

Session 13 & 14 – Self-Directed Learning:

Topic 2-5: The Workplace Now and In the Future

Navigating the Course - Where are we in the course?

OVERVIEW: During the previous session, students explored how careers are and will be changing over the next 10 years. The importance of career-readiness skills was reinforced as well. The next two sessions further integrate these two concepts (evolution of careers and career-readiness skills in a self-directed fashion.

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?

Note: It is assumed that the Learning Expeditions outlined in the Learning Expedition Guide 2-5 will take approximately two 50-minute sessions to complete. The plans provided encompass preparation for both Sessions 13 & 14.

Session 13 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	10 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
Estimated Time to Complete	50 min.

Session 14 Snapshot

1. Continue to Facilitate Learning Expeditions and Provide Feedback	35 min.
2. Review Activity: Acronym Review	10 min.
3. End-of-Class Announcements	5 min.
Estimated Time to Complete	50 min.

Preparing for Sessions 13 & 14

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

Estimated Time to Complete**40 min.****Materials Used**

- *Unit 2: Sessions 13 & 14 PowerPoint Slides*
- *Unit 2 Activity Sheets, Pages 3 and 33-34 (Used Previously)*
- *Learning Expeditions Map: Unit 2 (Used Previously)*
- *Unit 2 Activity Sheets, Pages 35-36 (One Per Student)*
- *Notebook*

Room Set Up

- *Set up the room with supply stations for the “Show Me!” and “Test Run!” Expeditions as outlined in the Unit 2 Activity Sheets, pages 33-34.*

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 33-34

How this event might look and sound...

NOTE: This event will be conducted at the beginning of Session 13 only. At the beginning of Session 14, students should continue working on their Unit 2 Activity Sheets, pages 33-34.

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 33-34
- “Get Started!” Expeditions completed as homework

Look at the Unit 2 Activity Sheets, pages 33-34, and answer the following:

- Which activist (A or B) will I complete under “Show Me!” Expedition #2?
- What must I accomplish on my Unit 2 Milestone Project in the next two sessions to be on target?

Step 2: Guide students in getting started.

In our last session, we looked at how careers are changing very quickly. We noted that the careers that exist today may look very different from those that will exist 10 years from now. One thing that will not change is the need for career-readiness skills in the workplace.

Our goal over the next two sessions is for you to continue exploring how careers may change over time and for you to develop an action plan to grow your own career-readiness skills so you are ready to face the challenges of a changing workplace.

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 Learning Expedition Guide 2-5 and answer the 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 self-directed learning activities with instructions.

Snapshot of the Event:

Step 1: Briefly discuss the outcomes from the “Get Started!” homework. Connect the homework with the upcoming Learning Expeditions and the Unit 2 Milestone Project.

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:

- Unit 2 Activity Sheets, Pages 3 and 33-35
- Chalkboard/Whiteboard
- PowerPoint Slide #3

How this event might look and sound...**Step 1: Briefly discuss the outcomes from the “Get Started!” homework.****Connect the homework with the upcoming Learning Expeditions and the Unit 2 Milestone Project.**

One of your tasks last night was to interview an adult about how their career has changed over the years. Who will share some of the highlights from their interview?

You may wish to capture the experiences students offer on the board. If needed, follow-up by adding a few examples of how careers have changed or are changing from your own experiences.



During the last session, you completed the “Career-Readiness Evaluation.” Who remembers seeing or hearing about some of these skills in Unit 1?

Good memories. These skills are important enough that we need to spend extra time on them which is why you’re seeing them again. Career-readiness skills like the ones you rated yourself on are the types of skills employers value. While careers may be changing, the need for skills to learn, think on your feet, and adapt to change will always be constant.

Who found a skill or two they would like to improve? What were some of the skills you want to improve?

Elicit responses.



You’ll have a chance today to use what you learned from the evaluation sheet to help you decide on a few skills to focus on and grow over the next couple of months.

As you work on your Unit 2 Milestone Project, think about how you are applying the skills you do well to the project. Also consider how you could use this project as a way to practice one of the skills you identified for improvement. As part of our final showcase on these projects, you’ll be asked what skills you applied as you worked on your Unit 2 Milestone Project.

