

Session 10 — Guided Instruction:

Topic 3-3: Today's Choices Matter

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

OVERVIEW: Students are introduced to Essential Question 3 and examine the idea that the choices made each day are important and will impact the future.

Unit Concepts & Essential Questions Addressed in This Session

How will my choices today affect my future?

- My activities, work experiences and courses have relevance in shaping my career path.
- Completing high school and post-secondary education are not my only goals; they are means to my real goal of being career-ready.

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



Session 10 Snapshot

1. Suggested Bell Work Activity	Time Varies.
2. Interest Approach: Theory of One Degree	10 min.
3. Teacher-Led Discussion: Discussing Concepts	8 min.
4. Teacher-Led Discussion: Define "Relevance"	10 min.
5. Learning Activity: Wall List	14 min.
6. Preview Learning Expedition & Next Session	5 min.
7. Review and Next Steps	3 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 10 PowerPoint slides.
3. Set up Learning Stations (see Room Set Up below).

Estimated Time to Complete

20 min.

Materials Used

- ✓ Unit 3: Session 10 PowerPoint Slides
- ✓ Notebook
- ✓ Learning Stations Materials (See Room Set Up)
- ✓ Unit 3 Activity Sheets, Pages 28-30 (One Per Student)
- ✓ Unit 3 Activity Sheets, Page 3 (Used Previously)
- ✓ Sticky Notes (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
 - Learning Station for the “Theory of One Degree” Activity:
 - Spool of Yarn
 - Mathematical Compass
 - Learning Station for the “Wall List” Activity:
 - Three Posters Hung Around the Room Labeled:
 - “School Activities”
 - “Work Experiences”
 - “Courses”
 - Markers

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 complete the task.
- Step 3:** Bring class back together and 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.**

List three decisions you have made today.

Select one and write in your notebook about how it will affect you in the future.

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

While students answer the question posed, you may complete regular tasks such as taking roll, lunch count, etc.

Step 3: Bring class back together and transition to the next learning event.

Have two or three students share with the class.



We make decisions everyday. Many of these decisions affect your future. Some decisions seem simple, such as what you eat for breakfast or the shirt you choose to wear. However, what if you consumed bacon that had been improperly handled or have a sweatshirt on when the air-conditioning in the school building stops working? You never know when your small decisions may impact you later. The next

activity will demonstrate the impact your choices can have on your life.

Interest Approach: Tower Challenge — 6 minutes

Students identify a small change they can make today that will have long-term effects.

Snapshot of the Event:

- Step 1:** Introduce the “Theory of One Degree” activity.
- Step 2:** Two student volunteers help illustrate the impact of a slight change.
- Step 3:** Students identify changes they can make today that will have long-term effects.
- Step 4:** Transition into the next learning event.

Materials Used:

- Learning Station Materials
- PowerPoint Slides #3-4
- Notebook

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

Step 1: Introduce the “Theory of One Degree” activity.



It is time to learn a new theory, the theory of one degree. Let us assume we have an unending piece of yarn that we would like to stretch across the classroom. In order to make this work, I need two volunteers.

Place Volunteer A on the left side of the room and Volunteer B directly across on the right side, as far apart as possible.



We will start with the yarn on one side of the classroom (hand end to Volunteer A) and stretch it across the room (hand spool to Volunteer B). We will turn around and follow our path back to where we started. (While both volunteers hold tight to their spot on the yarn, double the yarn back to Volunteer A.)

If we look at this angle (at Volunteer B), what is the angle of this yarn?

Elicit responses. Listen for, “0 degrees.”



What is the distance on the opposite end (at Volunteer A)?

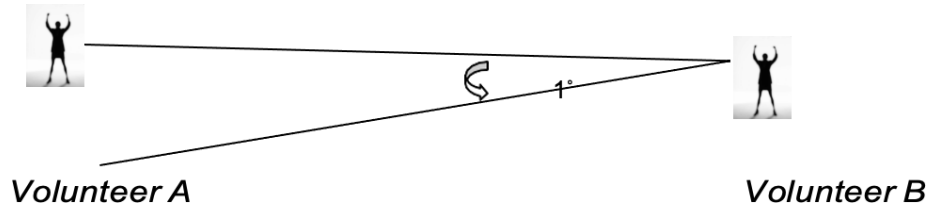
Elicit responses. Listen for, “0 degrees.”

