write the second Essential Question on the board or show PowerPoint Slide #2. Ask students to capture the Essential Question in their notebooks, if they haven't already done so.



It is okay if you do not know what those three words in the Essential Question mean right now. Today we will preview all three of those words. We will also preview a few things that are changing careers and the way in which work happens.

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



Teacher-Led Discussion: Defining “Trend,” “Issue,” and “Innovation”– 10 minutes

Students define three key terms: trend, issue and innovation.

Snapshot of the Event:

- Step 1:** Pass out Unit 2 Activity Sheet, page 25.
- Step 2:** Deliver directions for completing Unit 2 Activity Sheet, page 25.
- Step 3:** Summarize and check for understanding.
- Step 4:** Transition to the next learning.

Materials Used:

- Unit 2 Activity Sheet, Page 25
- PowerPoint Slide #3
- Notebook

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

Step 1: Pass out Unit 2 Activity Sheet, page 25.



There were three terms introduced at the beginning of the session. Unit 2 Activity Sheet, page 25, will help us learn more about each of the words.

Step 2: Deliver directions for completing Unit 2 Activity Sheet, page 25.



Work with a partner to complete the questions on Unit 2 Activity Sheet, page 25. Prepare to share your responses with the entire class as we summarize this event.

Step 3: Summarize and check for understanding.

Show PowerPoint Slide #3.

Trend: The movement of something in a certain direction over time



Issue: A subject that may create a problem if people do not think carefully and take action

Innovation: A new idea, way of doing something, or tool

Step 4: Transition to the next learning event.

Now that we know what the terms “trend,” “issue,” and “innovation” mean, let’s apply them to our study of careers. There are trends, issues, and innovations that are changing the way people work. Let’s explore this idea further.

Teacher-Led Discussion: Career Trends, Issues, and Innovations – 15 minutes

Students learn the concept that trends, issues and innovations are constantly shaping careers.

Snapshot of the Event:

Step 1: Set context using a perception puzzle.

Step 2: Discuss issues, trends, and innovations affecting career options.

Step 3: Debrief the discussion.

Step 4: Transition to the next learning event.

Materials Used:

- PowerPoint Slides #4-7
- Notebook

How this event might look and sound...

Step 1: Set context using a perception puzzle.

Show PowerPoint Slide #4.



Are the rows in the picture all parallel?

Reveal the answer and quickly debrief the puzzle to set context for the discussion.



Yes! All of the rows in the picture are actually parallel. That means that they run in the same direction. This image is an optical illusion. Our eyes and brains put the picture together in a way that makes us think that the lines are bent. Take a second look at the image. This time focus on each row of boxes one at a time. Do you see the picture differently now?

As you continue learning about trends, issues and innovations, you might start to look at careers in a different way. Many people make decisions about their future based upon only one perception. This can often limit your options. You have a whole world of options available to you. The

information you are about to learn should help you shape an accurate view of the opportunities each of you have in the world of careers.

Step 2: Discuss issues, trends, and innovations affecting career options.



Earlier we discussed the definitions of “trends,” “issues,” and “innovations.” Now, let’s apply those terms to careers. There are many trends, issues, and innovations that we could discuss. For now, we will study the most important ones as you begin to explore career options. It is important to continue learning about trends, issues and innovations in your chosen field. The Essential Question we are answering is: How are trends, issues, and innovations changing the world of careers? Find that question in your notebook. Capture the information you hear and see under that question.

Summarize the following key points using PowerPoint Slides #5-7. After you summarize each slide, have students work in triads to discuss these two questions:

- ✓ Where have you seen an example of this?
- ✓ What is completely new information?

NOTE: You may want to write the two questions on the board so that students can recall and discuss them after each slide.

