

# Session 6 — Self-Directed Learning:

## Topic 3-2: Living a Fulfilling Life

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

**OVERVIEW:** During the previous session, students completed a teacher-guided exploration of key issues surrounding the question, “What is the right career path for me?” In this session, students engage in self-directed learning with Topic 3-2, while taking a personal interest assessment and reflecting on their findings.

#### Unit Concepts & Essential Questions Addressed in This Session

What is the right career path for me?

- The right career path for me will allow me to lead a fulfilling life.



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

#### Session 6 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	38 min.
4. Review	5 min.
5. 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 6 PowerPoint slides.
3. Set up Learning Stations (see Room Set Up below).

**Estimated Time to Complete** 20 min.

#### Materials Used

- ✓ Unit 3: Session 6 PowerPoint Slides
- ✓ Blank Paper (One Per Student)
- ✓ Unit 3 Activity Sheet, Page 14 (One Per Student)
- ✓ Unit 3 Activity Sheets, Pages 3 and 12-13 (Used Previously)
- ✓ Learning Expedition Map: Unit 3 (Used Previously)
- ✓ “My Guide to Career Clusters” (Used Previously)

**Room Set Up**

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
  - Set up the room with a learning station for the “Show Me!” Expedition in the Unit 3 Activity Sheet, page 12.
    - Provide a stack of blank paper.
    - Write the following on the board or show PowerPoint Slide #4:
      - Based on this information, what do you imagine is an “interest assessment”?
      - How can an interest assessment help you find a career that will lead to a fulfilling life?
      - How can an interest assessment help you in career planning?
  - Set up the room with a learning station for the “Test Run!” Expedition in the Unit 3 Activity Sheet, page 13.
    - Provide access to internet-ready computers or a computer lab.
    - Place copies of Unit 3 Activity Sheet, page 14, near the computers.

## 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 while students work on the task.
- Step 4:** Transition to the next learning event.

**Materials Used:**

- PowerPoint Slide #2
- Unit 3 Activity Sheets, Pages 3 and 12-13

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

**Step 1: Summarize resources to locate and questions to ponder.**

Locate the following:

- Unit 3 Activity Sheets, Pages 3 and 12-13
- Get Started!” Expedition completed as homework

Look at the Unit 3 Activity Sheet, page 13, 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 will explore the career opportunities most important to you through an interest assessment. By the end of today, you will have used a state-of-the-art tool to align your strengths and interests with career options.*

*When I say, "Let's start!" you will have some time to locate the three items shown at the front. Work quickly to find those items so that you have plenty of time to look over the Unit 3 Activity Sheet, pages 12-13 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:** Help students establish a goal for progress on their Unit 3 Milestone Project.

**Step 3:** Summarize goals and release students to complete the activities.

**Materials Used:**

- PowerPoint Slide #3
- Unit 3 Activity Sheets, Pages 3 and 12-13

**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

Point out the materials prepared for the students to use as they complete the "Show Me!" and "Test Run!" Expeditions today. 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. Together, we will determine if you are on track!*

### **Step 2: Help students establish a goal for progress on their Unit 3 Milestone Project.**

Students received a copy of the Unit 3 Activity Sheet, page 3, during the first session.



*As you complete the day, you may find a point when I am busy. This is a great time for you to work on your Unit 3 Milestone Project.*

Share examples of what students might accomplish today.



*You should have at least 10 minutes to contribute to your Unit 3 Milestone Project today.*

Remember to check with your Milestone Project Description: Unit 3 sheet to make sure that you're capturing all the required pieces.

### **Step 3: Summarize goals and release students to complete the activities.**



*Let's summarize what you are to 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!*

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



### Facilitating Learning Expeditions and Providing Feedback — 38 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 Stations Materials (See Room Set Up Above)
- Learning Expedition Map: Unit 3

### 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.

#### Provide 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 Learning Expedition Map: Unit 3. If the student appears to be “off track” on the assignment, provide coaching and prompts to get them “on track.”

#### Coaching 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 decisions made and the decision-making process.
- There are no right or wrong answers to this Expedition.
- Make positive and encouraging comments about elements of their vision.

- 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 the 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.

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

Review student products for the following:

	Off Track	On Track
The student makes a connection between the interest assessment and Key Concept 1, “The right career path for me will allow me to lead a fulfilling life.”	Responses identify less than one connection between an interest assessment and the concept.	Responses identify at least one connection between an interest assessment and the concept. For example:  An interest assessment can make a list of my interests and group them in a way that will help me pick a career.

**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 interest assessment is complete and all the questions on Activity Sheet 6-1 are complete with thoughtful responses.	The interest assessment is incomplete.  Responses to each question are superficial or do not demonstrate that the student took the task seriously.	The interest assessment is complete.  Responses to each question are thoughtful and demonstrate active, serious reflection on the topic of the future.

### Evaluating Unit 3 Milestone Project Progress

Review the goal the student 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?*



### Review — 5 minutes

Reinforce the main idea from the session.

#### Snapshot of the Event:

**Step 1:** Students highlight Career Clusters on the “My Guide to Career Clusters” sheet.

**Step 2:** Students share responses.

#### Materials Used:

- “My Guide to Career Clusters”

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

#### Step 1: Students highlight Career Clusters on the “My Guide to Career Clusters” sheet.



*In Unit 2, you received the “My Guide to Career Clusters” sheet. Turn to this sheet or raise your hand if you need another copy.*

*Take three minutes to highlight the Career Cluster(s) identified by your interest assessment. Make notes on the edge of the activity sheet as to how your area has changed or stayed the same since our last evaluation. You will use this as you work toward your Unit 3 Milestone Project.*

#### Step 2: Students share responses.

If time allows, have students share with a partner or the class.

## 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 them on getting started with the project in class today. Note any initial feedback, appropriate for the whole class, on the project based upon your observations during the day.

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



*Today has been a day of exploration and I congratulate you for your hard work! If you enjoyed the assessment today, you can go online at home or in the computer lab to take additional assessments and explore more careers using Nebraska Career Connections.*

*In our next session, we will jump into the second Key Concept of Essential Question 2, “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.” In order to plan, you must have a career goal. You are getting very close to choosing your career for the Unit 3 Milestone Project.*

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



### OPTIONAL: Scoring Participation Using Activity Sheet 6-1 — After the Session

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

### Snapshot of the Event:

**Step 1:** Collect completed Activity Sheet

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

### Materials Used:

- Completed Unit 3 Activity Sheet, Page 14





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

**Step 1: Collect completed Unit 3 Activity Sheet, page 14.**

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

Neatness	10
Completion (All questions are answered completely)	10
Total	20