




<b>Activity and Standards</b>	
<b>Lesson Title</b>	12 <sup>th</sup> Grade Exploration of Pathways and Careers and Removing Barriers. Preferably present in Fall, before registration for the following year.
<b>Core Standards</b>	<p><b>Workplace Skills Strand 5</b> Students will identify goals and skills learned by evaluating and analyzing the Work-Based Learning experience.</p> <p><b>Standard 3</b> Research and evaluate job in student career interest area.</p> <ol style="list-style-type: none"> <li>a. Investigate education, salary, required skills and job outlook in career interest area.</li> <li>b. Evaluate career choice following Work-Based Learning experience.</li> <li>c. Formulate future career plan using Keys to Success and CTE Pathway connections.</li> <li>d. Identify a Pathway or related Pathway connected to the student's internship.</li> </ol>
<b>Basic Direct Instruction Lesson</b>	
<b>Instructional Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Know the difference between a job and a career.</li> <li>• Know how to find Pathways on the internet and on the Davis District Website to create a career plan and a backup plan.</li> <li>• Locate and use 3 different sites to investigate career opportunities along their pathway, training requirements and income.</li> <li>• Know the benefits of the Work-based Learning Program and the Concurrent Enrollment Program, and know the steps required to apply and participate in them.</li> <li>• Be aware of Community Resources available to help you with career and education after high school.</li> </ul>
<p>John Hattie, Visible Learning. Stating the goals and objectives helps students know if they have met them or not.</p>	
<b>Time needed</b>	About 60 minutes. Can be divided into two days, adding the extension activities, and giving students more time for discussion.
<b>Materials Needed</b>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Computer with projection capabilities to display multimedia presentation</li> <li>• Students will need laptops.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Posters of various CTE Pathways</li> <li>• <b>PowerPoint</b>, <a href="#">12th-Grade Lesson Powerpoint.pptx</a></li> <li>• Copies of <b>Handouts</b>, <b>1 to 3 copies of Job Search, Pre/Post if using</b></li> <li>• <b>Printout</b> of PowerPoint including notes, for students having note-taking accommodations.</li> </ul>

<p><b>Vocabulary</b></p>	<p><b>Job</b>—a short term position to earn money  <b>Career</b>—a series of related jobs in one field that provides experiences and training programs to help you advance in pay or responsibility.</p>
<p><b>Rationale</b></p>	<ul style="list-style-type: none"> <li>• At least 35-40 percent of your waking time is spent at work.</li> <li>• Good career planning improves the chances that you will make informed choices and be satisfied with your work, which affects other parts of your life.</li> <li>• Work is a way to express your interests, skills, and values.</li> <li>• CTE courses offer opportunities to try on different careers before it costs you money to change careers.</li> <li>• CTE courses can save you money if you plan to go on to college.</li> </ul>
<p><b>Anticipatory Set inc. any Pre-assessment or discussion of Prior Knowledge</b></p>	<p><b>Before Class</b> begins:</p> <ul style="list-style-type: none"> <li>• Set up display of Pathways posters, Success stories</li> <li>• If desired, either orally ask pre-assessment or give students a written copy.</li> <li>• <a href="https://livedsdmail-my.sharepoint.com/:p:/g/personal/katjohnson_dsdmail_net/Ea3ec-lqknBilyQhK6ID58wBOdE9lp6Uz_QlbrKyz4ayBA?e=gKy9g2">https://livedsdmail-my.sharepoint.com/:p:/g/personal/katjohnson_dsdmail_net/Ea3ec-lqknBilyQhK6ID58wBOdE9lp6Uz_QlbrKyz4ayBA?e=gKy9g2</a></li> <li>• Copy of 12<sup>th</sup> Lesson Pathways PowerPoint, link is above.</li> <li>• Begin playing <b>Slide 2</b> of PowerPoint. The video is an opener/attention getter. 1:10 min.</li> </ul>
<p><b>Direct Instruction</b></p> <p><b>I do, We do, You do</b></p> <p><b>10 min.</b></p>	<ol style="list-style-type: none"> <li>1. Read objectives together. <b>Slide 3</b></li> <li>2. Have students hold up a finger for which Yoda represents their confidence in finding a great career. Just for grins. Slide 5</li> <li>3. <b>Activity 1 Compare and Contrast Jobs and Careers</b> (approx. 10 minutes) <b>Slide 5</b></li> <li>4. Divide students into small groups and provide them with a large sheet of paper.</li> <li>5. Have students draw a line down the middle labeling one column Job and the other Career.</li> <li>6. Give students 4 minutes to list as many differences between the two as possible. Ensure that they are not listing types of jobs, but rather the differences between the terms.</li> <li>7. After the four minutes is up, have them share their lists.</li> <li>8. <b>Slide 6</b>, the point.</li> <li>9. <b>Slide 7</b>, planning your path to your future is important.</li> </ol>
<p><b>Guided Practice We Do</b></p> <p><b>20 min.</b></p> <p><b>15-20 min.</b></p>	<p><b>10. Activity 2 the Dictator Game 20 Minutes Slides 8, 9, 10</b></p> <div style="text-align: center;">       Dictator Game      Directions.pdf   </div> <ol style="list-style-type: none"> <li>11. <b>Activity 3 Using Career Maps, intro Slide 11.</b> Students will be exploring Utah and Davis district websites to discover what careers are available to them. Further, they will search government websites, sites they can use as adults, to answer questions about job tasks, outlook, income range and more.</li> <li>12. <b>CTE Success videos</b>, about 1 minute each. Opens in new window, Ctrl+click <b>Slide 12</b></li> </ol>

