

Session 9 — Self-Directed Learning:

Topic 3-2: It is Okay to Change My Mind

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

OVERVIEW: Students have been introduced to the final concept of Essential Question 2 and are prepared to conduct self-directed learning about the importance of planning and being flexible with their career plan.

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 9 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
4. Review: Free Write	3 min.
5. End-of-Class Announcements	2 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 9 PowerPoint Slides.	
3. Set up Learning Stations (see Room Set Up below).	
Estimated Time to Complete	20 min.

Materials Used

- ✓ Unit 3 Activity Sheet, Page 26 (One Scenario Per Group)
- ✓ Unit 3 Activity Sheet, Page 27 (One Per Student)
- ✓ Unit 3 Activity Sheets, Pages 3 and 24-25 (Used Previously)
- ✓ Unit 3: Session 9 PowerPoint Slides
- ✓ Notebook

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Write the following statements on the board or show them using PowerPoint Slide #4.
 - How did your group come to consensus on the lists?
 - Did your list change after drawing a location?
 - Describe reasons for the individual changes.
 - If you were creating the list alone, what changes would you have made?
 - Identify at least one similarity and one difference between this activity and the concept, “It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.”
 - When in real-life do we change our minds?
- ✓ Learning Station Set Up for the “Show Me!” Expedition:
 - Print and cut apart Unit 3 Activity Sheet, page 26 (one scenario per group).
- ✓ Learning Station Set Up for the “Test Run!” Expedition:
 - Obtain computers and Internet access for “Test Run!” Expedition, if desired.
 - Prepare copies of Unit 3 Activity Sheet, page 27 (one per student).

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.

Materials Used:

- Unit 3 Activity Sheets, Pages 24-25
- Chalkboard/Whiteboard
OR
- PowerPoint Slide #2
- Notebook

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

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

Write the following on the board or use PowerPoint Slide #2:

- Locate the “Get Started!” Expedition completed as homework. Submit the assignment.
- Look at the Unit 3 Activity Sheet, pages 24-25, and answer:
 - 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 have choices about how to finish your study of Essential Question 2. When I say, “Let’s start!” you’ll have some time to locate the two items shown on the board. Work quickly to find those items so that you have plenty of time to look over the Unit 3 Activity Sheet, page 24-25, and answer the questions shown.

Let’s start!

Step 3: Complete regular class routines while students work on the task.

While students locate resources and answer the questions posed, you may complete regular tasks such as taking roll, lunch count, etc.

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 available Learning Expedition resources.

Step 2: Summarize goals and release students to complete the activities.

Materials Used:

- PowerPoint Slide #3
- Unit 3 Activity Sheets, Pages 3-5 and 24-25
- Notebook

How this event might *look and sound*...**Step 1: Review the goals for the day and the available Learning Expedition resources.**

Let’s begin our day with the end in mind. There are three things to do before the end of this session.

Display 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*

While I completed regular class routines, you pondered what progress you will make toward your Unit 3 Milestone Project. If you haven’t already, write down a goal for making progress today.

Allow students a minute to mark their choices in the Learning Expedition Guide 3- 2: Part 2.

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. For example, after you complete the “Show Me!” Expedition, we’ll review your notebook entry. Together, we will determine if you are on track!

Step 2: Summarize goals and release students to complete the activities.

Display PowerPoint Slide #3.



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 Expedition & Providing Feedback — 40 minutes

Students complete the self-directed Learning Expeditions planned for the session today while the teacher provides feedback and guidance.

Snapshot of the Event:

Step 1: The following events occur simultaneously:

- Teacher reviews “Get Started!” homework using criteria provided.
- Students complete a “Show Me!” Learning Expedition and related reflection questions.

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.
- Students complete two “Test Run!” Learning Expeditions.

Step 3: The following events occur simultaneously:

- Teacher reviews student product for the “Test Run!” Learning Expeditions.
- Students begin working on the Unit 3 Milestone Project.
- After reviewing the “Test Run!” products, teacher reviews student progress on the Unit 3 Milestone Project.

Materials Used:

- Learning Expedition Map: Unit 3
- PowerPoint Slide #4
- Unit 3 Activity Sheets, Pages 26-27

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

NOTE: For the “Show Me!” Expedition, divide students into groups of four to complete the survival challenge.

NOTE: For the “Test Run!” Expedition, computers with internet access would be valuable to students working on this Expedition, but not necessary. If using the internet, guide students to Nebraska Career Connections (www.nebraskacareerconnections.org) and Nebraska Department of Education Career Clusters (<http://www.education.ne.gov/nce/CareerClustersResources.html>).

Step 1: The following events occur simultaneously:

- Teacher reviews “Get Started!” homework using criteria provided.
- Students complete a “Show Me!” Learning Expedition and related reflection questions.

