

1. Lesson Title: *Get Career Ready!*: It's MY LIFE and I'll do what I want!"... So, what do I want to do?

2. Lesson Author: Wendy Norwood – Grade K-3 Library Media Specialist at Lolo School District #7, Montana

3. Subject of Lesson: This is a series of lessons for a unit on Careers, focused on Career Education. Classroom teachers will be involved by supporting student questions, allowing time for additional research, permitting students miss classes and provide opportunities to make up work missed to attend career day event in Missoula.

4. Grade Level of Lesson: Grade 5-8 students, preparing for entry to High School and then college and/or the work place.

5. Lesson Duration: This is a 8-10 class period lesson, lasting four 30 minute periods (depending on interest and time needed for unknown avenues presented by students, number of periods may vary)

6. Lesson Materials/Resources:

Student will need access to:

- Paper and pencil
- Notecards
- Chart paper and Markers
- Books about careers
- Articles on careers, job outlook, current and future employment and earning potential
- Computer – internet, Microsoft Word
- Projector
- Local college and business men/women – speakers regarding careers

7. Lesson Overview/Rational: This unit on career study was created for Lolo School District #7 students in grades 5-8 for their library classes or tech classes, both taught by a librarian, to get them thinking about what they want to do with their lives and create goals. I would like to see this unit taught every year, and to all grades as necessary until all are exposed. Our students need to have more emphasis placed on goal setting and future careers. This lesson/mini unit supports the district, state and federal expectations of preparing students to be college and career ready. The *Get Career Ready!* unit will incorporate Montana Information Literacy/Library Media Content Standards, the American Association of School Librarians and the Big6 Skills, as well as support the Next Gen Science Standards regarding career ready preparation.

I created this lesson/mini unit as a more in-depth follow-up to lessons I am teaching currently to Kindergarten through grade 3 students. Unfortunately, there seem to be very few older students who have put much thought into what life for them will look like after high school and have no real long-term goals in place. Far too many middle school students have difficulty seeing the value or purpose in doing well in their classes, they demonstrate little respect for themselves or others, have low expectations for themselves, do not work to their potential, and overall, do not

have an positive outlook. Since many Lolo students are from low income households with a high percentage with various forms of abuse or neglect, it is my goal that this unit will inspire them to create personal and career goals to give them purpose for doing well today and tomorrow, will allow them to believe in themselves and what they are capable of doing, and drive to create an amazing life they will love and create a great sense of pride.

8. Essential Questions/Focusing Questions of Lesson

What are your dreams, desires and GOALS for your future?
What do you enjoy (what makes you the happiest) and why?
What career would be enjoyable AND will bring the most satisfaction to your life?
How do you plan to support your personals and career goals?
Which career will get you where you want to be in life?

9. Goals:

Students will develop and set personal and career goals.
Students will increase their personal knowledge of interests, strengths and abilities.
Students will widen their knowledge base of career possibilities.
Students will develop a sense of self-worth, pride and intrinsic motivation.

10. Objectives:

Students will conduct various research and gather multiple forms of data to create an informational presentation to share with peers (in whatever format they choose) based on one of their personal career choice options.

11. Standards:

[Montana Library Media Content Standards](#)

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 8

Information Literacy/Library Media Content Standard 1

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed. Rationale Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;

- identify information resources needed;
- evaluate and select appropriate resources.

Information Literacy/Library Media Content Standard 2

To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings. Rationale Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model: Location and Access, Use of Information, and Synthesis.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:

- Locate multiple resources using search tools;
- evaluate resources;
- Locate information within multiple resources;
- Extract information from multiple resources needed to solve the problem;
- organize and manage information to solve the problem;
- create a product that presents findings.

Information Literacy/Library Media Content Standard 3

To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process. Rationale "The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89). Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies. Content Standard 3 addresses step 6 in the Big6™ Model: Evaluation.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- assess the quality and effectiveness of the product;
- evaluate how the process met the need for information.

Information Literacy/Library Media Content Standard 4

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally. Rationale for students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 8 is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- appropriately credit ideas and works of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Information Literacy/Library Media Content Standard 5

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions. Rationale School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 8 is the ability to:

- use and respond to a variety of print and digital formats for pleasure and personal growth;
- use and respond to a variety of genres for pleasure and personal growth;
- analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians;
- access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

[AASL Standards:](#)

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge

- 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.

- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2. *Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

- 2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.

3. *Share knowledge and participate ethically and productively as members of our democratic society.*

- 3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

4. *Pursue personal and aesthetic growth.*

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.

- 4.1.8 Use creative and artistic formats to express personal learning.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests.

12. Technology Used: Computer: Word, Internet/Web, various database searches

13. Collaboration: Collaboration throughout this unit will consist of discussions with and research support from:

- Librarian (LMS), homeroom and content specific classroom teachers (CT) whenever possible
- student peers as they work in research and discussion partnerships and groups
- school district staff through general conversation and/or student mentoring, or career presentations
- parents and they discuss classes, report cards, homework, future goals, money management
- college recruiters/professors, business owners and community members as they conduct mini career presentation or support the formulation of goals with all students

... with each of these support groups doing their best to assist the positive internal growth of students and their future career and life possibilities.

14. Anticipatory Set/Object Based Learning (Lead-In): The start of the first lesson to introduce the topic of careers will begin with students listening, watching and singing along with the YouTube video (<https://www.youtube.com/watch?v=q5TPA0bWcP0>) of the song (with lyrics), “If I had a Million Dollars,” by the Barenaked Ladies.

15. Process Model and Information and Technology Literacy Activities: The process model used for this lesson/mini unit is from The Big6 model.

