

# Lesson 7

## Learning about Careers

In this lesson, students interact with a guest speaker, which gives them a new opportunity to practice code-switching, effective communication, and active listening skills. After the guest speaker's visit, students use their new Internet research skills as they delve more deeply into exploring a specific career of interest. Students work on their presentation skills as they make presentations on their findings.

**Make It Local** | Prior to this lesson, you will need to arrange a guest speaker for Class Period 2. Please see Teacher Resource 7.1, Guide: Arranging Guest Speakers, and Teacher Resource 7.2, Guide: Preparing to Be a Guest Speaker, for more information. Revise Teacher Resource 7.2 to reflect the specifics of your classroom.

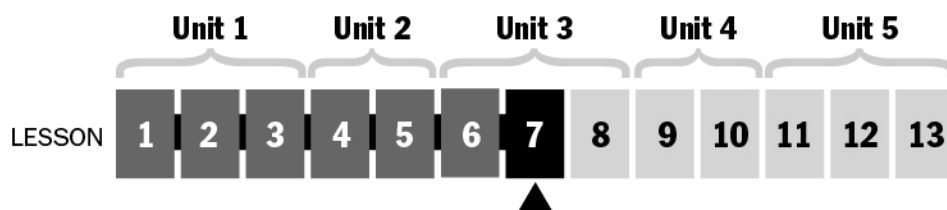
Note that if necessary, the guest speaker can come to class later in the course, but if you are following the **Plan Ahead** sequence of lessons don't schedule the guest speaker earlier than this point.

Prepare a short biography of the guest speaker, or ask the speaker to provide one, to share with students in Class Period 1 prior to the visit.

### Advance Preparation

- Students will need computers with Internet access in Class Periods 3, 4, 5, and 6.
- This lesson assumes that your students have a basic working knowledge of PowerPoint and access to computers with PowerPoint software. If that is not true, you will need to make adjustments to this lesson. You could add more class periods so that students can learn to use PowerPoint from you, from another teacher, or from each other. You can also replace the PowerPoint presentation with a less technology-dependent option (see Teacher Resource 7.3, Guide: Career Presentations Assignment, for details) or with another type of presentation program that is more comfortable for your students. Keep in mind that the Career Presentations Assignment is a part of the portfolio, so a non-digital version of the assignment may still need to be stored digitally for the portfolio.

This lesson is expected to take 6 class periods.



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## Lesson Framework

### Learning Objectives

Each student will:

- Demonstrate the ability to use professional courtesy and etiquette when conversing with a guest speaker
- Display understanding of effective Internet research skills while gathering information about a possible career
- Recall the best way to cite online sources for a research presentation
- Demonstrate the ability to create an effective PowerPoint presentation

### Academic Standards

- Know the various ways in which occupations can be classified (ASCA National Standards, C:B1.3)
- Use research and information resources to obtain career information (ASCA National Standards, C:B1.5)
- Learn to use the Internet to access career-planning information (ASCA National Standards, C:B1.6)

### 21<sup>st</sup> Century Skills

This lesson focuses on the following 21<sup>st</sup> century skills:

- Technological literacy: Students demonstrate comfort with technology used in college and careers
- Communication skills: Students demonstrate listening, speaking, reading, writing, presenting, and non-verbal communication that clearly demonstrates their skills and knowledge

### Assessment

| ASSESSMENT PRODUCT                        | MEANS OF ASSESSMENT                                 |
|-------------------------------------------|-----------------------------------------------------|
| Career presentation (portfolio component) | Rubric: Career Presentations (Teacher Resource 7.4) |

## Prerequisites

- Basic Internet research skills
- Understanding of appropriate and professional conduct with classroom visitors
- Active listening skills
- Basic PowerPoint skills

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## Instructional Materials

### Teacher Resources

- Teacher Resource 7.1, Guide: Arranging Guest Speakers
- Teacher Resource 7.2, Guide: Preparing to Be a Guest Speaker
- Teacher Resource 7.3, Guide: Career Presentations Assignment
- Teacher Resource 7.4, Rubric: Career Presentations
- Teacher Resource 7.5, Presentation: Example Career Presentation (separate PowerPoint file)
- Teacher Resource 7.6, Bibliography: Learning about Careers

