

# Session 12 – Unit Introduction:

## Making It My Choice!

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

**OVERVIEW:** During the previous session, students explored issues affecting careers. This session concludes their exploration of the second Essential Question for Unit 2. This session introduces students to two important considerations about careers in the future. In particular, as students explore career options, they should consider that many jobs available today will look very different when they enter the workplace. As such, it is essential that students focus on understanding the nature of careers in different fields rather than focusing on specific job tasks of interest. Additionally, students will consider why it is important to build a core set of skills that are transferable to any career.

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

- How are trends, issues and innovations changing the world of careers?
  - The jobs available today will look different in 10 years because of current trends and innovations.
  - 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 to begin building those skills as a foundation for my future career.

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



#### Session 12 Snapshot

1. Required Bell Work Activity	Time Varies
2. Interest Approach: A Look into the Future	5 min.
3. Teacher-Led Discussion: Careers Now and in the Future	10 min.
4. Teacher-Led Discussion: Career-Readiness Skills	15 min.
5. Preview Learning Expedition & Next Session	15 min.
<b>Estimated Time to Complete</b>	<b>50 min.</b>

#### 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** 15 min.

**Materials Used**

- Notebook
- Unit 2: Session 12 PowerPoint Slides
- Unit 2 Activity Sheets, Pages 30-35 (One Per Student)
- Unit 2 Activity Sheet, Page 3 (Used Previously)

**Room Set Up**

- Secure an LCD projector.

---

## Entry Points – *How do I prime students for learning today?*

### Bell Work Activity – 5 Minutes

Students complete a productive task while the teacher completes regular class routines.

---

**Snapshot of the Event:**

**Step 1:** Show PowerPoint Slide #2.

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

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

**Materials Used:**

- PowerPoint Slide #2
- Notebook

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

**Step 1: Show PowerPoint Slide #2.**

Pick one of the following careers and draw a picture that shows what you think a person with this career does each day:

- Narrowcaster
- Steganographer
- Data Miner
- Turing Tester



*Complete the task shown at the front. Remember, it's a guess—there is no prize for being correct. Feel free to use your imagination!*

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

**While students answer the question posed, you may complete regular tasks such as taking roll, lunch count, etc.**

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

*Let's hear what creative ideas you generated as you thought about these careers.*

Briefly discuss responses.

## Interest Approach: A Look Into the Future – 10 minutes

Students discuss future career areas to set context for the session.

### Snapshot of the Event:

**Step 1:** Ask students to share the pictures they created during the bell work activity.

**Step 2:** Debrief the discussion.

**Step 3:** Summarize the experience and preview the session.

### Materials Used:

- PowerPoint Slides #3-6
- Notebook

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

#### Step 1: Ask students to share the pictures they created during the bell work activity.

To begin the discussion, say:



*Share the pictures you created with a partner or in a triad. Tune in and listen closely as your peers share their ideas. Remember, each guess is valuable!*

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

After students share a few guesses, use PowerPoint Slides #3-6 to share what each career actually is.

Show PowerPoint Slide #3.



*A narrowcaster uses media such as television, radio, cell phones, and the internet to advertise products and services for a company to a very specific or narrow audience. As technology advances, the possibilities for narrowcasting are growing. An example of this is the ads we see on Facebook's sidebar. The ads are tailored to what we look at and/or search on the web, as well as what we designate as our interests, likes, etc. on our Facebook profile or other social media sites.*

Show PowerPoint Slide #4.



*A steganographer reviews messages and media to identify encrypted messages. In the past, cryptographers were in high demand by the government to encrypt messages that contained secret information. As governments begin to place a heightened importance on national security, it is becoming more important to have individuals who can also review information to identify encrypted messages.*

Show PowerPoint Slide #5.



*A data miner sorts through large amounts of data (both numbers and written text) to select important information. These individuals are especially valuable to marketing efforts in companies. As businesses try to better understand the*

### TEACHING TIP:

Use a “go” word when setting up instructions for students. This technique helps students filter and process the information in your instructions and tells them when to take action.

*various individuals who use products and services, data miners are hired to conduct an analysis and report their findings.*

Show PowerPoint Slide #6.



*A Turing Tester evaluates a computer program's ability to act, think, and respond like a human. As artificial intelligence continues to grow, Turing Testers are hired to evaluate how smart the new technologies really are. Think about Siri, the phone system that responds to your voice prompts. Turing Testers would evaluate Siri's ability to respond as if the computer were a real person.*

### Step 3: Summarize the experience and preview the session.

After students share a few guesses, use PowerPoint Slides #3-6 to share what each career actually is.



