

Session 11 — Self Directed Learning:

Topic 2-4: Trends, Issues and Innovations

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

OVERVIEW: Students were introduced to some trends in the workplace including communicating with a more diverse workforce. One aspect of a more diverse workplace is working with multiple generations. This session allows students to further explore different generations and their perspectives.

Unit Concepts & Essential Questions Addressed in This Session

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

- There are trends that are widening my opportunities for work.
- Innovations in technology and information are changing the way work is conducted.
- There are trends that are influencing how we work with each other.

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



Session 11 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
4. For What Will Our Generation Be Known?	3 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.

Estimated Time to Complete **30 min.**

Materials Used

- ✓ Unit 2: Session 11 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 3 and 26-27 (Used Previously)
- ✓ Learning Expedition Map: Unit 2 (Used Previously)
- ✓ Unit 2 Activity Sheets, Pages 28-29 (One Per Student)
- ✓ Milestone Project Description: Unit 2 (Used Previously)
- ✓ Notebook

Room Set Up

- ✓ *Secure an LCD Projector*
- ✓ *Learning Station Set-Up: set up the room with supplies to complete the “Show Me!” Expeditions described in the Learning Expedition Guide 2-4.*

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 26-27

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 26-27*
- ✓ *“Get Started!” Expedition completed as homework*

Look at the Unit 2 Activity Sheets, pages 26-27, and answer the following:

- ✓ *Which “Test Run!” Expedition will I complete today?*
- ✓ *What things I will do to make progress on my Unit 2 Milestone Project today?*

Step 2: Guide students in getting started.

Yesterday, we talked about some of the trends, issues, and innovations in today’s careers. One of the trends was an increasingly diverse workplace. Today, you’ll look at diversity in terms of working with people of many different ages or generations. A generation is a group of people born and living during the same period of time.

When you hear me say, “Start!” 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 Learning Expedition Guide 2-4 and answer the two questions shown. In the end, you will have two achievable goals for the day.

Start!

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- 5 minutes*



Prepare students for the self-directed learning activities with a short pep talk and instructions.

Snapshot of the Event:

Step 1: Review the goals for the day and the Learning Expedition resources available.

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

Step 3: Summarize goals and release students to complete the activities.

Materials Used:

- Chalkboard/Whiteboard
OR
- PowerPoint Slide #3
- Unit 2 Activity Sheets, Pages 3 and 26-29

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

Step 1: 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 the “Show Me!” Expedition
- Complete one of the “Test Run!” Expeditions
- Make progress on my Unit 2 Milestone Project

Today everyone will do the same “Show Me!” Expedition although you may all have different thoughts and opinions about the scenario involved. There are not right or wrong answers to today’s “Show Me!” and “Test Run!” Expeditions. The goal is that you put on your thinking caps and really consider how others come to the table with different points of view. Place a star by the “Test Run!” Expedition you would like to complete. It’s okay if you change your mind later.

Allow students a minute to mark their choice on the Unit 2 Activity Sheets, pages 26-27.

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. Pass out Unit 2 Activity Sheets, pages 28-29.



After you complete an Expedition, I will review the product you created. Together we will determine if you are on track.

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

Students received a copy of the Milestone Project Description: Unit 2 during the first session. By this point, students should have a complete outline of their presentation. If they have not already, they should be making a first draft of the actual presentation. This can be done on the computer or drawn on paper (screen-by-screen). By the beginning of the next session, students should have 1/3 of their first draft complete.



As you complete the day, you may find a point when I am busy. This is a great time for you to begin your Unit 2 Milestone Project .

Share examples of what students might accomplish today.



You should have at least 10 minutes to contribute to your Unit 2 Milestone Project today. Today you should be working on your rough draft of your actual presentation. Remember to work from your outline and check with your Milestone Project Description: Unit 2 sheet to make sure that you're capturing all the required pieces.

Teaching Tip: Seasoned teachers know that assigning projects can sometimes result in disaster as some students simply don't have the skills to manage their time. You've probably identified a student or two who may be significantly behind on the Unit 2 Milestone Project. It is probably due to poor time management skills. As you visit with these students today, have them help you assess their progress. If appropriate, have a conversation about where they are, where they should be, and help them to set very small, concrete goals for the several days. Chances are the extra time you spend with them now will benefit both you and the student.

Have students capture their goal in the space provided on the Unit 2 Activity Sheet, page 27.