### Student Resources

- Student Resource 7.1, Assignment: Career Presentation
- Student Resource 7.2, Organizer: Research on a Career

### Equipment and Supplies

- Whiteboard or blackboard
- Computers with Internet access and PowerPoint

## Lesson Steps

### CLASS PERIOD 1

#### STEP 1, ASSIGNMENT

#### CAREER PRESENTATIONS

35 minutes

#### SET-UP

Before class begins, post the following prompts on the board:

- I heard about a career in this course, and I'd like to know more about it.
- I've always wondered about a career that I have not been able to explore in this course.
- I don't know how to put together a PowerPoint presentation.
- I think I could put together a pretty good PowerPoint presentation.

Have Teacher Resource 7.5, Presentation: Example Career Presentation, ready to show the class.

Prepare copies of Teacher Resource 7.4, Rubric: Career Presentations, one for each student.

Also have enough copies of Student Resource 7.1, Assignment: Career Presentation, for each student.

#### PURPOSE AND CONTEXT

In this activity, students begin to prepare for their career research presentations by reviewing the rubric and examining an example presentation.

#### INSTRUCTION

- Begin class by asking students to read the prompts posted on the board. Read the first prompt aloud and ask students to raise their hands if they agree with it. Repeat this process with each of the four prompts, paying special attention to students' comfort level with PowerPoint. If a majority of students express concern about using PowerPoint, consider setting aside extra class time or making other adjustments to the assignment.
- Distribute copies of Student Resource 7.1, Assignment: Career Presentation. Explain that this sheet describes what their assignment is for this lesson. Divide the class into small groups (three to four students) and ask students to read over the assignment sheet with their group mates.

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- Tell students to ask each other their questions, and to bring those questions that the group can't answer to the class as a whole. Answer all students' questions.
- Some of the questions may center on students' lack of experience with what a PowerPoint presentation should look like. Explain to students that they are about to look at an example of a PowerPoint presentation about the career of an architect. Show the example presentation. Ask for different student volunteers to read the text on each slide. Take questions as they arise.
- Make explicit connections between the assignment sheet and the presentation. For example, point out that students need to find images that help explain the career they're choosing, and ask them how the images in this presentation help them understand more about being an architect.
- Next, distribute copies of Teacher Resource 7.4, Rubric: Career Presentations. Explain that this is how students' work will be assessed. Note that up until now, students' work has been assessed with assessment criteria. This assignment, which will take more time and more than one draft, requires a different method of evaluation.
- Give students a few minutes to review the rubric, and then ask students to vote by a show of hands: how would they rate the example presentation on the first criterion (coverage of subject matter)? Invite one or more volunteers to explain why they would grade the example as they did. Keep the presentation projected so that you can easily move from slide to slide to help students make their determinations about each criterion. Answer any questions and clear up any misunderstandings.
- Ask students to take time to think about what career they might want to research for their presentations. Let them know that they will need to select a career by the start of Class Period 3. Also announce that no student can do a presentation on being an architect, since that is what the example presentation focused on. If you have a student or students who were particularly interested in researching architecture as a career, meet with them individually to help them brainstorm other options.

### **DIFFERENTIATION**

Have the rubric and assignment sheet translated into students' primary language(s) so that English learners are able to fully comprehend and respond.

If you have a large number of English learners in your class, structure the rubric and example discussion differently. Take time to specifically identify elements of the example presentation that you want students to emulate and encourage students to make notes on how those parts of the presentation meet the "exemplary" criteria on the rubric. This more structured analysis can help English learners visualize how to produce a successful assignment.

## STEP 2, THINK, PAIR, SHARE

### QUESTIONS FOR THE GUEST SPEAKER

15 minutes

#### SET-UP

Before class begins, prepare a brief biography of the guest speaker to share with students.

