

# Session 8 — Guided Instruction:

## Topic 3-2: Choosing the Right Career

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

**OVERVIEW:** In this session, students continue to explore the second Essential Question. Potential challenges are identified and the importance of planning for the future is clarified.

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

What is the right career path for me?

- Effective career plans are the catalyst to a successful career. They are living documents with core components that 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 8 Snapshot

|   |                |
|---|----------------|
| 1. Suggested Bell Work Activity                           | Time Varies    |
| 2. Interest Approach: Maze Challenge                      | 6 min.         |
| 3. Teacher-Led Discussion: Review of Essential Question 2 | 3 min.         |
| 4. Learning Activity: Identifying Roadblocks              | 20 min.        |
| 5. Learning Activity: Jobs and Careers                    | 12 min.        |
| 6. Preview Learning Expedition & Next Session             | 5 min.         |
| 7. Review and Next Steps                                  | 4 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 8 PowerPoint slides.

**Estimated Time to Complete** 20 min.

**Materials Used**

- ✓ Unit 3: Session 8 PowerPoint Slides (See the Resources Section)
- ✓ Unit 3 Activity Sheets, Pages 16-25 (One Per Student)
- ✓ Notebook
- ✓ High Energy Music
- ✓ Poster Paper (One Sheet Per 3-4 Students)
- ✓ Markers
- ✓ Unit 3 Activity Sheet, Page 3 (Used Previously)
- ✓ Beanbag or Softball (See Review and Next Steps)

**Room Set Up**

- ✓ Secure an LCD projector.
- ✓ Print Activity Sheet 8-1 and post the quotes around the classroom.

## 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 the “Words to Stand By” activity.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Students select a quote and defend their choice.
- Step 4:** Transition to the next learning event.

**Materials Used:**

- See Room Set Up
- Notebook

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

**Step 1: Introduce the “Words to Stand By” activity.**

*Around the classroom are quotes about planning. Take two minutes to read each quote and decide which quote best resonates with your personal views of planning. At the end of two minutes, I will ask you to select one and record it in your notebook. You should be prepared to share the reason for your selection with the class.*

*What questions are there?*

*Begin!*

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

While students complete the task, you may complete regular tasks such as taking

**TEACHING TIP:**

When having students share, if one does not have an answer or another student shared their same idea, do not let them opt out. Instead give them time to think by saying, “We will come back to you.” After a few others share or following discussion,

roll, lunch count, etc.

ask the student to share.

**Step 3: Students select a quote and defend their choice.**

At the end of two minutes, ask students to make their final selection and record the quote into their notebook.

Have students take turns sharing their reason for choosing their quote.

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



*Excellent reasoning for your choices. Decision making, along with the ability to plan, is an important component of career readiness. In our next activity, we will test your planning skills.*

## Interest Approach: The Maze Challenge — 6 minutes

Students complete the challenge and visualize the impact of obstacles.

### Snapshot of the Event:

**Step 1:** Pass out the “The Maze Challenge” activity.

**Step 2:** Students complete challenge.

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

### Materials Used:

- Unit 3 Activity Sheet, Page 23
- High-Energy Music

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

**Step 1: Pass out the “The Maze Challenge” activity.**

Pass out Unit 3 Activity Sheet, page 23. Students will work independently to complete the challenge. Giving students a time limit and playing high energy music changes the pace and increases the excitement level.



*Take your pencil and place it at the start of the maze. Lets solve this maze!  
On your mark, get set, go!*

**Step 2: Students complete challenge.**

Monitor student work as they complete the maze.

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



*When completing a maze, what is the goal? Was it easy to get there?  
What happens along the journey?  
What happened when you hit a dead end?*

*In a maze, when you hit a dead end you back-tracked to a point where you were moving forward and tried something new. This is the same in life and in your journey to be career-ready. You will each hit dead ends. You will each reach a point where you realize our path is no longer in-line with your*

*strengths, talents, education, and experiences. What should you do then?*

Guide students to conclude that they must re-group and move ahead in a different direction.



*We will all face challenges in life. Sometimes it is important to sit back and reflect upon where you have been and where you are going.*

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



### Teacher-Led Discussion: Review of Essential Question 2 — 3 minutes

Teacher sets context for session by reviewing Essential Question 2.

