

Session 4 — Guided Instruction:

Topic 3-1: Importance of Being Career-Ready

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

OVERVIEW: In this session, students use guided instruction to expand their knowledge of the first Essential Question, “What does it mean to be career-ready?” Students will examine their past to identify relevant experiences and education, which will add to their career-readiness skills.

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 4 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Journey to a Career	12 min.
3. Learning Activity: My Personal Timeline	22 min.
4. Learning Activity: Relevant Experiences and Education	10 min.
5. Review & Next Steps	6 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 4 PowerPoint slides.
3. Prepare your “Journey to a Career” story.
4. Set up Learning Station (see Room Set Up below).

Estimated Time to Complete

20 min.

Materials Used

- ✓ Unit 3: Session 4 PowerPoint Slides
- ✓ Notebook
- ✓ Learning Station Materials

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
 - Butcher paper or large sheet of construction paper
 - Makers/colored pencils



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:** Bring class back together and 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.



Think about skills and characteristics you possess. List 10 of them.

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

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

Step 3: Bring class back together and transition to the next learning event.

Facilitate a group discussion.



What skills and characteristics did you record?

How would you be different if one of those skills were eliminated? Two eliminated?

In the last session, you completed a skills assessment. A career-ready individual uses their strengths and talents. Today, you will examine your past experiences and education to learn how you can combine those with your skills to be career-ready.

Interest Approach: Journey to a Career – 10 minutes

The teacher shares his or her personal journey to their career with the students using actions to emphasize steps.

Snapshot of the Event:

- Step 1:** Introduce the “Journey to a Career” activity.
- Step 2:** Teacher shares their “Journey to a Career” story with the class.
- Step 3:** Wrap up and transition to the next learning event.

Materials Used:

- Notebook

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

Step 1: Introduce the “Journey to a Career” activity.

Today, I will share my personal story of how I became career-ready. You cannot just wait and wake up one day and decide to be a doctor, teacher, or accountant and magically have that career. As I share my story, listen closely. If you think of a question, write it down. At the end of the activity, you will have an opportunity to ask questions. I will also ask you at certain times to help me illustrate a step of my journey with an action. Everyone needs to participate to help me tell the story.

Step 2: Teacher shares their “Journey to a Career” story with the class.

Prior to class, take time to consider your personal journey to your career. Be prepared to highlight the steps in that journey. Samples are provided below.

In school, I . . .



Complete this prompt with information about the strengths, talents, education, and experiences that helped you be career-ready. This part of the process is referred to as, “packing your bags,” so the action with this part of the story should be to pretend to pick up items and put them in a bag.

For example: In high school, I took agricultural education classes. I enjoyed the classes and my involvement in the National FFA, which is a student organization for agricultural education. I was always creative and enjoyed speaking in front of groups. Those are the skills and interests I had to pack in my bag for my future career.



The first key to being career-ready is packing your bags. Pack with me like this.

Demonstrate the “packing your bags” action. Require all students to participate before moving on.



After packing my bags, it was time to choose a destination. For me...

Describe how you decided on your career. Describe everything that led you to know you wanted to pursue this career. Be honest with your story. The action for this section is pointing your finger as if saying “eeny, meeny, miny, moe.”

For example: I knew I was excited about agriculture and FFA, so I enrolled as an agricultural education major. I did not really think I wanted to teach. Some of my classes required me to observe in junior high and high school education classes across the state. This helped me start considering education as a realistic career option. I enjoyed meeting the teachers and seeing them work their magic in the classroom. By my junior year of college, I knew for sure I wanted to teach.



The second key to being career-ready is choosing a destination. Demonstrate this with the choosing action.

Demonstrate the “choosing a destination” action. Require all students to participate before moving on.



Let's review. How do we pack our bags?

Encourage students to perform the packing action



And the second key is what?

Have students perform the choosing action.



I had my bags packed with my strengths and talents and I had finally chosen a destination so it was time to make a map. These are the steps I needed to complete in order to reach my career.

Proceed with the final part of the story. Describe the plan you made for yourself once you selected a career. The action for “making a map” is to first steer a pretend steering wheel to the left and then to the right.