#### PURPOSE AND CONTEXT

In this activity, students prepare to meet with the guest speaker by thinking about appropriate questions to ask.

#### INSTRUCTION

- Announce that a guest speaker will be visiting during the next class period to discuss careers. Share the biographical information you have about the guest speaker.
- Ask students to think about what they might ask the speaker. Encourage them to think about questions that might apply specifically to the speaker's line of work (e.g., education, training) as well as general questions about how the speaker became interested in his field, his past work experience, etc. Instruct students to write between three and five questions in their notebooks.
- Remind students that one of the purposes of meeting with or interviewing professionals in person is to find out information that one couldn't find out about their work through an Internet search. This is also an opportunity to find out what interests, skills, and work values the guest speaker has that helped make him a good match for his careers. Ask students to add two or three more questions to their list.
- Invite volunteers to share one question they wrote down, as time allows. Write the questions on the board and instruct students to write down any new questions that they like in their notebooks.
- Let the students know that you may call on any of them to ask the speaker a question, so it is important that they have questions prepared.
- Also invite students to think about any questions they could ask the guest speaker that might help with their presentation assignment. Point out that the speaker can be especially helpful if students are interested in pursuing a career in the same field, but encourage students to think about questions they can ask even if their preferred career is very different from the speaker's.
- Have students start a new page in their notebook and label it with the guest speaker's name and the date of the visit.
- Suggest that they plan to write down each question that their classmates ask, and then make notes on the important elements of the speaker's responses.
- Remind students that they should not aim to write down everything that the speaker says, but focus on key points. Also let them know that their notes will be assessed for credit/no credit.
- Finally, briefly review your expectations for appropriate behavior while the guest speaker is present. Ask

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students to think back to what they learned about code-switching. How should they code-switch to speak to the guest speaker?

- Remind students about active listening. What can they do to practice active listening with the guest speaker? Review specific actions they can take (making eye contact, sitting up straight, referring to something the speaker has said to make sure they understood it correctly).

### DIFFERENTIATION

Have discussion prompts translated into students' primary language(s) so they can participate more fully.

Meet briefly with English learners before the guest speaker arrives. Help them to prepare a few questions they can ask in English and coach them on pronunciation, etc. Let them know in advance that you will call on them and encourage them to practice their question(s) at home so they can ask it with confidence.

### CLASS PERIOD 2

#### STEP 3, PRESENTATION

#### GUEST SPEAKER

30 minutes

### SET-UP

Provide the guest speaker with a copy of Teacher Resource 7.2, Guide: Preparing to Be a Guest Speaker, in advance, if possible. Explain to the speaker how the class period will proceed and that she should be ready to interact with the students.

### PURPOSE AND CONTEXT

This activity provides students with the opportunity to ask a professional about her occupation and career field and also challenges students to practice their active listening, communication, and note-taking skills.

### INSTRUCTION

- Have students take out their questions and turn their notebooks to the speakers' notes page they created in the previous period.
- Begin the class period by introducing the speaker you've invited.
- Ask the class visitor to briefly describe his or her position, background, pathways he or she (or

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colleagues) took to get to this occupation, as well as any other general information you think might help set the context for your students.

- Once the speaker has finished, invite the students to ask questions the speaker hasn't already addressed. If there are no volunteers, remind students to look at the list of questions they compiled. Then ask for volunteers again. If there are still no volunteers, choose a student. Be careful to watch the time.
- At approximately 30 minutes into the class period, conclude the presentation and make sure that students verbally thank the speaker.

### DIFFERENTIATION

If possible, arrange to have a guest speaker who is bilingual and speaks the primary language of your English learners. Ask that guest speaker to give some portion of his or her introduction in that primary language and to take questions from students in that language as well.

Make arrangements to videotape the guest speaker. After the speaker's visit, schedule a time for English learners to view the videotape with a bilingual teacher, an aide, or a fellow student who can translate the information provided into students' primary language(s).

