

Session 1 — Unit Introduction:

The Journey To Being Career-Ready!

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

OVERVIEW: This session introduces the unit's Key Concepts and Essential Questions. Students will define "career readiness" and preview the topics and the Unit 3 Milestone Project.

Unit Concepts & Essential Questions Addressed in This Session

- What does it mean to be career-ready?
- What is the right career path for me?
- How will my choices today affect my future?

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



Session 1 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Stretching for Personal Growth	5 min.
3. Teacher-Led Discussion: Definition of "Career Readiness"	6 min.
4. Learning Activity: Understanding Career Readiness	12 min.
5. Teacher-Led Discussion: Keys to Being Career-Ready	5 min.
6. Teacher-Led Discussion: Preview of the Essential Questions	10 min.
7. Teacher-Led Discussion: Preview of the Unit 3 Milestone Project	5 min.
8. Review & Next Steps	7 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 3: Session 1 PowerPoint slides.
3. Set up the Learning Station (see Room Set Up below).

Estimated Time to Complete 20 min.

Materials Used

- ✓ Unit 3: Session 1 PowerPoint Slides (See the Resource Section)
- ✓ Unit 3 Activity Sheets, Pages 1-2 (One Per Class)
- ✓ Notebook
- ✓ Unit 3 Activity Sheets, Pages 3-5 (One Per Student)
- ✓ Sticky Notes (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
 - Print and cut apart the sets of words on Unit 3 Activity Sheet, page 1.
 - Print and cut out the three Essential Questions on Unit 3 Activity Sheet, page 2, then tape them under three random chairs in the classroom.
- ✓ Post the following word in the room:
 - CAREER

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:** Introduce the “CAREER Acronym” activity.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard
- Notebook

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

Step1: Introduce the “CAREER Acronym” activity.

We see acronyms around us every day. KFC, UPS, and USA are all shortened versions of important names. Your challenge is to create an acronym using the letters in the word “CAREER,” by identifying a word or short grouping of words related to a career which start with each letter of the word.

For example, for the word SUCCESS we could say (S)tressfree, (U)nder my control, (C)reative, (C)omitted, (E)xciting, (S)trong, (S)ignificant. You have three minutes to work with a partner next to you, or individually, to create your acronym.

How can I clarify?

Begin!

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

While students create their acronyms, you may complete regular tasks such as taking roll, lunch count, etc.

Step 3: Transition to the next learning event.

What acronyms did you develop?

Capture words on the board as students share.



Raise your right hand. As soon as I drop my hand, drop yours to the desk and take the next 30 seconds to brainstorm any words related to a career which we have forgotten.

Drop hand quickly and students begin. After 30 seconds, stop student work.



You have a vast knowledge of what is involved with a career, but do you know how to be ready for a career? Today we will explore this idea as it applies to your life.

TEACHING TIP:

Ask students to raise their hand and do not continue with instructions until all students have one hand raised. This ensures students are listening. This is very effective technique and will prevent you from having to repeat instructions to students.

Interest Approach: Stretching for Personal Growth – 5 minutes

Students engage in personal growth challenge.

Snapshot of the Event:

Step 1: Guide students through the “Stretching for Personal Growth” activity.

Step 2: Transition to the next learning event.

Materials Used:

- None

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

Step 1: Guide students through the “Stretching for Personal Growth” activity.



Stand up. Place your feet flat on the floor, directly square with your shoulders. Raise your right arm and point to the front of the room. When I say “Stretch!” sweep your arm around clockwise until you cannot go any further without moving your feet. Gazing down your finger, identify a point on the wall where you stopped.

What questions do you have?

Stretch!

TEACHING TIP:

This challenge can be modified by having students stand flat-footed and drawing a line as high as they can reach. On the second try, they reach farther. The approach is the same, but materials may take some time!

Allow students to complete the challenge once. Bring them back to center. Repeat the process and have them try a second time. Students will likely reach much farther than on their first try. As students take their seats, transition into the premise of the lesson.



Raise your hand if you reached farther the second time.

As you quietly take your seat, ask yourself, “Why?”

Have students share their thoughts.



What It is easier to do something when you have a goal. In this challenge, your goal was to stretch further than you did the first time. What motivates you to seek personal growth?

Have students share their thoughts and discuss responses.

Step 2: Transition to the next learning event.



Raise your hand if you want to be successful in life and in your future career. Today is your day! You have brainstormed many terms associated with a career. You have challenged yourself and in just a few minutes experienced personal growth and improvement. The journey has just begun!

