

Session 2 — Guided Instruction:

Importance of Being Career-Ready

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

OVERVIEW: This session provides students the opportunity to explore Essential Question 1, while building upon their knowledge of career readiness as established in Unit 2: Session 1.

Unit Concepts & Essential Questions Addressed in This Session

- What does it mean to be career-ready?
 - 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.



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

Session 1 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Face the Facts	10 min.
3. Teacher-Led Discussion: Introduce the Nebraska Career-Ready Standards	15 min.
4. Learning Activity: Apples to Apples	15 min.
5. Preview Learning Expeditions & Next Session	5 min.
6. Review & Next Steps	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 3: Session 2 PowerPoint slides.

Estimated Time to Complete 30 min.

Materials Used

- ✓ Unit 3: Session 2 PowerPoint Slides (See the Resource Section)
- ✓ Unit 3 Activity Sheets, Pages 6 and 8-9 (One Per Student)
- ✓ Unit 3 Activity Sheet, Page 7 (One for Each Group of Six Students)
- ✓ Apple Products (One for Each Group of Six Students)
- ✓ Notebook
- ✓ Unit 3 Activity Sheet, Page 3 (Used Previously)
- ✓ Sticky Notes (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
 - Obtain apples and Apple products (e.g., iPad, iPod, iPhone), one or the other per each group of six students.

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:** 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...

Step1: Show PowerPoint Slide #2.

In your own words, define “career readiness” in your notebook.

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

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

Step 3: Transition to the next learning event.

What qualities and characteristics make a person career-ready?

Have two or three students share their responses.



Career-ready individuals possess several positive traits. Today we will dig deeper as we explore what it means to be career-ready.

TEACHING TIP:

Bell work activities create structure in the classroom and provide time for the instructor to complete regular class routines.

Writing prompts allow students to reflect and analyze with limited guidance. Ask students to enter the classroom each day and immediately check the board for the bell work activity.

Interest Approach: Face the Facts – 10 minutes

Students match employment facts and statistics with the correct answers.

Snapshot of the Event:

Step 1: Introduce the “Face the Facts” activity.

Step 2: Wrap up and transition to the next learning event.

Materials Used:

- Unit 3 Activity Sheet, Page 6
- PowerPoint Slide #3

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

Step 1: Introduce the “Face the Facts” activity.

Distribute the Unit 3 Activity Sheet, page 6. Have students work with a partner sitting close to them.



Seven employment facts and statistics are shown. The correct responses are listed below the line. Match the numbers with the correct statement.

How can I clarify?

You have two minutes.

Step 2: Wrap up and transition to the next learning event.

After two minutes, ask pairs to finish. Then show PowerPoint Slide #3. Facilitate a group discussion.



What surprises you? What stands out to you?

What correlations can be made? How does one statement or fact impact another statement or fact?

What do these numbers mean for your future?

There is a need to prepare now for your future career. We are about to embark on a task like none other. This is about knowing your stuff. This is about relationships. This is about making healthy choices. This is about having knowledge, drive and confidence. This is about the next step in life. It is called “being career-ready.”

So, what does “career-ready” really mean?

Have two or three students share to review the definition from last session.



Next we will examine the skills needed to be career-ready.

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



Teacher-Led Discussion: Introduce the Nebraska Career Readiness Standards — 15 minutes

Students review the college and career-readiness skills and are introduced to the Nebraska Career-Readiness Standards

Snapshot of the Event:

- Step 1:** Review the college and career-readiness skills.
- Step 2:** Show PowerPoint Slide #4
- Step 3:** Students identify examples of Nebraska Career Readiness Standards demonstrated in school.
- Step 4:** Facilitate a group discussion about the importance of possessing the Nebraska Career-Readiness Standards.

Materials Used:

- Notebook
- PowerPoint Slide #4

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

Step 1: Review the college and career readiness skills.



In Unit 1, you learned about the 11 college and career readiness skills. As we focus on being career-ready, we will transition to career-readiness skills. These skills are requirements (or standard) for you to become career-ready. We call these the Nebraska Career-Readiness Standards.

Let's review to see what we remember. With a partner, but without your notes, record as many of the college and career-readiness skills from the list that you can remember. You have two minutes.

What questions do you have? Begin!

After two minutes, have a few pairs share a response.

Step 2: Show PowerPoint Slide #4.

Review each Nebraska Career-Readiness Standard while students capture them in their notebook.



Raise your hand if you want to be successful in your future. In order to be successful, you must be career-ready. A career-ready individual will possess the 11 Nebraska Career Readiness Standards.

Capture the Nebraska Career-Readiness Standards shown at the front in your notebooks as we discuss each one.

Step 3: Students identify examples of Nebraska Career-Readiness Standards demonstrated in school.

Now that we have seen the Nebraska Career-Readiness Standards, think of times you have demonstrated these standards in school. When I say, “Go!” you will work with your partner and discuss personal examples. Everyone must be prepared to share at least one example with the class. You will have two minutes.

How can I clarify? Go!

When students have completed their brainstorming, have them create a circle around the room facing the center. One at a time, motion for students to step forward and share one example of a standard they demonstrated in school.

Step 4: Facilitate a group discussion about the importance of possessing the Nebraska Career Readiness Standards.

Facilitate a group discussion.



Why is important to be career-ready?

How do the Nebraska Career-Readiness Standards help make an individual career-ready?