## STEP 4, DISCUSSION GUEST SPEAKER VISIT

20 minutes

### SET-UP

Post the following prompts on the board or a sheet of chart paper:

- One thing I learned from the guest speaker is...
- I thought the most interesting thing the speaker said was...
- Do you think the speaker would say that our class behaved appropriately and politely?

### PURPOSE AND CONTEXT

In this activity, students discuss what they learned from the guest speaker.

### INSTRUCTION

- After the speaker has left, ask students to take a few minutes to think about the speaker's visit and respond to the prompts in their notebook. Give them approximately five minutes to make notes.

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- Invite volunteers to share their responses to one (or more) of the prompts. Try to guide students to recognize the information the speaker gave that can be helpful no matter what career they intend to pursue. For example, a speaker's story of how he figured out what the right job was for him can be a good example for anybody, and a speaker's advice on how to get a first job in her industry may prove helpful for other industries as well.
- Make sure to touch on students' perceptions of how the speaker might feel about the class. Note that the speaker will tell other people about his or her experiences. The speaker's perceptions will affect how many other people will want to come to school to talk about their work. They will also be a factor in whether this person returns to speak with another class. If anyone feels that the speaker might have been uncomfortable, ask for ways that the class could have made him or her feel more welcome.
- When approximately five minutes remain in class, remind students that they will be starting on their career research projects in the next class period. If there is time, go around the room and quickly have each student say what career they are planning to research. If students say they are still undecided, emphasize that they need to make a decision before the start of the next class period. Encourage them to look back at their surveys from Lessons 4 and 5 or to visit the My Next Move website from home or the school library to remind themselves about careers that their survey results indicated might be a good fit.

### DIFFERENTIATION

English learners sometimes are hesitant to share their thoughts with the entire class, since they struggle to express themselves correctly in English. Consider revising this activity so that students share in groups. First, put English learners in a homogeneous group (with other students who speak the same primary language) and allow them to discuss in their primary language(s). Then have students form new heterogeneous groups so that English learners are encouraged to also share their thoughts in English, but in a smaller group setting which may feel less intimidating.

### CLASS PERIOD 3

#### STEP 5, ASSIGNMENT

#### CAREER PRESENTATION RESEARCH

50 minutes

### SET-UP

Prepare copies of Student Resource 7.2,

### PURPOSE AND CONTEXT

In this activity, students begin research for their

Organizer: Research on a Career.

career presentation assignment.

You may also wish to have additional copies of Student Resource 6.1 (the reading on Internet research) available for students to refer to during their research.

Determine how students should store any images they find to use in their presentations (for example, on a thumb drive, on the desktop, in a specific file on the network).

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## **INSTRUCTION**

- Distribute copies of Student Resource 7.2 and review it with students. Explain that this worksheet will help students organize their research notes, gather the information they need, and keep track of sources. Ask students to fill in the career they have chosen to research. Remind students to look back at Student Resource 7.1 and the rubric that they reviewed in the first class period to guide them. Also encourage students to refer to Student Resource 6.1 to remember the guidelines for reliable Internet sources.
- Review the “After You’ve Finished Your Research” section to make sure students understand that they need to get their source information down in the correct bibliographic format. Review your preferred method of citation with students. Tell students their goal should be to finish their research before the end of this class period.
- Remind students to look for images to use in their presentations and how to save images, depending on your classroom circumstances. Assign each student to a computer and have them begin their research. Tell students that this is their only class period to do research.
- As students work, circulate and write down what careers students are researching (you will need this information later). Provide guidance as necessary.
- When five minutes remain in class, explain that students will need to finish their research for homework. Let students know about any options they have if they need additional class time (can they use the computer lab at lunch? After school?).

## **DIFFERENTIATION**

You may need to make significant changes to this activity depending on your students’ skill levels with English. You may wish to allow substantially more class time for students to do their research, or you may wish to arrange for English learners to work together with a partner to help them do their research.

#### CLASS PERIOD 4

##### STEP 6, ASSIGNMENT

##### CAREER PRESENTATIONS

50 minutes

#### SET-UP

Determine the method students should use to save their work (thumb drives, etc.).