Step 3: Summarize goals and release students to complete the activities.



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

Review the list of goals shown at the front.



By the end of today I will:

- Complete the "Show Me!" Expedition
- Complete one of the "Test Run!" Expeditions
- Make progress on my Unit 2 Milestone Project

I'm excited to read and hear your thinking on today's generation topic assignments. I think you'll really enjoy the discussion. Be sure to monitor your time wisely today as you probably can use all the time you can get to be working on your Unit 2 Milestone Projects.



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 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:

- Learning Expedition Map: Unit 2
- Unit 2 Activity Sheets, Pages 26-29

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 activate prior knowledge regarding generational differences.
- There are no right or wrong answers to this Expedition.
- If time permits, have students share what they found interesting about their interviews in small groups.
- Make positive and encouraging comments about the roles and talents they identify as

being part of their future.

- If they did 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:

The student...	Off Track	On Track
<i>Identifies and articulate their stance if they were in the same situation</i>	<i>Product identifies careers without reasonable connection to Career Cluster in three or more of eight identified clusters.</i>	<i>Product identifies careers with reasonable connection to Career Cluster in most examples provided.</i>
<i>Identifies appropriate reasons for their stance</i>	<i>Product identifies limited awareness of the different items, people, or places involved in less than six of the eight chosen Career Clusters.</i>	<i>Product identifies basic awareness of the different items, people, and places involved in the eight Career Clusters selected.</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:

The student...	Off Track	On Track
<i>Classifies each employee into a plausible generation based on information provided</i>	<i>Student classifies each employee. Student does not base his or her classification on the information provided in the story or the generational information provided.</i>	<i>Student uses the information provided in the story and the generational information table to classify each employee into a plausible generation. Student can justify his or her classification based on a characteristic or possible perspective of the identified generation.</i>
<i>Lists plausible reasons (based on the information provided) as to why employee(s) are in favor or not in favor of the new phones</i>	<i>Reasons are listed but are not representative of the generation as classified by the student.</i>	<i>Reasons indicate thought from the perspective of the generation classified by the student. Reasons are related to the perspectives a person from that generation may have.</i>

Evaluating Unit 2 Milestone Project Progress:

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

The student...	Off Track	On Track
<i>Has a clear goal for making progress on the Unit 2 Milestone Project</i>	<i>Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 2 Milestone Project today.</i>	<i>Student has a clear and reasonable goal for making small (but significant) progress on the Unit 2 Milestone Project during the class period.</i>
<i>Demonstrates observable progress on the Unit 2 Milestone Project</i>	<i>Student has not started to make any progress on the Unit 2 Milestone Project. Student may be stalling or procrastinating with off-task behavior.</i>	<i>Student has clearly started on the project and has observable results.</i>

Bring Closure & Look Ahead – How do I conclude the session?**For What Will Our Generation Be Known?– 3 minutes**

Students brainstorm a name and characteristics of their generation.

Snapshot of the Event:

- Step 1:** Prime students' thinking.
Step 2: Explain the activity.
Step 3: Complete the activity.

Materials Used:

- PowerPoint Slide #4
- Notebook

How this event might look and sound...

Step 1: Prime students' thinking.



Who noticed that your ABC's of Generations table didn't list a generation for students in your age group? Why do you think that is?

Allow a moment of silence for students to ponder the request and share answers. Facilitate the conversation to make the point that generations are typically named after the people in the generation have grown up. Generations are named based on the characteristics of the generation's members or on the characteristics of the time period.

Step 2: Explain the activity.

Show PowerPoint Slide #4.



What do you think your generation will be known for?

- What characteristics will be typical for your generation?
- What might people say about the time period in which you grew up?
- If you had to name your generation right now, what would you call it?

Allow students one minute to think and write on their own.

Step 3: Complete the activity.



We'll take two minutes to share answers with the people sitting around you.

Allow students to share for two minutes. Ask students to share the names they created and some characteristics. Thank students for their thinking.

End of Class Announcements – 2 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: Remind students about the due date for the Unit 2 Milestone Project.

Step 3: 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: Remind students about the due date for the Unit 2 Milestone Project.

Remind students of the Unit 2 Milestone Project due date. Congratulate students on their progress today. Note any feedback on the project, appropriate for the whole class, based upon your observations during the day.

Step 3: Set context for the next session.

During our next session, we will discuss the idea of careers over time.

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

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.