OVERVIEW of UNIT 3

PROJECT

Planning for success: in groups of 3, create a VoiceThread presentation where each member of your group presents his/her college/training career plan and expresses in a multimodal form his/her personal commitment and drive to follow these plans. Groups are formed by students who share the same career domain interests.

- Project part 1: write the outline your college/training and career plans;
- Project part 2: Write your college/training and career plans and present it in the multimodal form of VoiceThread. This presentation needs to show your personal commitment and drive to follow these plans.

To create this multimedia presentation you will use the software VoiceThread. However, if it is more convenient, you can also use other software and Apps for your presentation such as imovie, ThingLink, Padlet, or even Power Point.

You will have the chance to share your multimedia presentation to your peers and the community during the last session. The work will be organized in several tasks that you will complete over the next ten sessions. You will:

- Explore and learn about professions, career pathways and career clusters.
- Match personality traits, skills and career interests.
- Collect information about professions and career pathways via online resources, school career centers, career counseling organizations, and community/family.
- Draft an outline of your own education/training and career plan.
- Listen to videoclips of young people who found inspiration in their commitment to gain the skills they needed for employment and became leaders in their community.
- Write your own education/training and career plan
- Create a multimedia presentation of your plan and the plans of students in your group that will be clear, engaging, easy to understand, but that also will inspire the class and demonstrate how you are committed to follow that plan.
Part 1:
6 sessions
Session 1: Unit introduction and project introduction; pre-test
Sessions 2-5: Exploration, collection of information and drafting of outline to prepare the project (part 1)
Session 6: The last session is dedicated to the presentation of part 1 of the project for feedback from peers

Part 2:
6 sessions
Session 1: Project part 2 overview
Session 2-5: Getting inspired by young leaders, writing of the college/training and career plan to finalize the project, development of the multimedia presentation; post-test
Session 6: Project presentation to the community with discussion and feedback

Learning Objectives:
1. Listening – I can:
   • Interact with others (while working on the project, interviewing career counselors at school or career counselling organizations staff and members in the community).
   • Understand simple descriptive information about personality traits and skills, professions, career paths, training programs, career resources.
   • Understand short statements about preferred career paths and choices of professions
   • Understand short narratives of young people speaking about their own experience

2. Speaking (while interviewing school career counselors, community organizations staff and members, and peers to collect the information; while working in groups; while presenting their work) - I can:
   • Interact with others and share information
     a. Express preferences about career choices and professional life
     b. Describe personality traits and skills, work related interest and career preferences
     c. Explain career plans for the future
     d. Express personal commitment to work towards one’s goals

3. Reading (while researching web resources and printed documentation) - I can:
   a. Understand the purpose, main idea, key information and some details in simple, short texts related to career options and professions offered in documentations from school career offices, city departments and organizations.
   b. Extract relevant information from online resources related to programs offered by school career offices, municipal departments and community organizations

4. Writing – I can:
   a. Write notes from online research on services and programs offered by school career offices, municipal departments and community organizations
   b. Summarize information collected on websites or during interviews
   c. Use graphic organizers or visualization to demonstrate understanding of information from texts and websites related to career interests, personality traits, skills and professions.
Unit 3 – Part 1
Making Choices and Career Plans

SESSION 1
Unit introduction and Project Overview

TOC
1. Contextualization (160 minutes)
2. Exploring and Discussing the Unit Project (65 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (160 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Brainstorming: Ask students to look at this collage of 3 images.
⇒ Use these questions to guide the discussion
  • Can you guess what will be discussed in this unit?
  • What do you see in the images?

Guided Practice (Groups of 3 or 4: 30 minutes):
⇒ Have groups think more about the images.
⇒ Tell groups to write a 1 or 2 sentence paragraph to describe what will be the main topic of this unit, and list the 5 words that motivated their answer.
⇒ Show them where to share this paragraph and the list of words on the Padlet: Topic of Unit 3.
⇒ Bring the groups back together to come to consensus on what the main topic of Unit 3 is.
Practice (Groups of 4: 30 minutes):
⇒ Explain to groups that they are now going to brainstorm a list of professions.
⇒ Have groups write the names of 15 professions in the Padlet: Profession Names.
⇒ Tell groups that all member should understand the professions, therefore they should take time in the group to explain the work of each profession.

