

Session 5 — Guided Instruction:

Topic 3-2: Living a Fulfilling Life

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

OVERVIEW: In this session, students build upon concepts covered in Session 3-1 while exploring how they will find and know they have made the right career choice.

Unit Concepts & Essential Questions Addressed in This Session

What is the right career path for me?

- My right career path will allow me to lead a fulfilling life.
- Effective career plans are the catalyst to a successful career. They are living documents with core components that will allow me to reflect and adjust my plan based on evolving opportunities.
- It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.

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



Session 5 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Blindfold Target	5 min.
3. Learning Activity: Brad's Story	20 min.
4. Teacher-Led Discussion: Discussing Concepts	10 min.
5. Learning Activity: Good Day Think Tank	5 min.
6. Preview Learning Expedition & Next Session	5 min.
7. 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 Unit 3: Session 5 PowerPoint Slides.
3. Obtain materials for the "Blindfold Target" activity.

Estimated Time to Complete 20 min.

Materials Used

- ✓ Unit 3: Session 5 PowerPoint Slides
- ✓ Notebook
- ✓ “Blindfold Target” Activity Materials
 - Paper Target
 - Soft Ball for Throwing
 - Blindfold
- ✓ Unit 3 Activity Sheets, Pages 10-13 (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Place a paper target on the wall or draw a target on the board for the “Blindfold Target” activity.

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 Bell Work Activity.
- 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...

Step 1: Introduce Bell Work Activity.

Write the following on the board or show PowerPoint Slide #2.



Recall there are three Essential Questions guiding our learning for this unit. Take the next few minutes to accomplish the following tasks:

First: Read the three Essential Questions in your notebook and underline each.

Second: Under Essential Question 2, write a two to three sentence summary of where you have been and where you are going in this session.

Who can explain the two steps you are to take?

Elicit responses



Begin!

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

While students review the Essential Questions, complete regular tasks such as taking roll, lunch count, etc.

Step 3: Transition to the next learning event.

Have students share with a partner or ask two or three students to share with the class.



Essential Question 2 focuses on making a very important decision, choosing your future career. The Interest Approach will show us why we need to start thinking about this decision today.

Interest Approach: Blindfold Target — 5 minutes

Students attempt to hit a target while blindfolded, signifying aiming for a goal without visualizing the end result.

Snapshot of the Event:

Step 1: Introduce the “Blindfold Target” activity.

Step 2: Volunteers try to hit the target.

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

Materials Used:

- “Blindfold Target” Activity Materials:
 - Paper Target
 - Soft Ball for Throwing
 - Blindfold

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

Raise your hand if you noticed something new in the room. Keep those hands up high. On the count of three, point to the new item. 1, 2, 3!

Students point at the target in the front of the room.



Who thinks they could hit this target from the back of the class?

Gather one, two, or three volunteers. Bring volunteers to the back of the class.

Before handing the ball to the first volunteer, ask a question.



Class, what is the goal here?

To hit the target.



Let's see if these volunteers can do it!

TEACHING TIP:

Safety is key! Make sure the ball you are using is soft enough that if a stray throw heads for an unsuspecting student or lab display no one will get hurt!

Step 2: Volunteers try to hit the target.

As you give the first person the ball, pull out a blindfold and place it over his or her eyes. Spin the student as in the game “Pin the Tail on the Donkey.” Have the class count out loud to signal when the student should throw. Proceed with all volunteers. Facilitate a class discussion.



What happened?

Why was it so difficult?

They could not see the target.



Was the challenge because of your skill?

How does this relate to life?

How does this relate to your future and your career path?

It is very challenging to hit your target if you cannot see it!

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

Regardless of your natural talent and ability, if you cannot see where you are heading, the likelihood is that you will end up somewhere else! Just as it is hard to hit a target when you are blindfolded, it is hard to reach a goal in your personal life or career when you have not visualized yourself in that position.

Today you will start to consider what career path is right for you.

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



Learning Activity: Brad’s Story — 20 minutes

Students read and reflect about the importance of having a career goal.

Snapshot of the Event:

Step 1: Introduce the “Brad’s Story” activity.

Step 2: Students read aloud with partners or silently alone and then answer the reflection questions.

Step 3: Discuss, as a group, the questions and importance of having a career goal.

Materials Used:

- Unit 3 Activity Sheets, Pages 10-11
- PowerPoint Slide #3

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

Step 1: Introduce the “Brad’s Story” activity.

Provide each student one copy of the Unit 3 Activity Sheets, pages 10-11.



Let’s take a look at Essential Question 2, “What is the right career path for me?” Today we will read a story about a student named Brad who was facing a similar dilemma. You may read the story aloud with a partner or silently alone. When you are finished, answer the reflection questions individually. They will be posted at the front of the room. How can I clarify?

Begin!

Step 2: Students read aloud in partners or silently alone and then answer the reflection questions.

Display PowerPoint Slide #3.



How did Brad use forward-thinking to find his future career?

If you were to draw a picture to represent Brad’s timeline, what would it look like? HINT: Look back in the story and create a timeline using the details provided in the passage.

Based upon Brad’s experience, what are some tips or suggestions you would offer someone who is trying to choose a career?

Allow 15 minutes for reading and responding to the questions. Reflection questions should be answered individually in students’ notebook.

Step 3: Discuss, as a group, the questions and importance of having a career goal.

After 15 minutes, facilitate a class discussion by asking questions.