**We do cont.**

**Independent Practice/  
Differentiated  
Activities  
You do**

**20 Min.-30 min.**

13. Help students locate the CTE maps. Get out **laptops** and log into sites on **Slide 13**, CTE Career Pathways Find the **School Year 2021-2022** link in the middle of the page, which leads to the **13 Career Pathways**, & **Slide 14, Davis District courses** offered by school. The links at the bottom of the slide should let you open the websites with Ctrl+click. **Slide 15** shows what you should find at the bottom of the page. Let students look around at the “maps” for a few minutes to find the path they are on, or paths they are interested in. Students need to know where to find these so they can see their options. Choose a possible career and some courses they would like to take for the next two activities.
14. Discussion: **Slide 16**
15. **Site Search** Briefly show the students each of the sites and how to navigate. Have students look at three free sites where they can look up careers, to see what information each site offers. The advantage to these sites is that they are run and updated by the federal government and less likely to disappear: [Explore Careers](#) | [CareerOneStop](#) | [O\\*NET OnLine \(oneline.org\)](#) | [Launch My Career \(utahfutures.org\)](#)  
OR have students log into their YouScience account and research from there.  
Have students research one to three of their career interests and write down what they found, including description, salary, job outlook, characteristics, etc. .
16. Also have them write a quick review of each site, what they liked about the site, what they didn't, how or how each site is unique. Discuss what they found. Handout in Addendum You can hand out multiple copies of the Job Search page or print these front to back, depending on the number of possible careers you want them to research. **Slide 17**
17. **Activity 4 Removing Barriers:** Informational Davis School District has several options to help you on your path to adulthood. **Slide 18**
18. **Work-based Learning (WBL)** is one of the paths on your way **Slide 19** Information on who can participate and how to apply is on the slide notes.
19. **Concurrent Enrollment (CE)** **Slide 20** Information is in the slide notes
20. Information about **Catalyst Center** and courses that are offered there. **Slide 21** (Link to the Drone video is at the top of the District CTE page just in case.)
21. Warning to see their counselor asap. Link to Davis Deadlines calendar **Slide 22**
22. What are the barriers? **Slide 23**
23. Who are the helpers **Slide 24**
24. **Video** Paying for College **Slide 25**
25. **Exploring Careers: YouScience** videos, an aptitude, interest, career exploration site and college information that the district is rolling out soon, sort of one stop shopping. [What is YouScience?](#)

	<p><a href="#">from YouScience on Vimeo</a> <a href="#">The Problem YouScience Solves from YouScience on Vimeo</a> <b>Slides 26 and 27</b></p>
<b>Lesson Closure</b>	<p>Wrap up, <b>Slide 28. Slide 30</b> is a required credit. Review objectives and ask if students reached them. <b>Slide 3</b></p>
<b>Post Assessment</b>	<p>Can be verbal, Who can tell me? Or the post assessment.</p>
<p><b>Extension activities</b></p> <p><b>10-20 minute activities</b></p>	<p><b>I am...But...I am not</b>, directions in addendum, becoming aware of unconscious cultural biases and the barriers they cause to student success.</p> <p><b>Reality Check Interactive:</b> Short brain break. How do you see your future? Students have probably seen this before, but their desires and career choice may have changed. Select Expenses and Career to see if they can pay for their expenses. <a href="#">Reality Check - EducationQuest</a></p> <p><a href="#">YouScience.com</a></p>
<b>References &amp; Resources</b>	<p>Career Readiness, Nebraska Department of Education <a href="https://www.education.ne.gov/wp-content/uploads/2017/07/WhyCareerReadinessLP.pdf">https://www.education.ne.gov/wp-content/uploads/2017/07/WhyCareerReadinessLP.pdf</a></p> <p><a href="#">Homepage - Transition TN</a></p> <p><a href="https://visible-learning.org/wp-content/uploads/2015/02/Feedback-for-Learning-Visible-Learning-John-Hattie-Infographic.png">https://visible-learning.org/wp-content/uploads/2015/02/Feedback-for-Learning-Visible-Learning-John-Hattie-Infographic.png</a></p> <p><a href="#">15 Activities To Promote Diversity And Inclusion In The Workplace (vantagecircle.com)</a></p> <p><a href="#">12th-Grade Lesson Powerpoint.pptx</a></p>
<b>Additional Supports</b>	
<b>ELL Students</b>	<ul style="list-style-type: none"> <li>• Word Wall</li> <li>• Draw visual reminder of word</li> <li>• Add to a personal dictionary</li> <li>• Look it up and define in their first language and add to personal dictionary</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>• Check for understanding</li> <li>• Give copy of PowerPoint notes</li> </ul>