Check for Understanding (Whole group: 30 minutes):
⇒ Open a Google doc to create one single alphabetical list of all the professions listed by the groups.
⇒ Ask students to write the translation of these professions in their home languages.
Guided Practice (Whole group: 30 minutes):
⇒ Explain to students that some professions require education or training.
⇒ Use the comparison chart to help students understand the 2 concepts.
⇒ Encourage students to look up words that they do not understand.
⇒ Make modifications or additions to the chart based on the class discussion

Comparison Chart between Apprenticeship training and Education:

<table>
<thead>
<tr>
<th>Basis for comparison</th>
<th>Apprenticeship training</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Its meaning is:</td>
<td>the process of inculcating specific skills in a person is training.</td>
<td>theoretical learning in the classroom or any institution is education.</td>
</tr>
<tr>
<td>What is it?</td>
<td>It is a method of skill development that combines on-the-job and in-school training</td>
<td>It is a typical form of learning.</td>
</tr>
<tr>
<td>It is based on:</td>
<td>practical application</td>
<td>theoretical orientation</td>
</tr>
<tr>
<td>It involves:</td>
<td>job experience</td>
<td>classroom learning</td>
</tr>
<tr>
<td>The term is:</td>
<td>short term</td>
<td>comparatively long term</td>
</tr>
<tr>
<td>It prepares for:</td>
<td>a specific job</td>
<td>potential jobs</td>
</tr>
<tr>
<td>Its main objective is:</td>
<td>To improve performance and productivity.</td>
<td>to develop a sense of reasoning and judgement.</td>
</tr>
<tr>
<td>It teaches:</td>
<td>specific tasks</td>
<td>general concepts</td>
</tr>
</tbody>
</table>

Practice (Groups of 4: 30 minutes):
⇒ Explain to groups that they will decide whether the professions from the class list require college education, apprenticeship training, or both.
⇒ Have groups write for each profession if the main path is College education, Apprenticeship training or both. See the example below.
2. Exploring and Discussing the Unit Project (65 minutes)

Guided Practice (Whole group: 10-15 minutes):
⇒ Display one of the quotes on the Smartboard.
⇒ Have students think about what the quote means.

Practice 1 (Pairs or Groups of 3: 30 minutes):
⇒ Explain the following steps to students:
• Read all the following quotes from famous people.
• Discuss in your group these quotes to make sure you understand them well.
⇒ Remind them that they can use online dictionaries if they do not understand certain words or expressions.
⇒ Gallery Walk: Have students post each quote on a single piece of chart paper and post around the classroom. Have each group spend 1-2 minutes at the poster with markers/pens charting their reflection, thoughts, and/or questions about the quote.
⇒ Discuss quotes as whole group upon completion of gallery walk.

Practice 2 (Whole class: 20 minutes): Discovering and discussing the Project for Unit 3
⇒ Ask students to read carefully the description of the project (see below). Use the following questions to guide the depth of their comprehension.
  • Do you understand well what the project will be about?
  • Do you understand the different components of the project?

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Work to become, not to acquire.  
Elbert Hubbard

Whatever you are, be a good one.  
Abraham Lincoln

If you can DREAM it, you can DO it.  
Walt Disney

Success is not final, failure is not fatal: it is the courage to continue that counts.  
Winston Churchill

The future belongs to those who believe in the beauty of their dreams.  
Eleanor Roosevelt

A person going nowhere can be sure of reaching his destination. Take the first step in faith. You don’t have to see the whole staircase - just take the first step.  
Martin Luther King, Jr.

The future depends on what you do today.  
Mahatma Gandhi

Choose a job you love, and you will never have to work a day in your life.  
Confucius

The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle.  
Steve Jobs
Do you understand the different steps in the realization of the project?
⇒ Ask students to write down the questions they still have about the project in the “My notes” box.
⇒ Have students use the graphic organizer (embedded resource) to jot down notes/thoughts/questions about the project.
⇒ Then have students share them with the rest of the group. The goal is that after the discussion students should have a perfect comprehension of what they will have to do for this project.