PowerPoint Slide #5 – Trends



- Trends in careers are widening our career options.
- Barriers like gender and ethnicity need not be limiting factors in making career choices.
 - In the past, some careers were considered male-only careers. For example, many mathematic- and science-related careers were considered male-only. In addition, some careers were considered female-only. For example, females dominated the nursing field for many years. Today, gender is not a barrier to your career options. Men and women are to be considered based upon their abilities, knowledge, and talents – not their gender.
 - The same is true for ethnicity and race. In the past, some races and ethnic groups were discriminated against during the hiring process. Today, laws and a growing respect for diversity in the workplace continue to make the playing field fair for all individuals.
- Access to information allows everyone to explore a wider variety of career options.
 - In the past, individuals explored career options that were very close to home. Technologies including the internet and media have changed the way we see our options in the world. In a way, we have the world readily available! As information has become more available, we are better able to explore a wide variety of options.

PowerPoint Slide #6 – Issues



- Employers focus on building a diverse workforce.
 - More than ever before, being different is valued! Hiring a diverse group of employees is an important goal for many business owners. Diversity is more than just gender, race, and ethnicity. Diversity includes different ideas, viewpoints, lifestyles, histories, experiences, and education levels. Employers

value individuals with diversity. Diversity leads to better problem solving and solving problems is good for business.

- *Generational differences influence how we work with people older and younger than ourselves.*
 - *The definition of a generation is a group of people born and living about the same time. In today's workplace, you will find a number of generations working together.*

Powerpoint Slide #7- Innovations



- *Innovations in technology and information are changing the way we conduct work.*
- *Innovation is occurring in how we share, store, send, retrieve, and view Information.*
 - *Information is all around us. We see information in the form of writing, numbers, and symbols. We use information to help us understand the world around us. Being able to work effectively with information is valuable. It is also very easy to access. New processes for sharing and retrieving information including the internet are changing the way we work.*
- *Innovation is occurring in the technology we use to make tasks easier, safer, and more productive.*

Technology is more than just computers. Technology also includes the machines and tools that make tasks on the job easier, safer and more productive. For example, robots allow manufacturers to improve the quality of their products and, with the help of humans, they can improve productivity. New technologies are developed each day and will continue to influence the way we in which we conduct work.

Step 3: Debrief the discussion.



What questions do you have about the trends, issues, and innovations affecting careers?

Elicit responses. Field questions as needed. Keep in mind that the goal of this session is to introduce students to the concepts. This Essential Question, similar to others in the course, should be a reoccurring theme seen throughout their career.



Throughout your career, you will continue to encounter new trends, issues, and innovations. It is almost impossible to begin listing all of them. Our goal today is to preview some important ideas to help as you begin considering your career options. Take time to review the notes you took today. Think about:

- *Do the trends discussed change my perception of the career options I have available?*
- *What innovations in information or technology will I use in one of my career interests?*
- *How can I take steps to be ready to handle the issues discussed?*

Encourage students to capture these questions in their notebook.

Step 4: Transition to the next learning event.

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



Preview Learning Expedition & 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 regarding the next session.
- Step 2:** Pass out Unit 2 Activity Sheets, pages 3 and 26-27.
- Step 3:** Set up the homework for the next session.

Materials Used:

- Unit 2 Activity Sheets, Pages 3 and 26-27

How this event might look and sound...

Step 1: Set context regarding the next session.



During the next session, you will continue your investigation into the question: How are trends, issues, and innovations changing the world of careers? You will take a closer look at one issue that will most certainly influence your future: Generations in the workplace. You will also continue working on your Unit 2 Milestone Projects.

Step 2: Pass out Unit 2 Activity Sheets, pages 26-27.



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

Step 3: Set up the homework for the next session.

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 students to review the Milestone Project Description: Unit 2. Particularly, reference the steps shown at the bottom. These make excellent steps for students to work on during the next session.



Assessment – *How do I access 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 Assessment:

Step 1: Collect student notebooks.

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

Materials Used:

- Notebooks

How to Implement the Assessment

Step 1: Collect student notebooks.

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

Completeness	10
(Notes are present for issues, trends, and innovations discussed.)	
Participation	10
(Students completed both of the guided practice activities.)	
Effort	10
(Writing is legible, answers demonstrate an effort on the task.)	
Total	30