

# Session 3 — Self-Directed Learning:

## Topic 3-1: Importance of Being Career-Ready

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

**OVERVIEW:** During the previous session, students completed a teacher-guided exploration of key components of the question, “What does it mean to be career-ready?” Session 3 provides a forum for students to complete a layer of self-directed Learning Expeditions designed to explore and understand the idea of being career-ready.

#### 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 3 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	26 min.
4. Role-Play Presentations	14 min.
5. Review	3 min.
6. End-of-Class Announcements	2 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 Unit 3: Session 3 PowerPoint slides.
3. Set up the Learning Station (see Room Set Up below).

**Estimated Time to Complete** 20 min.

#### Materials Used

- ✓ Unit 3: Session 3 PowerPoint Slides
- ✓ Unit 3 Activity Sheets, Pages 3 and 8-9 (Used Previously)
- ✓ Nebraska Career Readiness Standards (Cut Apart for Students to Draw)
- ✓ Learning Expedition Map: Unit 3; See Page 3-13 (One Per Teacher)
- ✓ Notebook

**Room Set Up**

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
  - Set up the room with the supplies to complete the “Show Me!” and “Test Run!” Expeditions described in the Unit 3 Activity Sheets, pages 8-9.

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

**Materials Used:**

- PowerPoint Slide #2
- Unit 3 Activity Sheets, Pages 3 and 8-9

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

**Step1: Summarize resources to locate and questions to ponder.**

Show PowerPoint Slide #2.

Locate the following:

- Unit 3 Activity Sheets, Pages 3 and 8-9
- “Get Started!” Expedition completed as homework

Look at the Unit 3 Activity Sheets, page 9, and answer the following:

- What is one thing I can do to make progress on my Unit 3 Milestone Project today?

**Step 2: Guide students in getting started.**

*Today, you have a choice about how to continue exploring the idea of being career-ready. By the end of the session, you will have an example of how this idea influences people just like you and how you can apply this to your own life.*

*When I say, “Let’s start!” you will have some time to locate the three items shown. Work quickly to find those items so you have plenty of time to look over the Learning Expedition Guide 3-1 and answer the question shown.*

*Let’s start!*

**Step 3: Complete regular class routines while students work on the task.**

While students locate resources and answer the question 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:** Summarize goals and release students to complete the activities.

**Materials Used:**

- PowerPoint Slide #3
- Unit 3 Activity Sheets, Pages 8-9

**How this event might *look* and *sound*...****Step 1: Review the goals for the day and the Learning Expedition resources available.**

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

Show PowerPoint Slide #3.



*By the end of today I will...*

- Complete a "Show Me!" Expedition
- Complete a "Test Run!" Expedition
- Make progress on my Unit 3 Milestone Project

*While I completed regular class routines, you pondered what progress you will make toward your Unit 3 Milestone Project. If you haven't already, write down a goal for making progress today.*

Allow students one minute to write down their goals in the Unit 3 Activity Sheet, page 9 .

Point out the materials prepared for the students to use as they complete the "Show Me!" and "Test Run!" Expeditions. Remind students of any ground rules for use of the materials and/or classroom resources.



*What questions do you have about either of the Expeditions?*

Answer questions students may have about the activities.



*After you complete an Expedition, I will review the product you created. For example, I'll review your role-play script after completing the "Show Me!" Expedition. Together we will determine if you are on track!*

**Step 2: Summarize goals and release students to complete the activities**

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

*By the end of today I will:*

- Complete a "Show Me!" Expedition
- Complete a "Test Run!" Expedition
- Make progress on my Unit 3 Milestone Project

*Acting responsibly and making wise choices is an important part of being independent. Exercise responsibility and wisdom in your choices as you complete your work today!*

Ask students to capture each question in their notebook. Briefly discuss each question. Query students to find out their initial thoughts on each question.



*By the end of this unit, you'll be ready to demonstrate that you are ready to make your future your own!*

**Core Instruction – How do I facilitate instruction on the core topics?****Facilitating Learning Expeditions and Providing Feedback — 26 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 the "Show Me!" Learning Expedition.

**Step 2:** The following events occur simultaneously:

- Teacher reviews student responses to the "Show Me!" Learning Expedition.
- Students complete the "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 3 Milestone Project.
- After reviewing the "Test Run!" product, teacher reviews student progress on the Unit 3 Milestone Project.

**Materials Used:**

- Learning Expedition Map: Unit 3
- Unit 3 Activity Guide, Pages 8-9

**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 the “Show Me!” Learning Expedition.

**Providing Students with Feedback as They Complete the Expeditions.**

As students work on the Learning Expeditions, you will want to move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track.” 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 3. If the student appears to be “off track” on the assignment, provide coaching and prompt them to get “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 what it means to be career-ready and identify an individual that is living the definition.
- There is no right or wrong answer to this Expedition.
- Make positive and encouraging comments about the descriptions of the person.
- If they did the task, provide sign off on the Learning Expedition Map: Unit 3 for each student.
- Briefly discuss your feedback on the homework with each 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 the “Test Run!” Learning Expedition.