PROJECT

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3. **Unit 3 Pre-assessment** (10 minutes)

*Step 1: Written sample*

Assessment: Write a 3 to 4 lines paragraph describing what career you like to pursue, why you are attracted by this career, and what type of college education or training path you need to follow to reach this career goal.

*I would like to …*

*Step 2: Oral sample*

Do you think it is important to plan well your career path? Record a 2-minute explanation explaining why it is, or it is not important.

You will keep this recording in your *portfolio*, to compare it with later recordings you will do through the semester, to assess your progress in spoken English.

To save the recording, name it: [your last name]_sample1unit3

2. **Your personal Glossary** (Individual: 10 minutes)

⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.

⇒ Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 2
Project Development – Going deeper

TOC
1. Going deeper: organizing professions into Career pathways and Career Clusters (110 minutes)
2. Selecting career pathways (80 minutes)
3. Your Personal Glossary (10 minutes)

1. Going deeper: organizing professions into career pathways or fields (110 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Explain to the class that professions are often organized in larger categories called career pathways or career fields. Here are 6 common career pathways:
1. Business, Information Management, and Marketing
2. Agriscience and Natural Resources
3. Arts and Communications
4. Family, Consumer, and Human Services
5. Health Sciences
6. Engineering, Industrial, and Technology Services
⇒ Ask students if they understand all of these words.
⇒ Discuss the meanings of the words, encourage students to use online dictionaries for support.

Practice 1 (Groups of 4: 30 minutes):
⇒ Have groups look at the class list of professions created in the previous session.
⇒ Explain that each group responsible for an equal number of professions named in the list (For instance if you have 40 names on the list, and you have 5 groups, each group is responsible for 8 professions). Each group will organize the professions they are responsible for within the 6 career pathways presented on the padlet Pathways:
Guided Practice (Groups of 4: 30 minutes):
⇒ Explain to students that Career Pathways can then be divided into Career Clusters. There are usually 16 Career Clusters.
⇒ Have groups look at the class list of professions created in the previous session.
⇒ Look at the publication *Connecticut Career Paths* on page 4 and look at the diagram on the padlet *Career Clusters*.
(http://www1.ctdol.state.ct.us/lmi/pubs/Connecticut%20Career%20Paths%202019%20webversion.pdf)
⇒ Review the list of Career Clusters to ensure that students understand the words. If they do not understand a word, have them ask peers or check in the dictionary.

Practice 2 (Groups of 4: 30 minutes):
⇒ Have groups complete the diagram by matching career clusters with appropriate career pathways. Place the right label under the correct career pathway.
Check for Understanding (Groups of 4: 10 minutes):
⇒ After the groups have finished, have them check their responses with the Career Clusters Correct chart.

2. Selecting career pathways (80 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Have students review the Career Clusters again.
⇒ Ask them to turn and talk with a peer about which career cluster interests them.

Practice (Whole group: 40 minutes):
⇒ Have students find other students who share the same interest and form a group.
⇒ Explain that the groups will use Popplet to indicate the following information:
   1. The career cluster you have selected
   2. 5 key words which relate to this career cluster (use p. 4 of the document Connecticut Career Paths)
   3. several professions that are related to this career cluster
   4. and if these professions require college education, apprenticeship training or both.

Here is an example on how this information could be mapped out:

Check for Understanding (Whole group: 30 minutes):
⇒ Have each group share its Popplet with the rest of the class and explain to the class what they know about this career pathway and why this group is interested by these professions.
⇒ Encourage groups to use as much career vocabulary that they have learned in this Unit.
3. **Your personal Glossary** (Individual: 10 minutes)

⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.