Providing Students with Feedback as They Complete the Expeditions.

As students work on the Learning Expeditions over the next two days, move around the room and encourage them to stay on track.

Evaluate their work and determine if they are “on track” or “off track” using the criteria provided on the following pages. If a student is demonstrating that they are “on track,” provide your sign-off in the space provided for that student on Expedition Map: Unit 3. If the student appears to be “off track” on the assignment, then provide coaching and prompts to get the student back “on track.”

Coaching on 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 review the concept of Career Pathways by looking at the pathways in one cluster.
- Make positive and encouraging comments about thought students put into designing their mind-maps or crosswords.
- If they did the task, provide sign-off on the Learning Expedition Map: Unit 2 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 and related questions.
- Students complete two “Test Run!” Learning Expeditions.

Coaching the First “Show Me!” Expedition

Review student products for the following:

	Off-Track	On-Track
<p>Identification of Similarities and Differences Between the Activity and Concept 3: <i>It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.</i></p>	<p>Responses identify less than one similarity between the activity and the concept.</p> <p>Responses identify less than one difference between the activity and the concept.</p>	<p>Responses identify at least one similarity between the activity and the concept. For example:</p> <ul style="list-style-type: none"> The scenario changed the situation and information so a slightly different set of tools and equipment are needed for ultimate survival. <p>Responses identify at least one difference between the activity and the concept. For example:</p> <ul style="list-style-type: none"> All team members were required to reach consensus about the list of ten items. The concept refers to an individual's opinion and what is right for them.
<p>Provides a real-life example of when we change our mind: <i>It is normal and healthy for me to change my mind.</i></p>	<p>Responses identify less than one real-life example of a time when we change our mind.</p>	<p>Responses identify at least one example of changing our minds in real-life. For example:</p> <ul style="list-style-type: none"> After stepping outside, I decide to take a coat with me to school because it is cold. I plan to try out for the basketball team but prior to try-outs, I decide not to so that I can continue to volunteer at the animal shelter after school.

Step 3: The following events occur simultaneously:

- Teacher reviews student product for the “Test Run!” Learning Expeditions.
- Students begin working on the Unit 3 Milestone Project.
- After reviewing the “Test Run!” products, 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
List 10 careers in the Career Cluster you chose.	Responses do not include 10 different careers in the Career Cluster.	Responses include at least 10 careers in the Career Cluster.
List five skills required in your chosen career.	Responses do not include five different skills used in the career.	Responses include at least five skills used in the career.
Identify two occupations from your list of 10 that use similar skills as the career you chose.	Responses do not list two occupations.	Responses include at least two related occupations that use similar skills.

Evaluating the Unit 3 Milestone Project Progress

Review the outline and/or first draft the student is creating using the following criteria.

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 Unit 3 Milestone 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: Free Write — 3 minutes

Reinforce the key concept from the session.

Snapshot of the Event:

- Step 1:** Write the following on the board or show it using PowerPoint Slide #5.
Step 2: Share responses if time allows.

Materials Used:

- PowerPoint Slide #5
- Notebook

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

Step 1: Write the following on the board or show it using PowerPoint Slide #5.

- *It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.*
- *If your career goal changes at some point in your life, what changes to your plan need to be made?*

Free write for 90 seconds to answer this question. Free writing means to write continuously the entire time. Do not worry about writing form or structure. How can I clarify? Begin!

Step 2: Share responses if time allows.

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

End-of-Class Announcements — 2 minutes

Students are reminded about homework, Unit 3 Milestone Project and look to the next session.

Snapshot of the Event:

Step 1: Remind students of homework.

Step 2: Remind students of completion due date for the Unit 3 Milestone Project.

Step 3: Set context for next session.

Materials Used:

- Unit 3 Activity Sheets, Pages 24-25

How this event might *look* and *sound*...**Step 1: Remind students of homework.**

Remind students that any unfinished work from the Expeditions will be due at the beginning of the next class period.

Step 2: Remind students of completion due date for the Unit 3 Milestone Project.

Remind students of the Unit 3 Milestone Project due date. Congratulate them on progressing 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.



Your hard work today is appreciated. The work you have done today, will no doubt, assist you in your journey to be career ready. We have made progress today toward our Unit 3 Milestone Project by identifying potential careers and the skills needed to be successful.

In our next session, we will be introduced to the final Essential Question, “How will my choices today affect my future?”.

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



OPTIONAL:

Scoring Participation Unit 3 Activity Sheet, Page 27 — 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 27.

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 completed Unit 3 Activity Sheet, page 27.

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

Neatness	10
Completion:	
Ten Careers in the Career Cluster	5
Five Skills Used in the Career	5
Two Careers that use Similar Skills	5
Total	25