**Coaching the “Show Me!” Expedition**

Review student products for the following:

	Off Track	On Track
The role-play demonstrates one of the Nebraska Career - Readiness Standards.	Role-plays do not identify or demonstrate a standard from the Nebraska Career Readiness Standards.	<p>Role-plays identify and demonstrate at least one standard from the Nebraska Career-Readiness Standards. For example:</p> <ul style="list-style-type: none"> <li>○ The employee is shown reading and comprehending technical written material at work.</li> <li>○ The employee is shown having a conversation with a co-worker. The employee demonstrates active and attentive listening skills by nodding his or her head and asking good follow-up questions to learn more.</li> </ul>

**Step 3: The following events occur simultaneously:**

- Teacher reviews student product for the “Test Run!” Learning Expedition.
- Students begin working on the Unit 3 Milestone Project.
- After reviewing the “Test Run!” product, teacher reviews student progress on the Unit 3 Milestone Project.

**Evaluating the “Test Run!” Expedition**

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

	Off Track	On Track
The skills assessment is completed.	<p>The assessment is not completed.</p> <p>The assessment results are not printed.</p> <p>The follow-up question is not answered.</p>	<p>The assessment is completed and shows up in the students Nebraska Career Connections profile.</p> <p>The results are printed and in the student’s notebook.</p> <p>The response to the follow-up question is thoughtful and demonstrates active, serious reflection on the topic of careers.</p>

### Evaluating the Unit 3 Milestone Project Progress

Review the goal the student has set and the progress they have made on the Unit 3 Milestone Project using the following:

The student...	Off Track	On Track
Has a clear goal for making progress on the Unit 3 Milestone Project	Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 3 Milestone Project today.	Student has a clear and reasonable goal for making small, but significant, progress on the Unit 3 Milestone Project during the class period.
Demonstrates observable progress on the Unit 3 Milestone Project	Student has not started to make any progress on the project. Student may be stalling or procrastinating with off-task behavior.	Student has clearly started on the project and has observable results.

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



### Learning Activity: Role-Play Presentations — 14 minutes

After completing the Learning Expeditions, students present their “Show Me!” expedition to the class.

#### Snapshot of the Event:

**Step 1:** Introduce the role-play presentations.

**Step 2:** Pairs present their role-plays.

**Step 3:** Discuss as a group the Nebraska Career Readiness Standards demonstrated in the role-plays.

#### Materials Used:

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

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

#### Step 1: Introduce the role-play presentations.

Ask students get their notebooks out. Students should find the notes recorded in Session 2 about the Nebraska Career Readiness Standards. Students may add to those notes or start a new section.



*We will be presenting the role-plays you developed in the “Show Me!” Expedition. As each pair presents, you should write down at least one skill they illustrate during their role-play.*

*What questions do you have?*

#### TEACHING TIP:

Always give students an assignment to complete during student presentations. This helps maintain their attention and focus. Consider having students record notes, make constructive critiques including positive comments and ideas for improvement, or write down questions

#### Step 2: Pairs present their role-plays.



*We will present in order of the Nebraska Career Readiness Standards starting with number one, “Applies appropriate academic and technical skills.”*

they have about the topic.

Following each role-play, quickly discuss the standards demonstrated. Continue until all pairs have shared.

### **Step 3: Discuss as a group the Nebraska Career-Readiness Standards demonstrated in the role-plays.**

*If time permits, facilitate a group discussion.*



*How do these skills help someone to become career-ready?*

*Why are these valuable skills?*

*How can individuals develop career readiness skills?*

*Before leaving today, we will complete a review activity to help us each remember these important career readiness skills.*

## **Review — 3 minutes**

Reinforce the main idea from the session.

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### **Snapshot of the Event:**

**Step 1:** Students draw an image of one Nebraska Career Readiness Standard.

**Step 2:** Students share with a partner.

### **Materials Used:**

- Notebook

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

#### **Step 1: Students draw an image of one Nebraska Career Readiness Standard.**



*You performed role-plays over each of the 11 Nebraska Career Readiness Standards. Individually select one and draw an image in your notebook. The image should help you remember what skills are included in the Nebraska Career Readiness Standards.*

*You have 90 seconds to draw.*

#### **Step 2: Students share with a partner.**

If time allows, have students share their image and skill with a partner.



## End-of-Class Announcements — 2 minutes

Students are reminded about homework and 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 3 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 any unfinished work from the day will be due at the beginning of the next class period.

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

Remind students of the Unit 3 Milestone Project due date. Congratulate students on their progress today. Based upon your observations during the day, note any feedback appropriate for the whole class.

#### Step 3: Set context for the next session.



*Today you pushed yourself to identify and study real-life examples of career-ready individuals, demonstrate skills that make those individuals career-ready and you even examined your own skills. I thank you for your maturity and dedication to personal growth.*

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



### OPTIONAL: Score Learning Expedition Work — After the Session

Use the Learning Expedition Map: Unit 3 to assess student participation today.

### Snapshot of the Event:

**Step 1:** Use the Learning Expedition Map: Unit 3 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 3.

### Materials Used:

- Learning Expedition Map: Unit 3

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



**Step 1: Use the Learning Expedition Map: Unit 3 to record student scores in your grade tracking system.**

The Learning Expedition Map: Unit 3 is provided as a tool to help facilitate ease of tracking student progress. Rather than collecting each student's individual work, just 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 3.**