⇒ Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 3
Project Development – Gathering more information and project planning

TOC
1. Matching your skills and your personality with a career or a job (230 minutes)
2. Career Interest Game (115 minutes)
3. Your Personal Glossary (10 minutes)

1. Matching your personality and your skills with a career or a job (230 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review with students the list of personality traits below

List of Personality Traits

Directions: Review the list below and select those traits that are MOST descriptive of you – those items that best describe how you operate or function as a human being.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement oriented</td>
<td>You constantly strive to accomplish goals and objectives.</td>
</tr>
<tr>
<td>Adaptable/Flexible</td>
<td>You can easily adjust to new routines, systems, situations, procedures and people.</td>
</tr>
<tr>
<td>Ambitious</td>
<td>You are dedicated to climbing the corporate ladder.</td>
</tr>
<tr>
<td>Analytical</td>
<td>You use facts, data and logic when making decisions.</td>
</tr>
<tr>
<td>Calm</td>
<td>You are able to maintain composure during stressful times or in emergency situations.</td>
</tr>
<tr>
<td>Conventional thinker</td>
<td>You usually follow traditional, standard methods of behavior and beliefs.</td>
</tr>
<tr>
<td>Cooperative</td>
<td>You are willing to work with and help others whenever possible or necessary.</td>
</tr>
<tr>
<td>Delegate minded</td>
<td>You are willing and capable of assigning work tasks to subordinates.</td>
</tr>
<tr>
<td>Dependable</td>
<td>You can always be counted on to get the work done.</td>
</tr>
<tr>
<td>Detail oriented</td>
<td>You can easily spot minute details in written materials, pictures, graphics, etc.</td>
</tr>
<tr>
<td>Diplomatic</td>
<td>You are skilled at dealing with sensitive matters without offending others.</td>
</tr>
<tr>
<td>Direct</td>
<td>You are capable of dealing honestly and openly with others, regardless of the subject matter.</td>
</tr>
<tr>
<td>Extrovert</td>
<td>You are outgoing, sociable and prefer to work with people.</td>
</tr>
<tr>
<td>Fast paced/high energy</td>
<td>You prefer to work quickly and at a high level of energy.</td>
</tr>
<tr>
<td>Independent</td>
<td>You prefer working alone, following your own lead and setting your own direction.</td>
</tr>
</tbody>
</table>

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Guided Practice (Whole group: 30 minutes):
⇒ Have students either act out or draw illustrations of the different traits.

Practice 1 (Groups of 3: 80 minutes):
⇒ Have students select those traits that are MOST descriptive of them. (It may be helpful to develop a graphic organizer for students to record this information.)
⇒ Next, have them read the list of skills and select those activities that they are MOST capable of doing, or have the potential to do with training, AND are also interesting to them.
⇒ Lastly, have them read the list of work-related interests, select the career cluster that they like and select the activities in which they are most interested:
   a. those activities that are MOST appealing,
   b. MOST fascinating,
   c. and MOST enjoyable to learn about or actually do.

Practice 2 (Groups of 3: 80 minutes):
⇒ Explain to students that they are now ready to draw their career related portrait.
⇒ Encourage students to use Power Point, or Popplet, or any other software. Here is an example on how this information could be mapped out:

![Career Related Portrait Diagram]

Check for Understanding (Whole group: 30 minutes):
⇒ Have students share their career related portrait with the class.
⇒ Tell the students that they will try to guess the profession of each student based on the information in the career related portrait.
2. Career Interest Game (115 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Have each student review their career related portrait.
⇒ Explain that they will be using these portraits to play the Career Interests Game. The game is designed to help student match their interests and skills with similar careers.
⇒ Tell students that the game can help them begin thinking about how their personality will fit in with specific work environments and careers.

Guided Practice (Whole group: 15 minutes):
⇒ Have students go to the link below to learn how to play the game online:
  https://career.missouri.edu/career-interest-game/
⇒ Demonstrate to students how they will play the game. (Steps are also explained in the Practice step below.)

Practice 1 (Groups of 3: 60 minutes):
⇒ Have groups follow the directions below.
  • Click on each color of the hexagon on the website and read the information.
  • Help each other understand the words you don’t know.
  • Fill one Graphic organizer per group member.
    o Choose the personality traits that fit who you are.
    o Select from the website the relevant information about who you are, what you can, what you like to do, your hobbies, and career possibilities.
    o Write it down in the Career Interest Graphic organizer you will find in your resource file.

