









5.9: Career Exploration, Part 2

LESSON THEME	STANDARDS ADDRESSED
Understanding Careers	Explore and navigate career options; understanding the roles they can play/need to be played in a specific career pathway
ESSENTIAL QUESTION	LESSON OBJECTIVES: Students will be able to...
Where do we find reliable information during a career search?	Analyze the sources of information we have about careers.

LOGISTICS & PREPARATION	
The Student Experience	Students will: <ul style="list-style-type: none"> ● Reflect on their current understanding of the career they chose for research. ● Prepare to research by discussing the benefits and risks of certain information sources.
Facilitator Preparation	<ul style="list-style-type: none"> ● Personalize the <i>Roadmap slide</i> and <i>Frame</i> below to connect today's lesson to previous lessons. ● **ALERT** Watch the video in the lesson. This video shows a first-hand view of a Trauma team in a hospital. Monitor student reactions and support students if needed. ● Decide if students will sit in their Career Field Teams for this lesson (not critical). ● Read the green 'Key Understandings' to ensure you have adequate understanding of the key points. ● Ensure you have equipment set-up for students to watch and hear the video clip.

INSTRUCTOR-FACILITATED AGENDA & TIMING			
Lesson Component		Content	Time: 25 min
	Connect	Check In	2 min
	Frame	Frame and connect today's lesson to previous lessons and to the module's larger goal.	1 min
	Cultivate Exp. 1	What knowledge do I already have about careers?	7 min
	Cultivate Exp. 2	How do I analyze information about careers?	15 min

LESSON COMPONENT	TIME	NOTES
 CONNECT	2 min	<ul style="list-style-type: none"> ● [2 min] DIRECT students to write responses to key framing questions: <ul style="list-style-type: none"> ○ Since our last lesson, have you learned any new information about the career you chose to research? <ul style="list-style-type: none"> ■ If so, what did you learn and from whom? ■ If not, what questions do you have about the career you chose?

 <p>FRAME</p>	<p>1 min</p>	<p>GIST: Frame and connect today’s lesson to previous lessons and to the larger goal for this module, or unit. Personalize the text below.</p> <p>SAY:</p> <ul style="list-style-type: none"> • Last class, we formed groups based on similar interests in potential career fields. This will help us learn about more careers in an efficient way by sharing the research among your classmates. • Today we will start to gather information about your career choice by reflecting on what we already know and why it is important to learn additional information about a potential career to assist in decision making.
 <p>CULTIVATE Experience 1</p> <p>What knowledge do I already have about careers?</p>	<p>7 min</p>	<p>GIST: Students will reflect on the knowledge they have about their career and reflect on how the source of the information can impact the view of the career.</p> <ul style="list-style-type: none"> • [1 min] SAY: There are a lot of reasons why you might have chosen the specific career that you want to explore with your Career Field Teams. • It might be a career you’ve always thought about having or a career that someone you know already has. You may have picked it because you’ve seen something in the news about it and it interests you. • It is likely that you already know something about the career you will explore. When we start researching it is important to think about what we already know and build on our knowledge. • [4 min] DIRECT students to capture their responses to the questions in their student materials. <ul style="list-style-type: none"> ■ Q: What do we already know about the careers we chose? ■ Q: What can you tell us about what a person might expect doing that type of work? ■ Q: Where did the information you have come from? • [3 min] SOLICIT responses from students driving towards key understandings below <p>Key Understandings</p> <ul style="list-style-type: none"> • Some information we learn about careers comes from popular media, which can present a dramatized version of certain careers or highlight only the most intense parts. • Other information comes from people in our lives that do our job. • We may have also gotten information by observing someone do the job, though this can still obscure the behind-the-scenes details.
 <p>CULTIVATE Experience 2</p> <p>How do I analyze information about careers?</p>	<p>15 min</p>	<p>GIST: Students will watch a video to experience how reliable information is gained from seeing the day to day experience of someone in that career.</p> <ul style="list-style-type: none"> • [5 min] SHARE Mod5_Up-Close Look At Real Life In Trauma Unit (4:00, linked in deck). <ul style="list-style-type: none"> ○ [1 min] SAY: Our prior knowledge is a good place to start, but we must add to that knowledge to make a decision that is informed and supports a career with purpose. <ul style="list-style-type: none"> ■ One way to gather additional information is to talk and/or job shadow with people in a specific career field. ■ We are going to watch a video from Ft. Worth, Texas about the reality of working in a trauma unit. ■ While not everyone in the room is exploring a career in the medical field, this experience will help all of us to reflect on how we can learn additional reliable information by getting close to the people that do the work. ■ While you are watching the video, capture your notes in the space provided in your student materials. ○ [4 min] SHOW video in slide deck. • [4 min] DIRECT students to finish their responses to the questions after watching the video. While students work LOOK for student responses that support the exemplar responses below

to launch class discussion.

- **Q:** What did you observe in the video that matched with your expectations?
 - **A:** Answers will vary but should be connected to affirming a student’s prior knowledge about the trauma field.
- **Q:** What did you observe in the video that contradicted your expectations?
 - **A:** Answers will vary but should be connected to changing a student’s prior knowledge about the trauma field.
- **Q:** What new information did you learn about careers in a trauma unit?
 - **A:** Answers will vary but should be connected to adding to a student’s prior knowledge about the trauma field.
- **Q:** What questions did this video raise for you about the lifestyles of people who do this work?
 - **A:** Answers will vary but should include a reflection about lifestyle considerations like salary, location and education; personality and motivation; work environment, career community, and especially what the day-to-day experience might be.
- **Q:** How did this video help you explore a career field?
 - **A:** We really need to look closely at info about different careers to make smart choices. Talking to people who are actually working in those jobs is one of the best ways to understand what it's really like.
- [6 min] **LEAD** a class discussion.
 - [1 min] **SAY:** *How did this video help you explore a career field?*
 - Note: If time is running short, have a student prepared to start a discussion that has a response similar to key understanding listed below.
 - [4 min] **DIRECT** students to add or provide counter points to discussion.
 - [1 min] **SAY:** *Talking to a person in a career field of interest is one important way to learn about careers and make informed decisions.*
 - *There are additional resources that we will explore in future lessons about how to gain additional insight on careers.*

Key Understanding

- We need to critically analyze information about careers in order to make informed choices, and hearing from the people in a career is one of the best sources of insight into the work.