How does forward thinking contribute to career readiness?

Based off of Brad’s experience, what advice would you offer to someone trying to choose a career path?

Why do we need to have a career goal?

The second key to being career-ready is to choose a destination. You need to know where you are headed so you can prepare. Before our next session, you will have the opportunity to participate in an activity similar to what Brad did with his forward-thinking timeline. We will discuss this activity when we preview the Learning Expedition for the next session.

Teacher-Led Discussion: Discussing Concepts – 10 minutes

Students are presented with the three Key Concepts of Essential Question 2.

Snapshot of the Event:

Step 1: Introduce Essential Question 2

Step 2: Display and discuss the Key Concepts

Materials Used:

- PowerPoint Slide #4
- Notebook

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

Step 1: Introduce Essential Question 2.



By the end of the unit, you will have a career readiness plan that will help lead you to the career of your choice. Essential Question 2 is “What is the right career path for me?” Only you can answer this question. Exploring the concepts will help guide you to making this choice.

Step 2: Display and discuss the Key Concepts.

Display PowerPoint Slide #4. Discuss each concept while students capture them in their notebook.

Concepts of Essential Question 2:



My right career path will allow me to lead a fulfilling life.

It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.

Effective career plans are the catalyst to a successful career. They are living documents with core components that will allow me to reflect and adjust my plan based on evolving opportunities.

We will explore each concept in depth, starting with: “My right career path will allow me to lead a fulfilling life.”

Learning Activity: Good Day Think Tank — 5 minutes

Students brainstorm what constitutes a good day.

Snapshot of the Event:

Step 1: Introduce the “Good Day Think Tank” activity.

Step 2: Students generate one-word responses to the question.

Step 3: Students share responses.

Materials Used:

- Notebook

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

Step 1: Introduce the “Good Day Think Tank” activity.



Let’s take a closer look at the first concept, “My right career path will allow me to lead a fulfilling life.” “Life” is a big, broad term. One day is easier to think about. What constitutes a good day? How do you know you have had a good one?

As we consider this question, we will dive into a “Think Tank.”

In a “Think Tank,” you will work independently or quietly with a person next to you to generate as many one-word responses to the question as possible. Capture these words in your notebook.

How can I clarify? You have two minutes. Begin!

Step 2: Students generate one-word responses to the question.

As students work, monitor progress and clarify for individuals who may be off track.

Step 3: Students share responses.

Have students share with a partner. Then ask a few students to share with the class.



That is a great start to finding the right career and the career path that will help you lead fulfilling life. We will continue to explore this concept in our next session.

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



Preview Learning Expedition & 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: Distribute Learning Expedition Guide 3-2: Part 1.

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

Materials Used:

- Notebook
- Unit 3 Activity Sheets, Pages 12-13

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

Step 1: Set context regarding the next session.



Congratulations on diving into our second Essential Question 2 and exploring the importance of choosing a career and one that will lead you to a fulfilling life. During the next session, we will learn more about our interests and how those can fit into a career. We will also be making progress toward your Unit 3 Milestone Project.

Step 2: Distribute the Unit 3 Activity Sheets, pages 12-13.



This document is crucial for your progress in identifying career options that are ideal for you! During the next session, you will guide yourself through a personal career interest assessment.

Hand out the Unit 3 Activity Sheets, pages 12-13.

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

There are a number of optional mini-expeditions to go on as we continue to investigate our Essential Questions. Let's take a look at those options.

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

As Time Permits: Review the “Show Me!” activity. 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 optional “Test Run!” activity. Students will again preview this, but they will actually complete the activity in the next session.

Note the area for students to consider what kind of progress they will make on the Unit 3 Milestone Project during the next session. Encourage students to review the Milestone Project Description: Unit 3 they received in Unit 3: Session 1. Particularly, reference the steps shown at the bottom of the project description sheet. These are excellent steps for students to work on during the next session.



Before the next session, you will need to choose and complete one of the “Get Started!” activities. This activity will help you to think about what you want to do in the future.

Review & Next Steps: — 5 minutes

Reinforce the key concept from the session and look ahead to the next topic.

Snapshot of the Event:

Step 1: Students reflect on the importance of choosing a career now.

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

Materials Used:

- None

How this event might *look* and *sound*...**Step 1: Students reflect on the importance of choosing a career now.**

This session introduced us to Essential Question 2, “What is the right career path for me?” Following the next Learning Expedition, you will be asked to select a career, which you will use for your Career Readiness Plan in the Unit 3 Milestone Project. Silently, think about this question: Why is it important for you to select a career now?

The room should be silent for students to reflect. After 45 seconds, give further instructions.



Discuss this question with a partner. You have one minute.

After one minute, ask a few students to share with the class.

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



You are one step closer to being career ready. You must choose a career now because there are many decisions you make that affect your ability to be career ready and specifically prepared for that career. You must know where you are going before you start the journey. I look forward to our next session's Learning Expedition where we choose a career that will lead to a fulfilling life.

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



OPTIONAL: Scoring Participation Using the “Brad’s Story” Activity and Reflection Questions — After the Session

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

Snapshot of the Event:

Step 1: Collect reflection question responses.

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

Materials Used:

- Student-Generated Responses

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

Step 1: Collect reflection question responses.

Step 2: Score student work based on scale provided.

Question 1 – Completion	5
Question 2 – Neatness	5
Question 2 – Accuracy	5
Question 3 – Completion	5
Total	20