<table>
<thead>
<tr>
<th>Career Interest Graphic Organizer - Student #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is:</td>
</tr>
<tr>
<td>Realistic</td>
</tr>
<tr>
<td>I am: Realistic</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Realistic</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
<tr>
<td>Investigative</td>
</tr>
<tr>
<td>I am: Investigative</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Investigative</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
<tr>
<td>Artistic</td>
</tr>
<tr>
<td>I am: Artistic</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Artistic</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>I am: Social</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Social</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
<tr>
<td>Enterprising</td>
</tr>
<tr>
<td>I am: Enterprising</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Enterprising</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
<tr>
<td>Conventional</td>
</tr>
<tr>
<td>I am: Conventional</td>
</tr>
<tr>
<td>Hobbies:</td>
</tr>
<tr>
<td>I can: Conventional</td>
</tr>
<tr>
<td>Career possibilities:</td>
</tr>
<tr>
<td>I like to:</td>
</tr>
</tbody>
</table>
Check for Understanding (Whole group: 30 minutes):
⇒ Have students share their Career Interest Graphic organizers with the rest of the class.
⇒ Draw the career portrait of the class: how many students are realistic, investigative, artistic, social, enterprising, or conventional?
  • What adjectives are the most used to describe who class members are?
  • What activities most students in the class can do?
  • What activities most students in the class like to do?
  • What are the most popular hobbies?
  • What are the most career possibilities quoted?
⇒ Have students complete the Use the Padlet Career Interest Class Portrait to draw this portrait.

3. Your Personal Glossary (10 minutes)
⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.
⇒ Have them write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 4  
Project Development – Collecting information

TOC
1. Gathering more information for the project (110 minutes)  
2. Selecting organizations and people to contact for the project (80 minutes)  
3. Planning for the project presentation (40 minutes)  
4. Your Personal Glossary (10 minutes)

1. Gathering more information for the project (110 minutes)

Warm-Up (Whole group: 20 minutes):
⇒ Review pp. 6-8 of the Connecticut Career Paths document. 
⇒ (http://www1.ctdol.state.ct.us/lmi/pubs/Connecticut%20Career%20Paths%202019%20webversion.pdf)
⇒ Explain that a legend is used to help read the information. 
⇒ Review the legend to ensure that students understand all of the terminology.

Guided Practice (Whole group: 30 minutes):
⇒ Show students p. 8 of the CONNECTICUT CAREER TABLE. 
⇒ Walk through the legend and other symbols for the first few careers to ensure that students understand how to read the table.

Practice (3 groups: 30 minutes):
⇒ Explain that each group will be responsible for the information in different sections of the document. 
⇒ Give the following instructions to each group:
  • Group 1 will be responsible for explaining how to read the “legend” for Skills, to select 3 examples of interest from pages 9-39, and to be able in the Check for Understanding of this activity to explain it to the whole group.

| SKILLS: This column indicates some of the fundamental skills and knowledge that employers often look for in job candidates and the occupation's typical work environment. |
|---|---|---|
| AL | Active Listening | RC | Reading Comprehension |
| ALearn | Active Learning | Rpr | Repairing |
| Co | Coordination | S | Speaking |
| CPS | Complex Problem Solving | SA | Systems Analysis |
| CT | Critical Thinking | Sci | Science |
| EM | Equipment Maintenance | SE | Systems Evaluation |
| ES | Equipment Selection | SO | Service Orientation |
| I | Instructing | SP | Social Perceptiveness |
| Instal | Installation | T | Troubleshooting |
| J | Judgment and Decision Making | TM | Time Management |
| LS | Learning Strategies | W | Writing |
| M | Monitoring | MFR | Management of Financial Resources |
| Ma | Mathematics | MPR | Management of Personnel Resources |
| N | Negotiation | N | Negotiation |
| OA | Operations Analysis | OC | Operation and Control |
| OM | Operation Monitoring | P | Programming |
| Pers | Persuasion | QCA | Quality Control Analysis |
• Group 2 will be responsible for explaining how to read the “legend” for *Education and Training Routes*, to select 3 examples of interest from pages 9-39, and to be able in the Check for Understanding of this activity to explain it to the whole group.