#### Snapshot of the Event:

**Step 1:** Display and discuss the Key Concepts or Essential Question 2.

**Step 2:** Transition to next activity.

#### Materials Used:

- PowerPoint Slide #2

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

#### Step 1: Display and discuss the Key Concepts of Essential Question 2.

Show PowerPoint Slide #2.



*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.*

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

#### Step 2: Transition to next activity.



*Sometimes even the best plans do not go as planned. Things change; life happens. Part of effective planning is identifying potential problems or dead ends before they happen. Our next activity will give you the chance to identify potential roadblocks on your journey to being career-ready.*

## Guided Instruction: Identifying Roadblocks — 20 minutes

Students identify potential roadblocks in their path to career readiness.

### Snapshot of the Event:

- Step 1:** Introduce the “Identifying Roadblocks” activity.
- Step 2:** Student brainstorm to identify roadblocks.
- Step 3:** Guide students in creating a mind map.
- Step 4:** Facilitate a class discussion.

### Materials Used:

- Notebook
- PowerPoint Slide #3

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

#### Step 1: Introduce the “Identifying Roadblocks” activity.



*How many of you have seen roadblocks before? What do they look like?  
What is their purpose?*

*As you may have already experienced, there are also roadblocks in life. These challenges may sometimes cause you to stop completely on your journey toward success. Others might make you follow a detour that takes much longer than you had first imagined. Although you may not be able to avoid all roadblocks in life, effective planning can help you prepare for and avoid many!*

*Today we will identify likely roadblocks that you may encounter on your path toward career readiness and develop potential solutions or alternate paths around them.*

#### Step 2: Student brainstorm to identify roadblocks.

Pair students to brainstorm general roadblocks to a career. Pairs should capture these ideas in their notebooks. Provide students with a few examples to get them going.



*Your challenge is to identify as many general roadblocks to a career as you can. Some roadblocks might be lack of motivation or education and training. These could make it harder to reach a specific career goal. With a partner next to you, take three minutes to search your brain and create a list of roadblocks in your notebook.*

*How can I clarify?*

*Begin!*

#### Step 3: Guide students in creating a mind map.

When students have developed a substantial list of roadblocks, guide students through the process of putting these ideas into a useful mind map. Show PowerPoint Slide #3.



*Create the large circle to the left first. You may write “Caution!” or include your chosen career. On the first layer of the web, identify the top roadblocks you brainstormed.*

*Off of each roadblock, brainstorm solutions. You have 10 minutes to individually complete your*

*roadblock web.*

*What questions are there?*

*Begin!*

#### Step 4: Facilitate a class discussion.



*What roadblocks did you select?*

*Which of the items on the list are roadblocks within your control?*

*What strategies and solutions did you create?*

Guide the discussion to the fact that even if you brainstormed many roadblocks, there will likely be unanticipated challenges that arise. The goal is to avoid as many as possible, be prepared for those within our control and allow the plan to guide us toward our goal.



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

*The great advantage of being career-ready is that you will be prepared for a variety of careers. There is a difference between being job-ready and career-ready. Our next activity explores this idea.*

### Learning Activity: Jobs and Careers — 12 minutes

Students compare and contrast jobs and careers.

#### Snapshot of the Event:

**Step 1:** Introduce the “Jobs and Careers” activity.

**Step 2:** Students brainstorm differences between the two terms.

**Step 3:** Facilitate a group discussion.

**Step 4:** Students share personal examples of the terms.

#### Materials Used:

- Poster Paper
- Markers
- PowerPoint Slide #4

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

#### Step 1: Introduce the “Jobs and Careers” activity.



*Raise your hand if you hope to have a job?*

*Raise your hand if you hope to have a career?*

*Are those the same things?*

Divide students into groups of three or four and provide each group one large, poster-sized paper and markers. They can put these on their tables or post them on the wall.



*Draw one line down the middle of the paper, labeling one column “Job” and the other column “Career.”*

**Step 2: Students brainstorm differences between the two terms.**



*Your group has four minutes to list as many differences between the two categories as possible. Keep in mind; you are not listing different types of jobs or careers, but rather the differences between the terms.*

*How can I clarify? Begin!*

**Step 3: Facilitate a group discussion.**

After four minutes, have students share the main items on their lists. Then show PowerPoint Slide #4.



