

# Session 7 — Guided Instruction:

## Topic 3-2: Choosing the Right Career

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

**OVERVIEW:** In this session, students are introduced to the decision-making process. This leads to the selection of a career for the Unit 3 Milestone Project. Students will also visualize the future.

#### 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.
- 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.

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



#### Session 7 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Tower Challenge	6 min.
3. Teacher-Led Discussion: Making Informed Decisions	5 min.
4. Learning Activity: Using the Decision-Making Process	14 min.
5. Learning Activity: Forward-Looking Timelines	20 min.
6. Review and Next Steps	5 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 7 PowerPoint slides.
3. Set up Learning Stations (See Room Set Up below).

**Estimated Time to Complete** 20 min.

#### Materials Used

- ✓ Unit 3: Session 7 PowerPoint Slides
- ✓ Learning Station Materials (See Room Set Up Below)
- ✓ Notebook
- ✓ Unit 3 Activity Sheet, Page 15 (One Per Student)

**Room Set Up**

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
  - “Tower Challenge” Activity
    - Clear Tape
    - Straws
    - Cotton Balls
    - Paper Clips
    - Construction Paper
    - Play Dough
  - “Looking-Forward Timeline” Activity
    - Butcher Paper or Construction Paper
    - Markers or Colored Pencils
  - Review Activity
    - Striped beach ball with the numbers 1-6 written on it; one number per stripe.

## 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*...

**Step 1: Show PowerPoint Slide #2.**

*Identify one of the hardest decisions you have made. Explain how you knew it was the right or wrong choice.*

*Write your answer to the prompt shown at the front in your notebook.*

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

While students journal, complete regular tasks such as taking roll, lunch count, etc.

**Step 3: Transition to the next learning event.**

Allow a few students to share if they would like.

*Our next activity starts with each of you being faced with a challenging decision.*

**Interest Approach: Tower Challenge — 6 minutes**

Students study the impact of decision-making.

**Snapshot of the Event:**

**Step 1:** Introduce the “Tower Challenge” activity.

**Step 2:** Students complete the challenge.

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

**Materials Used:**

- Learning Station for the “Tower Challenge” Activity

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

Put students into small groups.



*Focus your attention on the far table. We have a variety of building materials. When I say, “Go!” each team will have exactly one minute to select seven items for use in an upcoming challenge. When you have selected your items, quickly and quietly find a seat together in the room to await further instruction. You have one minute.*

*What questions do you have? Go!*

**TEACHING TIP:**  
Materials can be substituted for consumable items available in your classroom!

**Step 2: Students complete the challenge.**

*You have selected your items, are you ready for the challenge? Your task is to build the tallest freestanding structure possible in the next three minutes. You may only use the materials you selected, as well as a section of tape I will provide.*

*How can I clarify?*

*Begin!*

*Teams race to build the tallest structure as the teacher monitors student progress.*

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

Compare towers and identify the tallest structure. Students clean up materials and return to their seats for processing and transition.



*What happened?*

*How many of you, if given the chance, would have gone back and selected different items after finding out what the challenge was?*

*We often make decisions without considering the future challenges or opportunities that might be affected. We make decisions such as what classes to take, what clubs to be a part of and whether or not we will get a summer job, without thinking about how these choices will affect us in the future.*

*Repeat after me, "There are decisions I make each day" (students repeat) "that will make me career-ready" (students repeat).*

*Today, we will learn how to make informed decisions.*

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



### Teacher-Led Discussion: Making Informed Decisions — 5 minutes

Students learn the steps to making an informed decision.

#### Snapshot of the Event:

**Step 1:** Introduce the decision-making process.

**Step 2:** Students capture notes in their notebooks.

#### Materials Used:

- PowerPoint Slide #3
- Notebook

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

#### Step 1: Introduce the decision-making process



*You have all made difficult decisions in your past and you will make difficult decisions in your future. A simple process can be used to help you make informed decisions, whether those decisions are about which organization to join, class to take, or career to pursue.*

#### Step 2: Students capture notes in their notebooks.

Show PowerPoint Slide #3. Ask students to capture notes in their notebooks.



1. *Identify the problem.*
2. *Brainstorm all potential solutions.*
3. *List negative and positive aspects of each possible solution.*
4. *Select a solution and defend your choice.*

*Let's put the decision-making process to work.*

## Learning Activity: Using the Decision-Making Process — 14 minutes

Students select a career using the decision-making process.

### Snapshot of the Event:

**Step 1:** Review Essential Question 1.

**Step 2:** Students complete the activity sheet and apply the decision-making process.

**Step 3:** Students select a career.

### Materials Used:

- PowerPoint Slide #4
- Unit 3 Activity Sheet, Page 15

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

#### Step 1: Review Essential Question 1.



*At the beginning of the unit, we learned about Essential Question 1, “What does it mean to be career-ready?” Take 30 seconds and discuss the answer to this question with a partner.*

Have two or three pairs share with the class. Show PowerPoint Slide #4.