**EDUCATION AND TRAINING ROUTES:** Typical requirements to work in the profession are listed with the abbreviations below:

- Slower Than Average Growth Rank.
- Average Growth Rank / Much Faster than Average.
- Faster Than Average Growth Rank.
- On-the-Job training by the employer.
- Apprenticeship training from two to four years in length, depending upon the trade.
- High School or Technical High School diploma or equivalent.
- Up to two years of post-secondary training resulting in a diploma, certificate or license.
- Associate's degree program requiring two years of college.
- Bachelor's degree program requiring four years of college.
- Master's degree program requiring one to two years of college beyond the Bachelor's level.
- Doctorate degree program requiring four to five years beyond the Bachelor's level.

• Group 3 will be responsible for explaining how to read the “legend” for *Occupational Title, Job description, SOC Cde, Job Outlook and Average Annual/ Hourly Wages*, and for *Interests*; to select 3 examples of interest from pages 9-39, and to be able in the Check for Understanding of this activity to explain it to the whole group.

**OCCUPATIONAL TITLE, JOB DESCRIPTION, AND SOC CODE:**

This column indicates the title and duties of each occupation. The Standard Occupational Classification (SOC) System classifies occupations based upon work performed and on required skills, education, training, and credentials. The duties performed will depend upon the employer, training, and experience. Each occupation is identified by a code that can be used to find more detailed information about that occupation.

**JOB OUTLOOK:** Number Employed, Annual Openings based on Connecticut 2014-24 Employment Projections.

**AVERAGE ANNUAL/HOURLY WAGES:** Connecticut OES wage data (1st Quarter 2017)

and

**INTERESTS:** Preferences for work environments.

- Realistic occupations involve work activities that include practical hands-on problems and solutions.
- Investigative occupations involve working with ideas, and require an extensive amount of thinking and searching for facts.
- Artistic occupations involve working with forms, designs and patterns without a clear set of rules; requires self-expression.
- Social occupations involve working and communicating with people; helping, teaching, or providing services to others.
- Enterprising occupations involve starting up and carrying out projects, often leading people to make (business) decisions.
- Conventional occupations involve following set procedures and routines, working with details and data more than with ideas.

**Check for Understanding** (Whole group: 30 minutes):

⇒ Have each group explain to the rest of the class its part of the legend and its 3 examples. (Goal is that everyone is able to read and understand the information in the CONNECTICUT CAREER TABLE on pages 9 to 39 in order to locate information they will need for their personal career path.)
2. Selecting organizations and people to contact for the project (80 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Quickly review the legends symbols from the previous section to ensure that students can access the information they will need for their personal career paths.

Guided Practice (Whole group: 15 minutes):
⇒ Remind students that they have learned, using online and print resources, about professions, career pathways, career clusters, and how to match your personality, skills and interest to potential careers.
⇒ Explain to students that now it is time for them to collect more concrete information by contacting individuals in their community (professionals, they might know, their parents or friends who work in the field that interests them) and organizations that specialize in career counselling.

Practice 1 (Groups of common career cluster interest: 45 minutes):
⇒ Have students work in their groups to browse pages 50-51 of the Connecticut Career Paths.
⇒ Explain to students that they should check the website of their High School Career Center to see whom they can contact or talk with their school counselor.
⇒ Suggest that they check the following website of
  • Connecticut Department of Labor: http://www1.ctdol.state.ct.us/etc/
  • Hartford Consortium for Higher Education: https://hartfordconsortium.org/
⇒ Tell groups that they will need to decide who will contact who to collect the needed information (Education or training programs available, suggested career pathways, existing resources to plan for their career pathway, etc.)?
⇒ Remind them to think about the questions below and to use the organizer to record their roles.
• How you will contact people: by phone, email, in person?
• What questions will you ask?

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⇒ Remind them to use the resources of Unit 1 about how to ask questions and all the templates to ask information by phone and mail in the Resources folder and Padlets developed in Unit 1.
  o How to write a formal email call to request some information about a specific topic.
  o How to ask information on the phone
  o How to ask formally and informally questions to request information.
Check for Understanding (Whole group: 10 minutes):
⇒ Ensure that all groups have defined their roles for conducting interviews and collecting information.
⇒ Explain that students should try to conduct these interviews before the next session and to bring all the information collected to the next session.