This is not the last time you will see the Nebraska Career-Readiness Standards. Next, we will take a look at how to be “ready” for our careers and how the standards will be utilized.

Learning Activity: Apples to Apples — 15 minutes

Students will brainstorm careers and jobs, as well as the strengths, talents, experiences, and education needed to be successful in those roles.

Snapshot of the Event:

Step 1: Introduce the “Apples to Apples” activity.

Step 2: Students brainstorm.

Step 3: Students examine an occupation and the skills needed to be successful.

Step 4: Discuss as a group the need for career-readiness skills.

Materials Used:

- Learning Station Materials
- Unit 3 Activity Sheet, Page 7

How this event might look and sound...**Step 1: Introduce the “Apples to Apples” activity.**

Have students work in groups of six. Give half of the groups an apple and half the groups an Apple product such as an iPad, iPod, or iPhone. If possible, place the assigned product in front of the students. Distribute Unit 3 Activity Sheet, page 7.



Using the Unit 3 Activity Sheet, page 7, record the name of the product your group has been given. Then brainstorm and list all jobs needed to create this product and deliver it to consumers. We are only working on the left side of the activity sheet at this point. You have two minutes.

What questions do you have? Begin!

Step 2: Students brainstorm.

After two minutes, ask students to think outside the box.



What jobs did you not think of that are needed to create or market this product? For example, secretaries, accountants, advertisers, or truck drivers? You have one minute to complete the list.

Step 3: Students examine an occupation and the skills needed to be successful.

After one minute, move to the right side of the sheet for individual work.



Individually, select a specific occupation from the list just created by your group. Each member of the group must choose a different occupation. Now, move back to your individual seats.

Write your choice in the top box on the right side of the activity sheet.

When I say, “Begin!” examine the occupation you just listed. Identify strengths, talents, experiences, and education needed to be successful in this role. You have two minutes to complete the remaining four boxes on the activity sheet.

How can I clarify? Begin!

After two minutes, have one student from each group share the list for the occupation they chose.

Step 4: Discuss as a group the need for career-readiness skills.

Facilitate a group discussion about career-readiness skills.



What similarities do we see among these completely different careers?

Point out some skills are universal.



What differences did you find?

Elicit responses. Listen for, “Each career is unique and needs a separate set of strengths, talents, education, and experiences.”



What would happen if you swapped skill sets, talents, education, and experiences of—for instance—the farmer and the computer scientist? How successful would they be in their new roles?

Elicit responses. Listen for, “Each career takes deliberate planning and every experience, strength, and training should further where you want to go in your career.”



Does the farmer rely on the computer software engineers who make iPads and other technologies? Does the computer software engineer rely on the farmer?

Elicit responses. Listen for, “No career is more important or more beneficial than the other. It just depends on how the individual can best use their unique strengths, experiences, education, and talents.”



Individuals utilize different skills depending on their occupation. However, there is a set of universal skills that all career-ready individuals should possess and those are included in the Nebraska Career-Readiness Standards. We will continue to learn about these skills throughout the unit.

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



Preview Learning Expeditions & 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 3 Activity Sheets, pages 8-9.

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

Materials Used:

- Unit 3 Activity Sheets, Pages 3 and 8-9

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

Step 1: Set context regarding the next session.



During the next session, you will continue investigation into the question: What does it mean to be career-ready? You will explore a real life example of a career-ready person, study the Nebraska Career-Readiness Standards and take a look at the career-readiness skills you possess. You will also begin working on your Unit 3 Milestone Projects.

Step 2: Pass out Unit 3 Activity Sheets, pages 8-9.



This document is like a detailed map of the territory you are about to explore. During the next session, like most explorers, you get to call the shots.

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 we continue to investigate our Essential Question. Let's take a look at those options.

Review the "Get Started!" Expedition. Students are to complete this activity as homework before the next scheduled session.

As Time Permits: Review the "Show Me!" Expedition. 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 "Test Run!" Expedition. Students will again preview this, 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 their Unit 3 Milestone Project during the next session. Encourage them to review the Milestone Project Description: Unit 3. 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 session.



Before the next session, you need to choose and complete the "Get Started!" Expedition. This activity will help you think about how you have already started the journey to be career-ready!

Review & Next Steps — 4 minutes

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

Snapshot of the Event:

Step 1: Students tweet about career readiness.

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

Materials Used:

- PowerPoint Slide #5
- Sticky Notes
- Chalkboard/Whiteboard

How this event might look and sound...**Step 1: Students tweet about career readiness.**

Show PowerPoint Slide #5.

Pass out the sticky notes.



Tweet about career readiness. Tweets are 140 characters or less in length. You should include hashtags and symbols as necessary. Be creative with your tweet. Your tweet should start with the words "#CareerReadiness is..."

Have students place their tweets on the chalk/white board, wall, or bulletin board. Allow students to view the work of other classmates. If time allows, have each student read his or her tweet to the class before posting.

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



We have defined “career readiness” and explored the importance of this topic. I look forward to our next session where you will participate in Learning Expeditions focused on helping you learn more about career-ready individuals and career-readiness skills!

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



OPTIONAL: Scoring Participation Using Tweets — After the Session

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

Snapshot of the Event:

Step 1: Collect student tweets.

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

Materials Used:

- Completed Tweets

How to implement the assessment...

Step 1: Collect student tweets.

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

Completion (140 characters or less)	10
Creativity	10
Total	20