#### PURPOSE AND CONTEXT

In this activity, students begin to design their presentations.

#### INSTRUCTION

- Begin class by assigning each student to a computer. Explain that this is their chance to start designing their presentations. Remind them to refer to the rubric as they start working. Let students know that they will have this class period to start putting their presentation together. At the start of the next class period, they will get peer feedback on their in-progress work, and then they will have a chance to put on the finishing touches before turning it in.
- Throughout the period check in with students, providing advice on images and design as necessary. Also remind students that they need to include a “personal assessment” section that reflects how they think the career they researched does or does not suit them. Point out that this is not a section they have researched (because it’s personal), but it’s an extremely important section to include.
- As the period comes to an end, remind students to save their work. Explain that they will be sharing their in-progress presentations with a classmate at the start of the next class period.

#### DIFFERENTIATION

If you have a large number of English learners, take time to assess their computer skills and knowledge of PowerPoint in advance. If they need a lot of help with PowerPoint, consider making arrangements to have a bilingual assistant who can coach them through developing their presentations, or make arrangements to have written instructions available in students’ primary language(s).

#### CLASS PERIOD 5

##### STEP 7, PEER FEEDBACK

##### CAREER PRESENTATION ASSIGNMENT

20 minutes

### SET-UP

Make copies of Teacher Resource 7.4, Rubric: Career Presentations, one per student.

### PURPOSE AND CONTEXT

This activity provides students with an opportunity to get peer feedback on their in-progress presentations.

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### INSTRUCTION

- Assign each student to a computer and have them open their presentations. Then pair students up with a classmate sitting near them.
- Distribute copies of the rubric (Teacher Resource 7.4). Ask students to view their partner's in-progress presentation and use the rubric to evaluate it. Have students mark the rubric for "exemplary," "commendable," "developing," or "needs attention." Students can also mark down anything that is currently missing—for example, many presentations may not yet include the "Personal Assessment" or "Citations" sections. Also encourage students to make notes about anything they really like or anything that really confused them—for example, "I love the design you used" or "I got really confused about how much schooling you need to do this job."
- Once students have evaluated their classmates' work, ask them to return to their own presentation and read over the feedback they got. Tell students to use the feedback to help them improve their presentation and put on the finishing touches.

## STEP 8, ASSIGNMENT CAREER PRESENTATIONS

30 minutes

### SET-UP

None.

### PURPOSE AND CONTEXT

In this activity, students continue working on their presentations.

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### INSTRUCTION

- Ask students to continue working on their presentations. Let them know that this is their last in-class opportunity to work on the assignment. If they cannot finish the assignment during this class period, they will need to finish it for homework, since the presentations will be shared and assessed at the start of the next class period.

## CLASS PERIOD 6

### STEP 9, SHARING

#### CAREER PRESENTATIONS

40 minutes

#### SET-UP

Before class begins, look over the list of careers students are researching. Use this list to divide the class into groups of four or five for sharing presentations. Try to group students with similar careers (for example, a doctor, a nurse, a pharmacist), but try not to repeat careers in a group (in other words, avoid an entire group of doctors unless the students have specified which type of doctor they want to be).

Also post the following on the board or a sheet of chart paper:

- Student Name/Presentation Name
- One thing I learned from this presentation was...
- One question I had about this presentation was...

#### PURPOSE AND CONTEXT

This activity provides students with the opportunity to share their presentations and learn from their classmates' work.

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#### INSTRUCTION

- When class begins, divide students into the groups you arranged in advance. Assign each group to a computer or group of computers.
- Ask students to take turns showing their presentations to their group. As they view their group mates' work, ask students to respond in their notebooks using the prompts that are posted on the board.
- After each student presents, the rest of the group should share a few brief comments or questions, using the notes they took in their notebooks.
- If students created posters or used some other method for their presentations, adjust accordingly—for example, have students gallery walk and view their classmates' work. Students need to make comments in their notebooks on each presentation that they view, regardless of the medium.
- When approximately 15 minutes remain in class, have students finish up presenting their work and submit their presentations by printing them out or emailing them to you. Keep in mind that students need to include these presentations as part of their portfolios, and make arrangements to photograph, scan, or otherwise collect paper versions of the assignment for inclusion in the portfolios. Assess the presentations using Teacher Resource 7.4, Rubric: Career Presentations.