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 the next two sessions, I will...

- Complete two “Show Me!” Expeditions
- Complete two “Test Run!” Expeditions
- Make progress on my Unit 2 Milestone Project draft.



Let’s begin our day with the end in mind. There are many things to do before the end of this session.

Review the list posted at the front.



While I completed regular class routines, you pondered your options for each of these tasks. Go ahead and place a star by the “Show Me!” Expedition #2 A or B that most interests you. It’s okay if you change your mind later.

Allow students a minute to mark their choices in the Unit 2 Activity Sheet, Page 33.



You probably noticed that everyone will complete both of the “Test Run!” activities, so go ahead and place a star by each of them.

Point out any supplies students may need. 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.



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

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

Students received a copy of Milestone Project Description: Unit 2 during the first session. By this session, they should be nearing completion of their first draft.



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 work on your Unit 2 Milestone Project.

Explain that students should be nearing completion of their first draft (if they have not done so already).



You have been working diligently on your Unit 2 Milestone Projects. This is a big step for someone who is ready to take ownership of the future. During the next two sessions, you should be finishing up your first draft of your Unit 2 Milestone Project. At some point during the next two sessions, pull out the Milestone Project Description: Unit 2 and check off the requirements you have already included and note the ones you still need to include. Be ready to share your progress and what you have left to complete.

Step 4: Summarize goals and release students to complete the activities.



Let's summarize what you are to complete by the end of these sessions.

Review the goals shown at the front.

By the end of the next two sessions, I will...

- Complete two "Show Me!" Expeditions
- Complete two "Test Run!" Expeditions
- Make progress on my Unit 2 Milestone Project draft.



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-Led Discussion: Careers Now and In The Future — 40 minutes

Students complete the self-directed Learning Expeditions planned for the two-session period of time 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 “Show Me!” Learning Expeditions.

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expeditions.
- Students complete the “Test Run!” Learning Expeditions.

Step 3: The following events occur simultaneously:

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

Materials Used:

- *Learning Expedition Map: Unit 2*
Unit 2 Activity Sheets, Pages 33-36

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

NOTE: Pacing of Sessions 13 & 14 will depend on a number of variables (e.g., resources available, the students, etc.). It is suggested that students complete the “Show Me!” Expeditions during Session 13 and the “Test Run!” Expeditions during Session 14.

Step 1: The following events occur simultaneously:

- Teacher reviews the “Get Started!” homework using the criteria provided.
- Students complete the “Show Me!” Learning Expeditions.

Providing Feedback As Students Complete the Expeditions

As students work on the Learning Expeditions over the next two sessions, 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 the student 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!” activities are for students to activate prior knowledge regarding experiences they’ve had that connect with the three stages of career path planning and with the career-readiness skills.

- There are no right or wrong answers to these Expeditions.
- Make positive and encouraging comments about the experiences they identify in the table and the skills they identify (the ones they do well and those they desire to improve).
- 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 Expeditions.
- Students complete the “Test Run!” Learning Expeditions.

Coaching “Show Me!” Expedition #1

Review student products for the following:

The Student	Off Track	On Track
Identifies at least one way the author believes careers will change over the next 10 years.	Summary identifies one way careers may change over time. Change referenced by student is not mentioned by the blogger is not summarized or explained in the student’s own words.	Summary identifies at least one way the blogger believes careers are or will change. The change is summarized or explained in student’s own words. Answers may include summaries/explanations of the following: Mixing of friends and colleagues, all employees being a consultant in their field, the end of hierarchies.
Defines the term, “Hierarchy.”	Summary fails to clearly articulate an accurate definition (using the student’s own words) for the term, “Hierarchy.”	Summary uses student’s own words to define, “Hierarchy.” Definition articulates that a hierarchy involves a system of different people being at different levels of influence, authority or power within the workplace.
Addresses the issue of author bias.	Summary states whether or not the student feels the author displays bias but lacks explanation. Summary fails to present at least one relevant question or argument to the author.	Summary states whether or not the student feels the author displays bias and explains why or why not. Summary includes at least one relevant question or argument the student would pose to the author.
The student identifies the steps taken to create the action plan.	Table or map identifies less than three of the following steps to create an action plan: <ul style="list-style-type: none"> • Area for growth • Others skilled in area • Methods or steps to improve/practice skill • Wrote down skill and plan to improve • Posted plan in visible area 	Table or map identifies at least three of the following steps to create an action plan: <ul style="list-style-type: none"> • Area for growth • Others skilled in area • Methods or steps to improve/practice skill • Wrote down skill and plan to improve • Posted plan in visible area