*What should we take away from this discussion? In our last session, we discussed how innovations in information and technology are changing the way we conduct work. Innovations in how we store and retrieve information, communication with others all around the world and new technologies are also changing the world of career options. The careers discussed here today were not around or were not in high demand 10 years ago.*

*Today, let's think about the future. In [x number of years], you will finish high school and move on to additional career preparation or begin your career. As you begin exploring your career options, it is very important to consider how careers will be different 6-10 years from now. During this session, you will learn about how careers will change in the next 10 years and identify skills needed for success in a world that is constantly changing.*

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

---

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



### Teacher-Led Discussion: Careers Now and In The Future — 15 minutes

Students identify three important priorities for developing a career path and plans of study.

---

#### Snapshot of the Event:

- Step 1:** Pass out Activity Sheet 12-1.
- Step 2:** Explain the directions for completing Activity Sheet 12-1.
- Step 3:** Have students share their summaries in triads.
- Step 4:** Summarize and check for understanding.
- Step 5:** Summarize the discussion with a statistic.
- Step 6:** Transition to the next learning event.

#### Materials Used:

- Unit 2 Activity Sheet, Page 30
- Notebook

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

### Step 1: Pass out Unit 2 Activity Sheet, page 30.



*Careers are always changing. The tasks you are asked to do in each career grow and change over time. In this class, we will study three reasons that career responsibilities change. The sheet you are about to preview has a lot of valuable information on it. You will be responsible for reviewing one of the three reasons and summarizing the reason to share with others.*

Assign students a number between one and three (e.g., have students count off “one, two, three” until each student has a number).

### Step 2: Explain the directions for completing Unit 2 Activity Sheet, page 30.



*If you are a “One,” then you will read the first reason on the page, “Emerging Problems.” You should be prepared to summarize the reason to your classmates.*

*If you are a “Two,” then you will read the second reason on the page, “Globalization.” You also should be prepared to summarize the reason to your classmates.*

*If you are a “Three,” then you will read the third reason on the page, “New Technologies.” You should be prepared to summarize the reason to your classmates.*

*A good summary will sound something like this: “I read about [your assigned reason]. This means [provide a summary of the reason]. The example they gave to illustrate how this works in the real world was [read the example provided]. The question asked was [read the question]. My response is [read your response].”*

### Step 3: Have students share their summaries in triads

After students have time to complete the activity, place them in triads. Each triad should have a person who is a “One”, someone who is a “Two” and a person who is a “Three.” Each person shares their summary with the rest of the group. Students should complete the other two questions provided as they hear each summary.

### Step 4: Summarize and check for understanding

Show PowerPoint Slide #7

Reasons Careers Change:

- Emerging Problems
- Globalization
- New Technologies

Ask students probing questions to check for understanding of the material. Reteach any material they do not understand before moving on in the lesson.

**Step 5: Summarize the discussion with a statistic**

*It is estimated that the top 10 jobs in demand in 2010 did not exist in 2004. Careers will and do change. New problems to solve emerge, people begin working with and learning about cultures all around the world and new technologies change the work that needs to be done. As you consider your career options in this course keep this concept close by. It is important that you understand how careers will change over time.*

**Step 6: Transition to the next learning event**

*After studying how careers change, you may wonder, "How can I prepare for a career if it is always a moving target?" Let's revisit the career-readiness skills we discussed in Unit 1 to see how those skills play a role in your success now and in the future.*

**Teacher-Led Discussion: Career-Readiness Skills – 15 minutes**

Students review the career-readiness skills discussed in Unit 1 and connect them to career success.

**Snapshot of the Event:**

- Step 1:** Set context using a quick discussion about enduring skills.
- Step 2:** Ask students to review career-readiness skills discussed in Unit 1.
- Step 3:** Review the career-readiness skills.
- Step 4:** Pass out Unit 2 Activity Sheet, page 31, and practice completing the "Career-Readiness Evaluation."
- Step 5:** Show PowerPoint Slide #9
- Step 6:** Summarize and transition to the next learning event.