3. Preparation of presentation (40 minutes)

Guided Practice (Whole group: 5-10 minutes)
⇒ Offer students some tips on how to present information
⇒ Inform students at the next session they will have 5 minutes to present the first part of their projects to their peers.
⇒ Remind students that the purpose of the presentation is not to explain their whole project, but to ask for feedback from their peers to improve their projects.
⇒ Remind students that the first part of the project is about the presentation of important that they have collected on their career paths.

Practice (Presentation groups: 30 minutes)
⇒ Explain to students that they will have time to prepare your 5 minutes presentation.
⇒ Suggest that they think about these questions as they prepare to present
  ▪ What are the important points you want to present?
  ▪ Where do you need feedback the most?
  ▪ Who will present what?

4. Your personal Glossary (Individual: 10 minutes)
⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.
⇒ Have them write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
Project Development – Analyzing and Organizing Collected Information

TOC
1. Reflecting on the information collection process (10 minutes)
2. Analyzing and summarizing the information collected to share it (70 minutes)
3. Personal Online Interest Profiler (85 minutes)
4. Drafting the outline (80 minutes)
5. Your Personal Glossary (10 minutes)

1. Reflecting on the information collection process (10 minutes)

Warm-Up (Whole group: 10 minutes)
⇒ Ask students the following question
   ▪ How did the information collection go?
   ▪ Was it easy, difficult?
   ▪ What were the challenges?
   ▪ Did you get all the information you needed? What was missing?
   ▪ Do other groups have the information you are missing?

2. Analyzing and summarizing the information you collected (70 minutes)

Guided Practice (Whole group: 10 minutes):
⇒ Using ample information, model for students how to organize and prioritize the information in a visual concept map.

Practice (Groups of common career cluster interest: 50 minutes):
⇒ Have groups review the information that they collected.
⇒ Tell them to organize and prioritize the information that they collected, plus the information discussed in the previous sessions and the Connecticut Career Paths document in a visual concept map.
⇒ Remind them that they can use the tool Popplet and the document “Useful Tips To Summarize Information” to summarize and organize all the information you collected.
⇒ Show them the example below on how this information could be mapped out:

Check for Understanding (Whole group: 10 minutes):
⇒ Have groups share their experiences with organizing and prioritizing the information.
⇒ Use an exit slip to ask students one piece of information that they learned about their career paths that was interesting or surprising to them.

2. **Personal Online Profile Interest** (85 minutes)
   (This section could also be completed prior to their collection of the information from the interviews.)

**Warm-Up** (Whole group: 10 minutes):
⇒ Explain that there are many tools available online to survey people’s interest to help them identify a career path that aligns with their interests.

**Guided Practice** (Whole group: 15 minutes):
⇒ Show students the online O*NET Interest Profiler sponsored by the US Department of Labor: [https://www.mynextmove.org/explore/ip](https://www.mynextmove.org/explore/ip)
⇒ Explain that they will complete this interest profiler to get more information for their project. (It may be helpful to walk through the steps so they know what to expect.)

**Practice** (Groups of common career cluster interest: 60 minutes):
⇒ Have students individually go online to access the O*NET Interest Profiler sponsored by the US Department of Labor: [https://www.mynextmove.org/explore/ip](https://www.mynextmove.org/explore/ip)
⇒ Tell them to answer the 60 questions the best they can.
⇒ Remind them to ask for help or look in the dictionary if they do not understand the question.

⇒ Explain that they are then presented with their Interest Profiler.
⇒ Have them make a screenshot to keep it or print it.
⇒ Ask them to review the Interest Profiler to see if they agree with their Interest Profiler results?
⇒ Tell them the next questions asks if they want to spend a lot of time, moderate time, or no time in training or college, by selecting one of the 5 job zones.
⇒ Advise them to select the one that best fits their goals.

⇒ Tell them that then the system analyzes their interests and their selected job zone:
Explain that lastly the Profiler suggests careers that fit their interests and preferred preparation level with indications for best fit, great fit, and job outlook.