Step 3: The following events occur simultaneously:

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

Evaluating “Test Run!” Expedition #1

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

The Student	Off Track	On Track
Student identifies possible changes in the identified career over time.	Paragraph or list fails to identify two or more possible changes.	Paragraph or list identifies two or more possible changes. Examples of changes may include new technology, different workplace organization, different workplace or hours, changes in attitudes or beliefs, etc.

Evaluating “Test Run!” Expedition #2

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

The Student	Off Track	On Track
Plan includes steps needed.	Map or table does not: <ul style="list-style-type: none"> • Identify skill(s) for growth • Identify others skilled in area • Identify realistic and tangible methods or steps to improve/practice skill 	Map or table includes all of the following: <ul style="list-style-type: none"> • Identify skill(s) for growth • Identify others skilled in area • Identify realistic and tangible methods or steps to improve/practice skill

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
<p>Has created coherent first draft of electronic presentation.</p>	<p>Student has made little or no progress in creating a first draft of their electronic presentation either on paper or on computer (less than 90% complete). The first draft completed doesn't reflect progress in meeting more than one of the criteria established on the project description page:</p> <p>Criteria outlined...describes...</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>Illustrates...</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>Student has made significant progress in creating an outline or first draft of the electronic presentation (at least 90% complete). The first draft completed is coherent and shows progress in meeting several or all of the criteria established on the project description page:</p> <p>Criteria outlined...describes...</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>Illustrates...</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?



Acronym Review – 10 minutes

Students summarize key points from topic with an acronym review.

Snapshot of the Event:

Step 1: Set context

Step 2: Introduce and give directions for task.

Step 3: Bring closure to the activity

Materials Used:

- Notebook

How this event might look and sound...

NOTE: The closing comments shown here should be provided at the conclusion of Session 14. At the conclusion of Session 13, remind students that they will have one more session to complete their work.

Step 1: Set context.



Our topic the past three sessions has been about the changing workplace. Think about the discussions we've had on changes and career-readiness skills. Feel free to look over your notes or Learning Expeditions to ignite your memory. What are some words that come to mind as you think about our conversations?

Teaching Tip: Acronyms may be an old hat for you, but do not assume your students know how to use them as a memory technique. Learning a few tricks of the trade as a middle school or early high school student can really make a difference for some students. Continue to reinforce the technique throughout the semester. Other similar memory techniques include pneumonics, rhymes, and associating items with pictures or icons.

Step 2: Introduce and give directions for task.



Here's your task: When you hear me say, "Change!" write it down across the top of your paper. For each letter, write a word or phrase describing what we've learned in the past three sessions about the changing workplace and career-readiness skills. For example: C could stand for, "Communication methods have changed."

What questions are there?

Change!

Step 3: Bring closure to the activity.

Ask students to share their acronym with a partner and have a few volunteers share with the class. Thank students for their work.

End-of-Class Announcements – 5 minutes

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

Snapshot of the Assessment:

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 them on their progress in class today. Note any initial feedback that is appropriate for the whole class on the project based upon your observations during the day.

Step 3: Set context for the next session.



This is our last regular session for Unit 2. After this, it's finishing and presenting you Unit 2 Milestone Projects. We've gone from exploring our career options to the trends, issues, and innovations that are affecting the world of careers. That's quite a bit! We can use it all to help us as we complete your Unit 2 Milestone Projects.



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 for assessing student participation today.

Snapshot of the Assessment:

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

The Expedition Map for 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.