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- If possible, make arrangements so that all students can see each other's work at a later time. This can be accomplished by emailing all the presentations to the entire class or by printing the presentations out and making a "book" that can be kept in the classroom. This can be a valuable resource for students as they continue to explore various careers.

### DIFFERENTIATION

Since students are being evaluated on their presentation, but not on the delivery of it, heterogeneous groups that mix English learners with English-fluent students are the best approach to this activity.

### STEP 10, REFLECTION

#### WHAT WE LEARNED

10 minutes

### SET-UP

Have students keep their notebooks open to the comments they made on each other's presentations.

### PURPOSE AND CONTEXT

In this activity, students briefly discuss what they have learned in this lesson.

### INSTRUCTION

- Ask students to look at the comments they made in their notebooks about their classmates' presentations. Ask students to raise their hands if they learned about a career that they didn't know anything about before.
- Take volunteer responses and ask if the career appealed to them personally. Draw them out on their reasoning.
- Next, write student responses to the following prompt:

- Which skill that you used in this lesson do you think you improved the most?

If students don't respond, point out that they practiced a wide range of skills that they will be using more and more during their academic and working lives. These include code-switching with the guest speaker and listening actively; taking notes; conducting online research; citing sources properly; developing a presentation; considering a career in light of their personal characteristics; and providing constructive feedback to peers.

- Explain that exploring careers will be an ongoing process for students. Point out that many adults change careers and have to repeat this process again later in life, so the skills students are developing (like online research skills) will be very important for many reasons. Let students know that in the next lesson they will begin looking at some other very important life skills, such as how to manage their

personal finances.

- You may wish to assess students' comments on their peers' work on a credit/no credit basis.

### DIFFERENTIATION

You may wish to have the prompts translated into students' primary language(s) and allow them to respond in their primary language(s) in their notebooks. However, call on at least one English learners and encourage him or her to share in English, so that English learners continue to practice the skill of translating their thoughts and ideas into English.

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## Extensions

### Enrichment

- Have students write a formal thank you note to the guest speaker. Provide students with one or more examples, such as About.com's Job Search: Business Thank You Letters (<http://jobsearch.about.com/od/business-thank-you-letters/business-thank-you-letters.htm>) or eHow's "How to Write a Business Thank-You Note" ([http://www.ehow.com/how\\_1378\\_write-business-thank.html](http://www.ehow.com/how_1378_write-business-thank.html)). Review rough drafts as a group, and then provide students with stationery (or good quality printer paper) for the final draft. Send the notes to the guest speaker.
- If students are proficient at writing and Internet research, consider expanding the career research assignment. Students could be asked to research and compare two or three careers or to write a paper to supplement the PowerPoint presentation. This will require additional class time for research and development of the presentation/paper.
- If possible, make arrangements for additional career speakers to visit. Ideally, try to bring in speakers who represent careers of high interest to your students. You may even wish to develop a Career Fair, in which students can meet with speakers based on their interest in a particular career field.

### Cross-Curricular Integration

- Any subject: Most careers require knowledge that focuses on language arts, science, or math in some respect. Alert the teachers of the pertinent subjects about the careers that your students presented on. Suggest that the student make a presentation in the class that they take that is most relevant. For example, students in an English class might be interested in finding out what it takes to become a journalist; students of biology might be fascinated by a presentation on horticulture or veterinary medicine. This will give the student valuable practice in presenting and validate the work he or she has

done, as well as help all students make the connection between academics and future career success.

- Any subject: Tell the ninth grade teachers of other subjects about this assignment. Suggest that students in their classes research careers related to their subject area and put on in-class presentations for each other. It could be very eye-opening to discover how many great careers rely on math or social studies, for example.