Finally, have students click on the suggested careers that fit best their interests and learn about it (see in the resource file the document: *Example Career Profiler*).
3. Drafting the outline (80 minutes)

Guided Practice (Whole group: 10 minutes):

⇒ Remind students that first part of the project is to present the outline of their college/training career plan, with the other members of their group who share the same interest for the Career cluster they have selected.
⇒ Explain how an outline highlights the most important information.
⇒ Explain that they can use Popplet or another app to develop the outline.

Practice (Groups of common career cluster interest: 60 minutes):

⇒ Tell groups that they need to develop their outlines which should include the following information:
  • The career cluster your group shares
  • The profession you are interested in
  • Your personality traits
  • The skills this profession requires
  • The education and training route that is recommended
• The quote that inspired you in the activity at the beginning of Unit 3 (or another quote that was not suggested in the activity but that inspires you more).

⇒ Remind them that they can use Popplet or any other App to develop the outline. Here is an example of what your outline could look like for a group of 3 students.

Check for Understanding (Whole group: 10 minutes):
⇒ Remind students that at the next session, they will have 5 minutes to present this outline to their peers. The purpose of the presentation is not to explain the whole project, but to ask for feedback from their peers to improve their project.

5. Your personal Glossary (Individual: 10 minutes)
⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.
⇒ Have them write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 6
Project Development – Presenting Information for Feedback

TOC
1. Preparing peer-assessment grid for next session presentation: what type of feedback do we need? (55 minutes)
2. Last preparation before presentation (40 minutes)
3. Presentation and feedback (60 minutes)
4. Integration of feedback into the project (30 minutes)

1. Preparing peer-assessment grid presentation: what type of feedback do we need? (55 minutes)

Warm-Up (Whole group: 10 minutes)
⇒ Explain to students that giving and receiving feedback to and from others is a constructive way to improve one’s project. However, it is helpful to have some guidelines and agreed upon criteria to assess our own or somebody else’s work.
⇒ Share with students some phrases or sentence frames for giving feedback.

Guided Practice (Whole group: 10 minutes)
⇒ Ask students to brainstorm the most important elements of the project and presentation of the project.

Practice (Groups of 5: 15 minutes)
⇒ Direct students to go to the Padlet “Feedback Matters!” and choose their group.
⇒ Explain that they will work within in their groups to discuss and write down the criteria that, in their opinions, will be important to use to offer constructive and precise feedback to their peers. These criteria will also help them to assess their own work.
⇒ Have students look at feedback rubrics in the resources to help you define assessment criteria.

Unit 3: Feedback Matters!
Choose your group, discuss and write down with your group the criteria that will be important to use to offer constructive and precise feedback to your peers. These criteria will also help you to assess your own work.

Group 1  Group 2  Group 3  Group 4  Final Class Rubric
Check for Understanding (Whole group: 20 minutes):
⇒ Have students read the contributions of all the groups.
⇒ Work with students to decide on one set of criteria that will be used by the whole class (Final Class Rubric) to offer and receive feedback when each group will present Part 1 of their project at the next session

2. Last preparation before presentation (40 minutes)
Warm-Up: (Whole group: 10 minutes)
⇒ Review with student qualities of a strong presenting

Practice: (Groups of 3: 30 minutes):
⇒ Have students review and rehearse their presentations. Remind the students that the purpose of this 5-minute presentation is not to explain the whole project but to ask for feedback from your peers in order to improve your project.
• What are the important points you want to present?
• Where do you need feedback the most?
• Who will present what?

3. Presentation and Feedback (60 minutes)
Presentations:
⇒ Tell students that each group has 5 minutes to present part 1 of the project and the peers have 5 minutes to provide feedback to the group using the rubric that was developed by the whole group at the last session.
⇒ Remind students of how constructive feedback is given. Ensure that students each have a copy of the rubric to give to the groups with the feedback.
⇒ After each group gives their presentations, collect the feedback/rubrics. Share them with the groups after all groups have presented.

4. Integration of Feedback into the Project (30 minutes)
Feedback:
⇒ Have each group discuss the feedback they received from their peers and integrate it into their project.