Today, you will look deeper into this important notion, discovering the definition of “career readiness,” while becoming familiar with the Unit 3 Essential Questions and the Unit 3 Milestone Project.

Teacher-Led Discussion: Definition of Career Readiness — 6 minutes

Students review the idea and definition of “career readiness”

Snapshot of the Event:

Step 1: Show PowerPoint Slide #2

Step 2: Discuss the definition of “career readiness” as a group.

Materials Used:

- Notebook
- PowerPoint Slide #2

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



Definition of “Career Readiness:”

- *A career-ready person capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his or her performance, skill, diligence, ethics and responsible behavior.*

Capture this definition of “career readiness” in your notebook. Then read the definition silently. Underline the word that stands out the most. You have two minutes.

Step 2: Discuss the definition of “career readiness” as a group:

Facilitate a group discussion.



After seeing this definition, which word popped out to you? Why?

What other words are critical?

Why does career readiness matter?

Today we will to breakdown this definition to better understand career readiness.

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



Learning Activity: Understanding Career Readiness — 12 minutes

Students work in groups to break down the definition of career readiness.

Snapshot of the Event:

Step 1: Introduce the “Understanding the Definition” activity.

Step 2: Show PowerPoint Slide #3

Step 3: Discuss the groups’ findings.

Materials Used:

- PowerPoint Slide #3
- Notebook
- Prepared Unit 3 Activity Sheet, Page 1

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

Step 1: Introduce the “Understanding the Definition” activity.

Break the class into groups of four.



Your group will have one set of words to define. You will explain what each word means in the context of career readiness.

Step 2: Show PowerPoint Slide #3.

Use these questions as a guide to help you better define the words:

- *What does this word mean?*
- *What are synonyms for this word?*
- *Why is this word important to the definition of “career readiness”?*

You have five minutes to discuss these questions with your group and take notes if necessary. Be ready to report back to the entire class.

How can I clarify?

Here are your words or phrases.

Pass out the prepared cards from Unit 3 Activity Sheet, page 1.

Step 3: Discuss the groups' findings.

A different person should report on each word assigned to the group. For example, if your group has three words, we will hear from three different individuals.

Give students a few seconds to select one speaker for each word. Then have students share. For groups 2 – 4, emphasize the differences between each of the assigned words. Continually relate the responses back to the urgency of preparing now for future careers. Facilitate a group discussion.



Can you buy into the definition of “career readiness”? How does this fit with your “CAREER” acronym from the bell work activity? We have a solid definition of “career readiness.” Now let’s summarize what we each need to do in order to be career-ready.

Teacher-Led Discussion: Keys to Being Career-Ready — 5 minutes

The three keys to career readiness are introduced for student discussion

Snapshot of the Event:

Step 1: Show PowerPoint Slide #4.

Step 2: Discuss each key.

Materials Used:

- PowerPoint Slide #4
- Notebook

How this event might *look* and *sound*...**Step 1: Show PowerPoint Slide #4****Step 2: Discuss each key.**

Have students capture the following items in their notebook.



Nearly all individuals who are considered career-ready have several things in common. Three of these are identified as “Keys to Being Career-Ready.”

Key #1 – Packing My Bags: What strengths, talents, education and experience do I have to take with me to my future career? You must know yourself and how you can bring value to the workplace and community. Packing your bags is essential for any long trip. A career-ready person carefully inventories skills and interests and is sure to take those along on the journey of life.

Key #2 – Choosing a Destination: Where am I going? What is my future career? You must take time to envision where you each want to go before setting out to get there. Entire trips are planned around a destination. Use your interests, talents and strengths to help choose the right career for you.

Key #3 – Making a Map: What do I need to do in order to be career-ready? Want to achieve greatness no matter what obstacles arise? The time to start preparing is now. After selecting a destination, you must figure out how to get there. Whether it is a college degree, technical skill or work experience, you must know what you need to do to be prepared for a chosen career area.

Teacher-Led Discussion: Preview of the Essential Questions — 5 minutes

Students preview the Essential Questions for Unit 3 and discuss how the topics addressed can help them become career-ready

Snapshot of the Event:

- Step 1:** Introduce the “Under-Chair Scavenger Hunt” activity.
- Step 2:** Show PowerPoint Slide #5
- Step 3:** Discuss each Essential Question while students capture them in their notebook.

Materials Used:

- Prepared Unit 3 Activity Sheet, Page 2
- PowerPoint Slide #5
- Notebook

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

Step 1: Introduce the “Under-Chair Scavenger Hunt” activity.



