

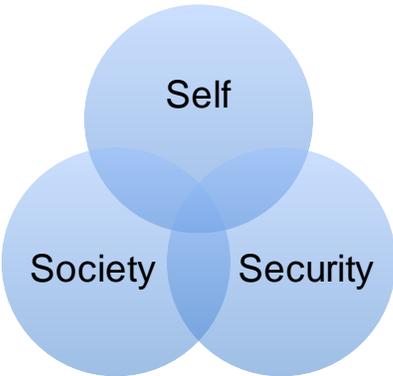


FUTURE READY IDENTITY

As young people create a career and college going identity, agency is a core theme. In the social sciences, **agency** is defined as *the capacity of individuals to act independently and to make their own free choices*. While it is not developmentally appropriate to leave middle school aged youth completely to their own devices, the reality is that for many young people, access to both formal and informal guidance about future choices is uneven. Young people often are left to navigate complex choices without a robust network of support. Therefore, a goal of these lessons is to scaffold the process by offering a framework—three lenses young people can use to view their current options and future opportunities.

To support young people as they consider their future, we have adopted the metaphor of the map and compass. As students navigate their way, the three lenses offer triangulation points to set their personal compass; these points are not only vital to locating their current position, but also critical in charting a path forward. This nuanced approach to a future-ready identity supports young people, in collaboration with their families, in making more nuanced decisions about college and career.

The three lenses are: *self*, *society*, and *security*.



Self

Students learn to evaluate future career and college options through the criteria of their own interests, talents, culture, and values. With emphasis on an exploration mindset, young people identify their current sparks and also explore new interests.

Additional lessons focusing on the Self Lens and intersecting identities will be an on-going component of Skills for Success; the Self Lens will also be integrated in lessons of collaboration and communication.

Security

Young people often lack a schema for the practical elements of future ready thinking; cost-of-living, salary, and student loans are vague concepts. This practical lens uses simulations and experiences to help young people build background knowledge to prepare them for future decisions and financial realities. The Security Lens guides young people to evaluate educational and career options (with a view towards college costs, permeability, high demand fields, future earning, and careers that have potential for advancement). This understanding supports young people as they make practical and informed decisions about their desired lifestyle—and the choices that can move them from dreaming big to achieving their goals.

Society

Students view career, college, and civic life through the lens of contribution; noting the often complex ways that a diversity of fields and careers contribute solutions to local and global problems. Each young person has a unique profile to bring to the challenges of their generation while finding work that feels important and contributes to career and personal satisfaction. The Society Lens asks: What are the problems that face your generation and how will your talents help solve these pressing challenges?

SECURITY: JOB, JOB, CAREER

Essential Question: *What Is the Difference Between a Job and a Career?*

Learning Targets:

Students will:

- Evaluate the difference between a job and a career.
- Use context clues to infer a theme.
- Annotate text to reflect connections, agreements, and contradictions.
- Reflect on the meaning and evaluation of ideas in context

Lesson Overview

In this lesson, students explore the difference between jobs and careers. A quick Four Corners protocol will help to assess current understandings around the world of work, as well engage background knowledge (accurate or not). The YPs will then annotate a Mystery Text, reflecting on the implication of the opinion piece, as well as to infer a possible theme. Through a Hot Seat protocol, students will agree and disagree with various ideas in relation to the theme, before reflecting on the conceptual difference between jobs and careers.

Lesson Agenda

Opening (10 min)	<ul style="list-style-type: none">• Four Corners Protocol
Work Time	<ul style="list-style-type: none">• Mystery Text (20 min)• Hot Seat Discussion Protocol (10 min)• Debrief: What? So What? Now What? (5 min)
Closure (5 min)	<ul style="list-style-type: none">• Compare and Contrast Job vs. Career

Materials

- Young Professional student packet
- Projector and screen
- Text Codes—one handout per table for reference. Use your school’s codes if possible.
- Hot Seat questions and statements
- Tape
- Four Corners labels

FACILITATION NOTES

Respect for All Work. In the discussion of jobs and careers, it is important to speak of all work with respect. Some students may come from families or neighborhoods where “jobs” are more normal than careers. It is important not to layer bias on this subject, but present it in a respectful manner where the outcome is having youth informed about opportunities and options—and the choices and decisions they will need to make to access a multitude of options.

Prosperity Collage. As an activity or homework leading up to this lesson, have students write, create a collage, or draw their own vision of success. A goal of these lessons is to help young people have a balanced view of their future that includes components from the Self, Society, and Security Lenses. As we think of success and prosperity, it is important to move beyond just the financial dimension of prosperity to include values, community, contribution, and personal happiness.