16. Step by Step activities and Process Models:

Students will use the Big6 Skills for their learning and research.

Task Definition: The outcome of this lesson is for each student to find one career they are interested in researching and then create a presentation of the information they have learned about that career, and why it is a feasible career choice for them.

Lesson 1: After viewing the *If I had a Million Dollars* YouTube video, students will take 5 minutes to individually create a personal word cloud of what they would want if they had one million dollars (keeping in mind that it would not look the same as winning the lottery of 25 million dollars). For 10 minutes, they will record their ideas as a group on chart paper with a marker to then display around the room. Each group will stand and share the ideas they came up with, circling the ideas they feel are realistic for them to achieve in their lifetime. Individual word clouds will be collected for use at the final lesson.

Lesson 2: After viewing the *If I had a Million Dollars* YouTube video we will view the *How College Impacts Earning Potential* article (Kane, 2014), then present the fact that EACH of them have the real potential to earn \$1,000,000 and MORE over their lifetime if they want to and have the desire and drive to do what it takes. Then we will discuss the breakdown of education vs. earning potential and look at their earning potential found in the current WONDERFUL Business Insider article dated October 2014 online at: <http://www.businessinsider.com/how-college-impacts-earning-potential-2014-10> (Each student will receive a copy of the article to refer to throughout the unit)

Lessons 3 & 4: Students will work within their group to jigsaw and divide the reading and share the information found in the article, 30 Qualities That Make Ordinary People Extraordinary, found at:

<http://www.embracepossibility.com/blog/qualities-highly-successful-people/>

After sharing and discussing the article, students will reflect and list their personal qualities on an organizer and create goals that work toward supporting their dreams and careers. Students will write at least two personal and two future career goals and then pair with another student in the room (three different times) to share at least one of each type of goal and gather feedback.

Lessons 5 & 6: Various members of the community will stop by for brief presentations and brief Q &A sessions regarding the career choices. Students will continue to research careers individually and/or with a partner who has similar interests, working collaboratively as we do in the real world; sharing research data, bouncing ideas off of each other, critiquing each other in a positive manner, and citing the many sources along the way.

Lessons 7 & 8: Students will gather research data, organize it in a meaningful way, develop a plan to share that data, and create their presentations.

Lessons 9 & 10: Students will present their research.

Information Seeking Strategies: Students will use all resources available to them while in library class, as well as outside of class to gather information to be used in final presentation.

This can be done through personal conversations with those in their career choice, books, or articles.

Locate Sources: Students will have access to the computers, internet, databases, books in the library or outside libraries, parents, local college and business people, schools staff, and any other materials that give them credible information.

Use of Information: Students will take the information gathered and decide what is useful for their purpose and what is not, narrowing down their research to one career that meets their personal strengths and interests best to further investigate for a final presentation. Students will create research partners or small groups when possible to discuss and share their findings

Synthesis: Students will create a presentation (media of their choice) that will incorporate the data they have collected and evaluated (that meets expectations of the presentation) about the career they have chosen to research.

Evaluation: Students will participate in peer evaluations, using “Jot a Thought” to evaluate presentations and make note of interesting and/or positive comments for presenter to review afterwards. I will evaluate presentations based on a simple rubric.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set): Students will pull out original personal word clouds created during Lesson 1 reflection of video and reevaluate their cloud, creating a new cloud by adding ideas, changing previous ideas, or eliminating ideas, based on new learning and what they believe is possible/reasonable for them personally.

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

Personal word clouds will be collected and evaluated for personal progress toward a more positive and healthy outlook on their future, and then returned.

Student goals will be reviewed to determine if they are SMART goals for the future.

Formative assessments will be conducted throughout while students are researching, collaborating with others, participating in various discussions, and interacting with others.

Final presentations will be evaluated based on a rubric completed by librarian and peer Jot a Thought evaluations.

19. Connection to Other Curricular Areas: Because this project involves reading, language, writing, public speaking, research, earning potentials, cost of college education, evaluating resources, and so on, it is connected to all other curricular areas.

20. Adapted Learning:

Adaptations: Students with special needs will have lessons and activities adapted to their needs. This could include, materials read aloud by computer, listening/watching videos on careers, obtaining print in larger text, lower reading level material, working with a partner, more check-ins with teacher, a scribe, creating all assignments on a computer, delivery of information verbally, or possibly alternate assignments.

Extensions (For Gifted Students): Students may research more than one career, compare and contrast two or more careers, or include additional information about the career that is not required information on the evaluation rubric.

21. Works Cited/ Resources:

- American Association of School Librarians. (2007). Standards for the 21st Century Learner. *American Library Association*. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- Chen, R. (Date unknown). 30 Qualities That Make Ordinary People Extraordinary. *Business Insider*. Retrieved from <http://www.embracepossibility.com/blog/qualities-highly-successful-people/>
- Eisenberg, M. B. (2003). Implementing Information Skills: Lessons Learned From the Big6 Approach to Information Problem-Solving. *School Libraries In Canada*, 22(4), 20.
- Kane, L. (2014, October). Here's how much your degree will help you earn over a lifetime. *Business Insider*. Retrieved from <http://www.businessinsider.com/how-college-impacts-earning-potential-2014-10>
- Montana Office of Public Instruction. (2008). Montana Standards for Information Literacy/Library Media. Retrieved from http://opi.mt.gov/PDF/Standards/09IL_LMContentStandards.pdf
- Shebl, Ghada. (2012, September). If I had a Million Dollars: Barenaked Ladies. *Youtube*. Retrieved from <https://www.youtube.com/watch?v=q5TPA0bWcP0>