For example: In order to become a teacher, I needed to graduate with a teaching degree and complete two assessments in order to obtain a teaching license in this state. My college helped me complete these steps. My resume needed work experience and activities to support my degree and license. I needed to complete a summer internship and decided to do this with the state research and extension service, which is a frequent employer of agricultural education graduates. My activities included many service activities, as well as involvement in the agriculture education club and with the college ambassadors.



The third and final key to being career-ready is making a map. So first we will steer to the left and then to the right.

Demonstrate the “making a map” action. Require all students to participate. Then review all actions.



How do we pack our bags?

How do we choose a destination?

What does it look like when we make a map?

Step 3: Wrap up and transition to the next learning event.

Ask a few process questions before moving on.

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



Learning Activity: My Personal Timeline — 22 minutes

Students explore the events of his or her past.

Snapshot of the Event:

- Step 1:** Introduce the “My Personal Timeline” activity.
Step 2: Students create timelines of their past.
Step 3: Students share their timeline with a partner.

Materials Used:

- PowerPoint Slide #3

How this event might *look* and *sound*...**Step 1: Introduce the “My Personal Timeline” activity.**

You have unique and interesting personal stories and history. Significant events in your life such as your birth, school and life-changing moments helped you grow and become the person you are today. Let's celebrate your lifetime by creating a personal timeline.

Show PowerPoint Slide #3.



*You may choose to create a linear timeline or use pictures and icons to represent the different events listed below. Your timeline must include at least eight significant events in your life and the approximate years. You have 20 minutes to complete your timeline.
How can I clarify?*

Step 2: Students create timelines of their past.

Provide students the materials to create their timelines. Monitor time closely and update students of how much time remains.

Step 3: Students share their timeline with a partner.

After 20 minutes, have students share their timelines with a partner. Allow students 90 seconds to share.



You will use your timelines for the next activity.

Learning Activity: Relevant Experiences and Education — 10 minutes

Students examine how past experiences and education impact their pursuit of career readiness.

Snapshot of the Event:

Step 1: Introduce the “Relevant Experiences and Education” activity.

Step 2: Students share three events with a partner.

Step 3: Facilitate a group discussion.

Materials Used:

- PowerPoint Slide #3

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

Step 1: Introduce the “Relevant Experiences and Education” activity.

Students need their completed timelines in front of them.



We each have unique personal timelines. Let's take time to look deeper into your history. Using the timeline you just created, identify at least three events that impact your ability to become career-ready. Place an asterisk by those events. You have two minutes to individually evaluate your history. What questions do you have?

Step 2: Students share three events with a partner.

After two minutes, have students discuss with a partner.



With a partner, share the events you chose to mark with an asterisk. If there were other events you almost included, discuss with your partner. You have two minutes.

Step 3: Facilitate a group discussion.

Facilitate a group discussion. Have a few students share for each question.



*What events did you select? How do these events impact your ability to become career-ready?
Does the past determine our future?
Why are using our past experiences and education an important component of career readiness?*

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



Review & Next Steps: — 6 minutes

Reinforce the main idea from the session and look ahead to the next topic.

Snapshot of the Event:

Step 1: Students identify one area for personal growth.

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

Materials Used:

- Notebook

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

Step 1: Students identify one area for personal growth.



During session 2, you were introduced to the Nebraska Career Readiness Standards and a specific list of skills required to be career-ready. Session 3 examined those skills and you inventoried your own skills in an online assessment. Today we looked at the experiences and education you have to date. Career-ready individuals utilize strengths, talents, education, and experiences. Take the next minute to identify one skill you will improve upon in order to make yourself more career-ready.

The room should be silent for students to reflect. After one minute give further instructions.



Capture this area for personal growth in your notebook. Be sure to include ideas about how you will improve and build this skill. You have two minutes to record in your notebook.

If time allows, give students the opportunity to share if they choose.

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



You took a huge step today by identifying past experiences that are relevant in your journey to be career-ready. I look forward to our next session where we will be introduced to Essential Question 2, "What is the right career path for me?"

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



OPTIONAL: Scoring the “My Personal Timeline” Activity — After the Session

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

Snapshot of the Event:

Step 1: Collect students' completed timelines.

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

Materials Used:

- Student Completed Timelines

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

Step 1: Collect students' completed timelines.

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

Includes at least eight events	16
Includes years for the events	8
Identifies at least three events that impact career readiness	6
Total	30