Reach both hands out in front of you and hold them about six inches above your desk. Do not move until I say, “Go!” Hidden in this room under three different chairs are the Essential Questions for this unit. See if you can be the first to find the questions and run with them to the front of the room.

What questions do you have?

Go!

Have students read the questions aloud to the class after the “Under-Chair Scavenger Hunt” activity is complete.

Step 2: Show PowerPoint Slide #5

1. What does it mean to be career-ready?
2. What is the right career path for me?
3. How will my choices today affect my future?

Step 3: Discuss each Essential Question while students capture them in their notebook.

Have students record the following items in their notebook.



The next sessions are designed to enable you to explore how to be career-ready and plan your career path. Our Unit 3 Essential Questions are:

- *What does it mean to be career-ready?*
- *What is the right career path for me?*
- *How will my choices today affect my future?*

Briefly discuss each question. Query students to find out their initial thoughts on each question.



By the end of this unit you will demonstrate you are on track to be career-ready.

Teacher-Led Discussion: Preview of the Unit 3 Milestone Project — 5 minutes

Students preview the Unit 3 Milestone Project Description and Rubric.

Snapshot of the Event:

- Step 1:** Explain the concept of the Milestone Project.
Step 2: Pass out the Unit 3 Activity Sheets, pages 3-5.
Step 3: Explain expectations for the Unit 3 Milestone Project.
Step 4: Check for understanding.

Materials Used:

- Unit 3 Activity Sheets, Pages 3-5

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

Step 1: Explain the concept of the Milestone Project.



Who can recall what the word “milestone” means?



That’s right! A milestone is an event that usually involves an important accomplishment or achievement. For example, becoming a teenager is a milestone. Winning a medal at a track meet might be a milestone, too.

As we did in the last two units, we will work together toward a milestone project for this unit. Our goal in this unit is to help you become career-ready.

Your Unit 3 Milestone Project is all about developing a Career Readiness Plan. This plan will identify things you want to do in school, such as activities, organizations, and classes that are related to the Career Cluster you identified in the last unit.

The milestone project is designed to encourage reflection, integration, and synthesis of the skills and content in each unit. Students set goals and monitor progress as they develop an artifact during the unit. Teachers provide periodic feedback regarding student progress. At the end of the unit the class holds a showcase where they share their work and the teacher completes a final assessment using a rubric. Also use this rubric to provide targeted feedback to the student as they work on the artifact throughout the unit.

Step 2: Pass out the Unit 3 Milestone Project Information

Hand out the Unit 3 Activity Sheets, pages 3-5. Give students a few moments to read through information silently.

Encourage students to think of questions that come to mind as they read.

Step 3: Explain expectations for the Unit 3 Milestone Project.

For the Unit 3 Milestone Project, students are to create a Career-Readiness Plan.

During the discussion, remember to address the following:

- Expectations for the final product
- How student work will be evaluated
- Questions students have about the project
- Due dates and timeline
- Work time is provided during the Learning Expedition sessions
- Resources students will have available to complete the project

Step 4: Check for understanding.

Ask students questions regarding their understanding of the Unit 3 Milestone Project guidelines, expectations, and due dates. Review details as needed.

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



Review & Next Steps — 7 minutes

Reinforce the important ideas from the session and look ahead to the next topic.

Snapshot of the Event:

Step 1: Review the session's important ideas.

Step 2: Thank you students for their work today and identify the next session's topic.

Materials Used:

- Notebook
- Sticky Notes

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

Step 1: Review the session's important ideas.

Let's make sure we all remember important ideas from today. Take 15 seconds to identify in your mind two new ideas you learned today.

Pause for 30 seconds.



Turn to your neighbor and share.

Elicit responses from the class after the pair-share. Distribute the sticky notes.



Using a sticky note, record two important ideas you learned today. Write your name in the top right corner of your sticky note. You have two minutes to write.

Step 2: Thank students for their work today and identify the next session's topic.



Thank you for your hard work today! I look forward to tomorrow's session. Let's take a look at the Essential Questions. What is the first question? (What does it mean to be career-ready?) I challenge you to consider this question as you continue through your day. During our next session, we will dive deeper into this interesting question.

Post your sticky notes on the wall on your way out

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



OPTIONAL: Scoring Student Participation — After the Session

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

Snapshot of the Event:

Step 1: Collect completed sticky notes.

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

Materials Used:

- Completed Sticky Notes

How to implement the assessment...

Step 1: Collect completed sticky notes.

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

Content: Two concepts are recorded on the sticky note. 20

Total: 20