*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.*

*A career-ready person identifies a potential career that will allow them to use those strengths, talents, education, and experiences. They purposely work towards a career goal. Today you will identify a career that fits well with your skills and interests and helps you to live a fulfilling life.*

*You will need the results of both your skills and interest assessments. Find those while I pass out Activity Sheet 7-1.*

#### Step 2: Students complete the activity sheet and apply the decision-making process.

Pass out Unit 3 Activity Sheet, page 15.



*The activity sheet will lead you through each step of the decision-making process. The problem of course has been identified. You must select one career. You will brainstorm all potential careers based off of your assessments. Then select a few possible careers and list all negative and positive aspects of those occupations. Finally, you will select a career to be the focus of your Unit 3 Milestone Project. You have 12 minutes to work.*

Monitor student progress. If needed, have students share with a partner periodically to create additional ideas. Students may also access the Nebraska Career Connections to learn more about possible careers.

#### Step 3: Students select a career.

The last step on the activity sheet is for students to select one career and explain their answer.



*Congratulations on successfully using the decision-making process to make a challenging choice. The career you selected today is hopefully one that you could potentially see yourself pursuing in the future. It will be the focus of your Unit 3 Milestone Project.*

*Part of being career-ready is having a plan. Forward thinking and planning helps to anticipate potential obstacles and challenges so that you are ready to meet them head on. Our next activity will help you plan to be career-ready.*

## Learning Activity: Forward-Looking Timelines — 20 minutes

Students create forward-looking timelines of how they will become career-ready and reach their career goal.

### Snapshot of the Event:

**Step 1:** Introduce the “Forward-Looking Timelines” activity.

**Step 2:** Students complete timelines.

**Step 3:** Students share in small groups.

### Materials Used:

- PowerPoint Slides #5-6
- Learning Station for the “Forward- Looking Timelines” Activity

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

#### Step 1: Introduce the “Forward-Looking Timelines” activity.

Show PowerPoint Slide #5.



*We created timelines of our lives in session 4. It is useful to review your past decisions, but it can also be useful to think about your future decisions. Using a forward-looking timeline will allow you to plan ahead, keeping in mind concepts you explored earlier. If you can visualize your goals, you are much more likely to achieve them.*

*Stephen Covey, in “7 Habits for Highly Effective People,” presents the idea that you must, “Begin with the end in mind.” Before you can start, you must have an idea of where you want to end up and work backwards to our present situation. In the last activity, you each selected a career, your destination. Let’s figure out how to get there. Today, you will create a timeline of your life for the next 20 years. The timeline should focus on career readiness. These timelines will help you plan for your future.*

Show PowerPoint Slide #6.



*You must include at least 10 decisions you will make. For example, for your desired career, you may choose to obtain post-secondary education. You must decide where to get that education. If you know where you want to go, include that in the timeline. This could actually be two decisions. The first being you must decide where to attend school and the second being actually starting school. Please include the year you will face the decision. You may choose to create a timeline using a large piece of paper and markers.*

*What questions do you have?*

*You have 15 minutes to work.*

#### Step 2: Students complete timelines.

Monitor student work and encourage them to consider all steps needed to reach their career goal.

**Step 3: Students share in small groups.**

After 15 minutes, have students get into small groups of four. Have students share their timelines. Allow four minutes for sharing. The review at the end of this session includes wrap-up questions from this activity.



*Now you have identified a career goal and outlined a vision for how to get there. Let's review this session and then preview what we will be doing in the next session.*

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



### Review and Next Steps— 5 minutes

Reinforce the main idea from the session.

**Snapshot of the Event:**

**Step 1:** Introduce the review activity.

**Step 2:** Students complete the review activity.

**Step 3:** Preview the next session.

**Materials Used:**

- Learning Station for the Review Activity
- PowerPoint Slide #7

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

**Step 1: Introduce the review activity.**

Show PowerPoint Slide #7.



*We will pass the beach ball around the room. When you catch the ball, the number facing you is the number of the question you will answer.*

*How can I clarify?*

**Step 2: Students complete the review activity.**

Have students participate one at a time. Ideally, every student would answer one question, if time allows.

**Step 3: Preview the next session.**

*We have accomplished a great deal today. You have used the decision-making process to make an informed decision about a career. You also created a vision for the future. In the next session, we will explore what happens when things do not go as you have planned. You will learn about the importance of flexibility in career readiness as you dig deeper into Essential Question 2.*

**Assessment – How do I assess student work from the session?****OPTIONAL: Scoring Unit 3 Activity Sheet, Page 15 — After the Session**

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

**Snapshot of the Event:**

**Step 1:** Collect completed Unit 3 Activity Sheet, page 15.

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

**Materials Used:**

- Completed Unit 3 Activity Sheet, Page 15

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

**Step 1:** Collect completed Unit 3 Activity Sheet, page 15.

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

Neatness	10
Completion (All questions are answered completely)	15
Total	25

**OPTIONAL: Scoring the Forward-Looking Timelines — After the Session**

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

**Snapshot of the Event:**

**Step 1:** Collect student timelines.

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

**Materials Used:**

- Completed Forward Looking Timelines

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





**Step 1: Collect student timelines.**

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

Neatness	10
Content: 10 decisions or events are included	10
Detail: Years of decisions or events are included	5
Total	25