<p><b>Quotes</b></p>	<p>If you don't know where you are going, any road will get you there. - Lewis Carroll</p> <p>If you don't know where you are going, you'll end up someplace else. -Yogi Berra</p> <p>If you think you can do a thing or think you can't do a thing, you're right!—Henry Ford</p>
<p><b>Enrichment Activity e.g. Homework</b></p>	<ul style="list-style-type: none"> <li>• Start or update your Career Portfolio with sheet protectors to keep certificates, résumé, interest information</li> </ul>

## ADDENDUM

### I Am... But... I Am Not...

The goal of this activity is to dispel stereotypes and involve everyone in getting to know each other. Unconscious bias is with us no matter how unbiased we think we are. These stereotypes are sometimes barriers to students' career choices and their advancement in their future.

One way to test bias is to take a joke, and switch in a different gender or nationality or other characteristic. If it is no longer funny then, it points up an unfair stereotype. Example: Doctor: "Your wife is in the hospital." Me: "How is she?" Doctor: "I'm afraid she's critical." Me: "Ah, you get used to that..."

Switch genders. Doctor: "Your husband is in the hospital." Me: "How is he?" Doctor: "I'm afraid he's critical." Me: "Ah, you get used to that..." Still funny? If not, it shows that you have an inaccurate bias against one gender or the other.

Each participant should take a piece of paper, fold it in half hot dog style, to make two columns with headers "I am..." and "I am not..." with the word "But" in between. Complete the sentence using a social identifier that sometimes creates conflict. For example, it might create a phrase like, "I am Iranian, but I am not a terrorist." Each student should write 3-5 statements.

Sharing such statements about themselves can sometimes be uncomfortable, but it will clear a lot of misbeliefs. Give students the right to pass if they are uncomfortable.

<p>I am _____</p>	<p><b>BUT</b></p>	<p>I am not _____.</p>
<p>Example: I am a <u>woman</u>,</p>	<p><b>BUT</b></p>	<p>I am not <u>bad at math</u>.</p>

## Pre/Post Assessment Survey



Name:

Date:

The CTE Cluster that interests me is:

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The CTE Coordinator at my high school is:

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WBL stands for?

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What is job?

---

What is a career?

---

Concurrent Enrollment (CE) is?

---



## Post Assessment Survey

Name:

Date:

The CTE Cluster that interests me is:

---

The CTE Coordinator at my high school is:

---

WBL stands for?

---

What is job?

---

What is a career?

---

Concurrent Enrollment (CE) is?

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# Job Search

Name \_\_\_\_\_

Spend some time exploring the following websites:

1. Career One Stop at [www.careeronestop.org/ExploreCareers/explore-careers.aspx](http://www.careeronestop.org/ExploreCareers/explore-careers.aspx)
2. O\*Net Online at [www.onetonline.org](http://www.onetonline.org)
3. U.S. Bureau of Labor Statistics [www.bls.gov](http://www.bls.gov)

Look for information on one of your career interests and answer these questions about your career choice and the websites:

<b>My career choice:</b>	<b>Salary/Wages?</b>	<b>Job Outlook?</b>	<b>Education?</b>
<b>Description and tasks, what do you do?</b>			
<b>Knowledge needed and skills</b>			
<b>Physical Abilities</b>			
	<b>What did you like about this site?</b>	<b>What did you dislike about this site?</b>	<b>What was unique about the site?</b>
<b>Career One Stop</b>			
<b>O*Net Online</b>			
<b>Launch My Career Utah Futures</b>			



# Dictator Game Directions.pdf

Occupational Cards for Dictator Game

[https://livedsdmail-my.sharepoint.com/:b:/g/personal/katjohnson\\_dsdmail\\_net/ERc-oR0pLSIJtGZfPKiCd0EB2-wuixYwfchYdNp2OJFBBQ?e=3Zc8YK](https://livedsdmail-my.sharepoint.com/:b:/g/personal/katjohnson_dsdmail_net/ERc-oR0pLSIJtGZfPKiCd0EB2-wuixYwfchYdNp2OJFBBQ?e=3Zc8YK)