

Lesson Title: Do you have what it takes?

Time Needed: One 45-minute class period

Brief Summary: This lesson will allow students the opportunity to look at four possible job/career paths, compare them, have an idea of what they entail, and what benefits are available to people in those positions. Students will be able to work cooperatively to discover what they believe to fit each career. They will need to utilize teamwork, leadership and decision-making to come to these conclusions. The goal of the lesson, ultimately, is to enable students to see a small variety of jobs available right here in Alaska, and specifically within one organization. In addition, students will have the capacity to compare those jobs, visually see what it will take to get in to one of those jobs, and begin to develop a plan for themselves to move toward their future career goals.

This lesson is connected to my externship because I am bringing forward the four main careers I was exposed to and sharing information on how the students can get involved in these careers. The industry itself has shared much information with me regarding the need for these positions, their roles and responsibilities, and what it takes to be in these jobs. I am then able to bring that information back to my students through this lesson, as well as by sharing the LEO Lesson I also created.

Materials Needed:

- ▲ white/chalk board
- ▲ markers/chalk
- ▲ pre-designed 5x7 cards listing a variety of classes and skills
- ▲ magnets and/or tape for attaching cards to board
- ▲ paper
- ▲ writing utensils
- ▲ access to internet
- ▲ projector or computer tied in to screen to post national salary and benefit information

Lesson:

1. Write the four following careers in different areas of the board:
 - Environmental Engineer
 - Middle School Social Studies Teacher
 - Information Technology
 - Community Health
2. When class begins, ask students for their input in how they would describe each job. Write some of their descriptive words on the board, or, if class size and time allows, let students write their descriptive words on the board. Remind students to be respectful (ie. For 'teacher', students shouldn't write things like 'mean people'). Students are stating job DESCRIPTIONS, meaning what does a person in that job actually DO.
3. As descriptions are given, you will be able to tell if more information is needed on your end. For instance, students may not be aware of what an engineer does, or even how many types of engineers there are! Be ready to share information on each field if necessary. A quick google search on each job can give a plethora of information if you need it.
4. After job descriptions are well developed, break students in to four groups. Have each group look at a specific job and decide what skills and educational classes/level of education may be needed. Because this will be a challenge for students, give each group a set of cards developed for this lesson (see examples below). Allow approximately 5-10 minutes for this activity, depending on the number of cards you end up giving your class.
5. One representative from each group attaches their cards to the board under the job they believe

would require these educational levels and skills. After all groups have posted, go over with the class why they believe the cards are where they are and whether the cards are in the correct spot or not (often the answer to the second part will come about during the class discussion of proper placement). Also, work with each group to go over the cards they did NOT choose to attach to the board, find out why, and see what input the rest of the class has. Did the group miss anything?

6. After going through job descriptions (at the beginning), then the skills/education necessary, have groups go back to work to decide what kind of pay they believe each job would receive. Ask kids to consider other benefits as well (this will take a varied level of prompting depending on your class, but remind kids to think of health insurance, vision/dental insurance, retirement plans, housing allowances, and other such 'perks' to a job). Write their pay on a 5x8 card, and list benefits on another (or use multiple of their list of benefits is long).

7. After about 5 minutes, have a DIFFERENT group representative write on the board what they believe the starting pay may be and a basic list of benefits they imagine would adhere to their specific job title.

8. After all groups have posted, share with students what the average salary and benefits truly are (available at salary.com). Ask students for their feedback, including which job would they want (most will pick the highest paying job), and then which they believe will fit them best. This part of the assignment can be discussion or a written assignment depending on time and appropriateness to the class and students.

Scoring Rubric:

see attached

Card Sample Statements:

Master's Degree

Bachelor's Degree

Calculus

Physics

High School Diploma

Psychology

Child Development

Computer Systems Management

Multicultural Education

Advanced Writing

Grant Writing

Soil Mechanics

Alaska Content Standards:

English/Language Arts

A. A student should be able to speak and write well for a variety of purposes and audiences.

1. apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;

2. in speaking, demonstrate skills in volume, intonation, and clarity;

B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.

1. comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;

2. reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences,

including discussions, lectures, art, movies, television, technical materials, and literature; and

3. relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

C. A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

3. select and use appropriate decision-making processes;

4. set high standards for project quality;

5. when working on a collaborative project,

a. take responsibility for individual contributions to the project;

b. share ideas and workloads;

c. incorporate individual talents and perspectives;

d. work effectively with others as an active participant and as a responsive audience;

D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.

1. develop a position by

a. reflecting on personal experiences, prior knowledge, and new information;

c. identifying a variety of pertinent sources of information;

d. analyzing and synthesizing information; and

2. evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;

4. explain and defend a position orally, in writing, and with visual aids as appropriate.

E. A student should understand and respect the perspectives of others in order to communicate effectively.

1. use information, both oral and written, and literature of many types and cultures to understand self and others;

Mathematics

A. A student should understand mathematical facts, concepts, principles, and theories.

1. understand and use numeration, including a. numbers, number systems, counting numbers, whole numbers, integers, fractions, decimals, and percents;

4. represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs;

B. A student should understand and be able to select and use a variety of problem-solving strategies.

6. use common sense to help interpret results;

7. apply what was learned to new situations;

D. A student should be able to use logic and reason to solve mathematical problems.

1. analyze situations;

2. draw logical conclusions;

3. use models, known facts, and relationships to explain the student's reasoning;

Employability

B. A student should be able to identify career interests and plan for career options.

1. identify and appreciate personal interests, aptitudes, abilities, and priorities;

2. identify possible career options, considering both employment and self employment, and understand how changes in the workplace affect career choice;

3. use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options;

4. identify education and/or training needed for career options and advancement, and develop a career plan;

5. identify resources available to support education and training related to career possibilities.