TEACHING TIP:

Collaborate with the math instructor to ensure you use correct terminology related to angles. Ask him or her for suggestions of ways to enhance the mathematical content to pull core content into your classroom and make connections for the students.

Step 2: Two student volunteers help illustrate the impact of a slight change.

But what if we change this angle by simply one degree. Using the compass, measure a one-degree angle at the bending point. What is our distance at the end now? (Measure distance between ends at Volunteer B.) The larger the classroom, the more drastic change in distance will occur.



Show PowerPoint Slide #3.



If we were to stretch a rope from this point to one mile down the road, we would reach a certain point. But if we change the angle only one degree, the ending point would be 92 feet away from the original!

How does this connect to your career preparation? Small decisions you make today can have a huge long-term effect! Let's look at some examples.

Show PowerPoint Slide #4.

Discuss the examples.

Step 3: Students identify changes they can make today that will have long-term effects.

Take the next few minutes to illustrate this theory in your notebook. Then, Identify two or three changes you could implement that would only slightly affect you today, but could have big long-term effects!

How can I clarify? Begin!

Step 4: Transition into the next learning event.

After three minutes, have students share with a partner. Then have a few students share with the class.



The choices you make today matter. It is challenging to predict the impact they will have on our life. However, the more informed, better choices you make today will definitely benefit you in the future. This theory is the basis for Essential Question 3.

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



Teacher-Led Discussion: Discussing Concepts – 10 minutes

Students are presented with the two Key Concepts under Essential Question 3.

Snapshot of the Event:

Step 1: Show and discuss PowerPoint Slide #5.

Step 2: Show and discuss PowerPoint Slide #6.

Materials Used:

- PowerPoint Slides #5-6

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

Step 1: Show and discuss PowerPoint Slide #5.



In this unit, you have learned how to pack your bags to be ready for any career as we defined “career readiness”. You chose a destination as you selected the right career for you. Now it is time to make a map for how we can become career-ready.

The third and final Essential Question is, “How will my choices today affect my future?”

We will answer this question by exploring the Key Concepts.

Step 2: Show and discuss PowerPoint Slide #6.

Discuss each one as students capture the concepts in their notebook.



- *My activities, work experiences, and courses have relevance in shaping my career path.*
- *Completing high school and post-secondary education are not my only goals; they are means to my real goal of being career-ready.*

Your activities, work experiences and courses should be relevant for your future. Let’s find out what that really means.

Teacher-Led Discussion: Define “Relevance” — 10 minutes

Teacher breaks down concepts by highlighting key terms.

Snapshot of the Event:

- Step 1:** Students capture definition of “relevance.”
- Step 2:** Show PowerPoint Slide #7.
- Step 3:** Facilitate a class discussion about relevance.
- Step 4:** Students interview one another regarding their view of relevance.
- Step 5:** Facilitate a class discussion.

Materials Used:

- Notebook
- PowerPoint Slides #7-8

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

Step 1: Students capture definition of “relevance.”



Write what I say next in your notebooks. My activities, work experiences, and courses have relevance in shaping my career path. “Relevance” is an important term to grasp in this concept. Highlight the word “relevance” in your notebooks.

What does “relevance” mean?

Elicit responses.



Great ideas. Let’s take a look at what Mr. Merriam-Webster says about “relevance.”

Step 2: Show PowerPoint Slide #7.



Merriam-Webster’s Dictionary:

- *relevance: having relation to the matter at hand*

Step 3: Facilitate a class discussion about relevance.



What makes an activity relevant to your future?

What makes a work experience relevant to your future?

What makes a class relevant to your future?

Where do hobbies fit into this plan?

Be sure students understand it is important to be focused on the future, but also healthy to have hobbies and interests away from school and work.

Step 4: Students interview one another regarding their view of relevance.



Today you will take this to another level by becoming reporters! Turn to a blank sheet in your notebooks and capture the “Reporter’s Questions” shown at the front.

Show PowerPoint Slide #7.



In your opinion, which courses are the most relevant to you and why?

What school activities are relevant to you and why?