*Individuals can change jobs without changing careers.*

*A person will normally have several jobs within the same career.*

*A career takes goal-setting centered on an individual's specialized strengths, talents, experiences, and education.*

**Step 4: Students share personal examples of the terms.**

Have students find a partner to discuss the wrap-up questions. They will find a new partner for each question.



*When I say, “Move!” rise and find a partner. I will then ask a question. You will have one minute with your partner to discuss responses to the question. When time is called, you will move to the next individual to partner with.*

*What questions do you have?*

*Rise!*

When students have found a partner, ask the first question.



*Name a job you have had.*

Elicit responses. Examples might include mowing lawns, babysitting, etc.

After one minute, have students find a new partner. Continue until all questions have been answered.



*Why is this a job and not a career?*

*Name the career you plan to pursue.*

*What are some jobs that could help you pursue that career?*

Have students return to their seats.



*Our goal is be career-ready, prepared for anything in our future. This will allow us to face any roadblock or challenge. What happens if we did not choose the right career path for ourselves? Our next session will address this question.*

**TEACHING TIP:**

When having students find partners, establish firm rules. Students should work with the first person they come to, no drive-bys. At the end of their time together, partners should give each other a high five for celebration. Having students work with a variety of partners and groups builds and improves their career-readiness skills.

## 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:** Pass out Unit 3 Activity Sheets, pages 24-25.

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

#### Materials Used:

- Unit 3 Activity Sheets, Pages 3 and 24-25

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

#### Step 1: Set context regarding the next session.



*In our next session, you will have an opportunity to do some self-directed learning about the Key Concept, “It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.” You will also continue working toward the Unit 3 Milestone Projects.*

#### Step 2: Pass out Unit 3 Activity Sheets, pages 24-25.



*This is a really important document because it is like a detailed map of the territory you are about to explore. During the next session, like most explorers, you get to call the shots.*

Hand out the Unit 3 Activity Sheets, pages 24-25.

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



*There are a number of Expeditions to go on as you continue to investigate Essential Question 2. Let’s take a look at them.*

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

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

As Time Permits: 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 Unit 3 Milestone Project description. Particularly, reference the steps shown at the bottom of the Milestone Project Description: Unit 3 sheet. These make excellent steps for them to work on during the next session.





Before the next session, you need to complete the “Get Started!” Expedition. This activity will introduce you to another person’s career journey.

## Review and Next Steps — 5 minutes

Students review the content of the session.

### Snapshot of the Event:

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

**Step 2:** Students share one word or phrase in response to the question.

**Step 3:** Thank students for their work today and identify the next session’s topic.

### Materials Used:

- PowerPoint Slide #5
- Bean Bag or Soft Ball

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

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

Show PowerPoint Slide #5.



*Our review question today is, “What is something you learned about the relationship of planning and being career-ready?”*

*I will start the activity by tossing the bean bag to someone. When you receive the bean bag, you must answer the question with one word or a short phrase. Then toss the bean bag to someone else.*

*What questions do you have? Let’s begin!*

#### Step 2: Students share one word or phrase in response to the question.

Repeat the review question then toss the beanbag to a student to start the activity. Allow students to continue until every student has had the chance to share or as time allows.

#### Step 3: Thank students for their work today and identify the next session’s topic.



*How many of you are 100% confident that you chose the right career path for you?  
How many of you have some questions about your career path?*

*If you have any doubt, our Learning Expedition in the next session will help you feel more at ease. We will explore why it is okay to change your minds as long as you also update our plan. Please remember to complete the “Get Started!” Expedition.*

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



### OPTIONAL: Scoring the “Roadblock Mind Map” — After the Session

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

#### Snapshot of the Event:

**Step 1:** Collect student mind maps.

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

#### Materials Used:

- Student Completed Mind Maps

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

**Step 1: Collect student completed mind maps.**

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

|  |    |
|--|----|
| Neatness   | 10 |
| Content: Top roadblocks are listed                     | 5  |
| Content: Strategies to solve each roadblock are listed | 5  |
| Total  | 20 |