**Materials Used:**

- Notebook
- PowerPoint Slide #8-9
- Unit 2 Activity Sheets, Pages 31-32

**How this event might *look* and *sound*...****Step 1: Set context using a quick discussion about enduring skills.**

*Yesterday we discussed some things that are different between homework in elementary school and middle school. For the next two minutes, let's focus on what is the same. When you complete homework, now, what skills do you use that are the same as those you used to complete homework in elementary school? For instance, you probably still need to find a specific time after school to do the homework. Or, maybe you still review your homework assignments with a parent before you submit them for grading.*

Elicit responses from the students.



*This is a great list! I will make a bet with you. I bet that you will use these same skills as you start to complete homework in high school, too. There are some skills that apply in many situations. In Unit 1, we*

*talked about career-readiness skills. Those skills apply in any career situation. As you begin exploring your career options, you will find that these skills are in high demand. Why? Because these skills help us manage and deal with the changes we will see in our careers.*

*Who can name at least one of the career readiness skills we discussed in Unit 1? Feel free to look back to your notes to find a list.*

### **Step 2: Ask students to review the career-readiness skills discussed in Unit 1.**

The goal of this activity is to re-familiarize students with the skills in a fun and engaging manner.

Have students locate their notes on career-readiness skills in Unit 1. Ask students to pair up with a partner. Each student should pick three skills that interest them. Without speaking, students should try to communicate those three skills to a partner using only mime or charade-like actions. The partner should use the list of skills from Unit 1 to guess the skill being communicated through the actions.

### **Step 3: Review the career-readiness skills**

Show PowerPoint Slide #8 and discuss the career-readiness skills.

Verbally summarize the skills for the students. Remind students that these skills are useful in ALL careers now and in the future.

### **Step 4: Pass out Unit 2 Activity Sheets, pages 31-32, and practice completing the “Career-Readiness Evaluation.”**



*This is very important! Listen closely. Now is the best time to get a head start on developing these skills. They will serve you well, especially in a world of changing careers and job tasks. No matter what career path you choose, these skills are truly relevant both now and in the future.*

### **Step 5: Show PowerPoint Slide #9.**

Have students begin the evaluation process. Encourage students to answer these three questions as they complete the sheet for homework.

- Do I understand what it looks like to practice and live out this skill?
- When have I demonstrated this skill?
- Would a close friend or parent agree with my rating?

Give students time to work on the activity and answer any questions they may have.

**Step 6: Summarize and transition to the next learning event.**

*This is very important! Listen closely. Now is the best time to get a head start on developing these skills. They will serve you well especially in a world of changing careers and job tasks. No matter what career path you choose, these skills are truly relevant both now and in the future!*

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

### Preview Learning Session & Nest 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 the Learning Expedition Guide 2-5.

**Step 3:** Explain the options shown on the sheet and set up the homework for the next session.

**Materials Used:**

- Unit 2 Activity Sheets, Pages 3 and 33-34

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

**Step 1: Set context regarding the next session.**

*During the next two sessions, you will conclude your investigation into the question: How are trends, issues, and innovations changing the world of careers? The Learning Expedition you will complete is geared to help you explore how to manage changes in careers. Additionally, you will have an opportunity to develop a plan of action to build your career readiness skills. We will also continue working on your Unit 2 Milestone Project.*

**Step 2: Pass out the Unit 2 Activity Sheets, Pages 33-34.**

*Use this as a map to help you complete the Learning Expedition.*

**Step 3: Explain the options shown on the sheet and set up the homework for the next session.**

*There are a number of Expeditions to go on as you explore the Essential Question. Let's look at those options.*

Review the "Get Started!" activities. Students will finish the second activity as homework before the next scheduled session.

As Time Permits: Review the required and optional "Show Me!" activities. Students will want to preview these prior to the next session. However, they will complete the activities during the next sessions.

As Time Permits: Review the required "Test Run!" activities. Students will again preview these, but they will actually complete the activities in the next sessions.

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 sessions.



*Before the next sessions, you need to complete the “Get Started!” activities as instructed on this guide.*

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

### OPTIONAL: Score Unit 2 Activity Sheet, Page 30 – After the Session

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

---

#### Snapshot of the Event:

**Step 1:** Collect Unit 2 Activity Sheet, page 30, responses.

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

#### Materials Used:

- Completed Unit 2 Activity Sheets, Page 30

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

**Step 1:** Collect Unit 2 Activity Sheet, page 30, responses.

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

Completeness	10
Effort	10
<b>Total</b>	<b>20</b>