What work experiences are relevant to you and why?

If you could make one change in your current participation, what would it be?

When I say, “Investigate!” jump out of your seat and find a classmate to interview. Remember, you are the reporter, which means you have an obligation to capture notes accurately based on what the other person says. Feel free to add questions if you like! You have six minutes total to complete this task, which means three minutes each.

What questions do you have? Investigate!

Step 5: Facilitate a class discussion.

Facilitate a group discussion about the responses from the reporter activity.

Name one relevant class.

Raise your hand if that class is relevant for you. Why does relevance differ from person to person?

Our next activity will give us a chance to capture these ideas about relevant activities, work experiences and classes.

Learning Activity: Wall List — 14 minutes

Students rotate to three poster stations in room, generating three comprehensive lists.

Snapshot of the Event:

Step 1: Introduce the “Wall List” activity.

Step 2: Facilitate the “Wall List” activity.

Step 3: Facilitate a class discussion.

Materials Used:

- Learning Station Materials

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

Step 1: Introduce the “Wall List” activity.



Around the room, there are three posters hanging on the walls. They have the labels: School Activities, Work Experiences, and Courses.

Our next step is to list relevant activities, work experiences, and courses on the wall charts.

I will divide you into three groups. When I say, “Brainstorm!” your group will start at one paper.

A scribe will take the marker and capture your ideas as you brainstorm activities, experiences, or courses in which you could participate from now until high school graduation that would add to your career-readiness skills. The goal is to create a comprehensive list of all of our options in each area, so that in our next session, we can build a plan of action to include the important activities.

Divide students into three groups, sending one group to each poster.



What questions do you have?

Step 2: Facilitate the “Wall List” activity.

At two- to three-minute intervals, instruct students to rotate clockwise to the next poster. At the final poster, students review concepts written and add any missing elements.

Step 3: Facilitate a class discussion.

After groups have worked at all three posters, ask for one volunteer to stay at each paper. The rest of the class should return to their seats. Have volunteers read aloud the relevant lists.



Great brainstorming. We will have these posters here so we can refer to them during the next session’s “Test Run!” Expedition. There are many things we can do today that will affect our future.

Keep the three posters for students to view during the 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.

Snapshot of the Event:

Step 1: Set context regarding the next session.

Step 2: Pass out Unit 3 Activity Sheet, pages 28-30.

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 28-30

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

Step 1: Set context regarding the next session.



What a day! From calculating angles to investigative reporting, you have jumped into the concepts surrounding how you will find relevance in the opportunities around you.

Our next session features guest speakers and important material to help plan your future.

Step 2: Pass out the Unit 3 Activity Sheets, pages 28-30.

This is a really important document, as 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.

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 we continue to investigate Essential Question 3. Let's take a look at these Expeditions.

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 "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 them to review the Milestone Project Description: Unit 3. Particularly, reference the steps shown at the bottom of the project description 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 help you think about how you have already started to plan for career readiness!

Review and Next Steps— 3 minutes

Reinforce the main idea from the session and look ahead to the next topic.

Snapshot of the Event:

Step 1: Show PowerPoint Slide #9.

Step 2: Students answer the question on a sticky note and post it on the wall.

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

Materials Used:

- PowerPoint Slide #9
- Sticky Notes

How this event might look and sound...**Step 1: Show PowerPoint Slide #9.**

What is one choice you will make in the next 24 hours that will help you become career-ready?

Step 2: Students answer the question on a sticky note and post it on the wall.

Pass out sticky notes.



Take 30 seconds to consider this question. Then write your response on a sticky note. When finished, post your answer on the wall.

How can I clarify? Begin!

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



You will continue to face choices every day of your future. The Learning Expedition during the next session will further examine the value of making informed decisions. You will also look to add relevance to your Career Readiness Plan by selecting relevant activities, work experiences and courses.

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



OPTIONAL:

Scoring the “Reporter’s Questions” Notes — After the Session

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

Snapshot of the Event:

Step 1: Collect student “Reporter’s Questions” notes.

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

Materials Used:

- Completed “Reporter’s Questions” Notes

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

Step 1: Collect student “Reporter’s Questions” notes.

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

Neatness	10
Completion	10
Total	20