Entrance and Exit Tickets. A short response, quiz, problem, or reflection can be used to gauge/check/review student understanding. Tickets can be used as data points to determine readiness to move into new learning territory, or help identify students who need additional support. If over 80% of the class is “off track”, then consider re-teaching learning targets.

Text Annotation. Annotation helps deepen and monitor comprehension. It can be used when students read, or as students follow an adult reading aloud. Annotating text “leaves tracks of

thinking.” It provides students with a means to monitor their own thinking while reading, along with creating a visible “running record” of what’s going on in their heads, which teachers can then examine for understanding, engagement and reflection. In order to code text, students will need either copies of the text to be read or sticky notes. Model annotation by reading and thinking aloud to the students; let them see you think about the text and use codes to record your thinking. Then have students read and code short sections of text. Begin with limited codes, building their “coding toolbox” over time. Let them share with each other what they have marked and why. Collect and review coded texts. Over time, build students up to longer and longer reading and coding sessions. **If your school or Language Arts teacher uses this instructional strategy, defer to the codes in use rather than adding a different system.**

For more information, see: Harvey, S. and Goudivis, A. (2007) *Strategies that Work*, 2nd ed., Stenhouse Publishers.

Common Text Codes:

- TS: Text-To-Self
- TW: Text-To-World
- ?- Question
- #: Push-back, frustration
- +: New Information. “I didn’t know that...”
- !: Aha! Wow!

Hot Seat Protocol. Place key reflection or probing questions under random seats throughout the room. When prompted, students check their seats and read/answer the questions. Students who do not have a hot seat question can be asked to agree or disagree with the response and explain their thinking.

Invitational Group. This is a strategy to support struggling readers and/or ELL students. In an invitational group, a small group of students (4-8) share the same article. The teacher can read this fluently or students can read supported by the teacher for vocabulary, idea development, meaning, and notetaking. Stopping after each section to build meaning or complete the task is important. Students will still be individually accountable for the work and should complete annotation on their own copy.

IN ADVANCE

- Post the signs for the Four Corners activity.
- Prepare **<Mystery Reading>** (http://www.huffingtonpost.com/christine-hassler/20-somethings-careers_b_814788.html)
- Post questions and comments under students’ seats for the Hot Seat protocol.

Vocabulary

Content	Tier II
job, career	substantive, resonate

Opening (10 min)

Entrance Ticket



As students enter, **have** them reflect and write an **<Entrance Ticket: Jobs and Careers>**.

Ask: What is the difference between a job and a career?

Four Corners Protocol



1. **Instruct** students to move silently and quickly to one of four corners of the room to signify their thinking on statements as they are read aloud.
2. **<Four Corners>** are: agree, disagree, strongly agree, and strongly disagree.
3. **Include** a few lighthearted statements to keep things engaging and light.
4. **Keep** things moving. The whole activity, done silently to develop good habits, should take 5 minutes.
5. **Modify** the statements to fit the class; do not feel pressured to make it through all statements!
 - There are more opportunities for youth today than 50 years ago.
 - To be successful, it is important to go to college.
 - Working while in high school will increase your chances at getting a good job in college and later.
 - Money is the most important thing about working.
 - Electricians make BANK!
 - Being a hard worker will get you to the top.
 - In general, men earn more than women.
 - Doing something you enjoy is the most important thing when choosing your career.



As students respond, you are noting informal information about their background knowledge and preconceptions. These can be addressed later, but do not stop during the activity.

- My generation works as hard as my grandparent's generation.
- I would like to own a home one day.
- Career planning doesn't matter because everything in the future will be done by robots!
- Earning a paycheck in HS would be a good thing.
- All I have to do is blog about my passion and I will be fine.
- You have to work your way to the top.
- Getting good grades is the only way to get a good job.
- It's not about what you know, it's about who you know.

Work Time



Mystery Text: What's the Theme? (20 min)

Today I am going to share an article with you, and you will try to guess the topic and theme.

1. **Share aloud** <Mystery Reading #1>, while displaying reading overhead. Consider having students read aloud in small groups: http://www.huffingtonpost.com/christine-hassler/20-somethings-careers_b_814788.html.
 - **Remove** title if it is a giveaway.
 - **Pause** at intervals for YPs to record thoughts.
 - **Read** the article to the end of the following section: "But with the right education, resources, and changes in behavior and attitude, I know that this generation of young people can become financially empowered and productive members of society."
2. **STOP.**
3. **Ask** the YPs to record their individual thoughts on the reading.
4. **Have** them share their ideas in small groups.
5. **Use** equity sticks to solicit ideas.



Text annotation is "leaving tracks of one's thinking." Modeling this in a think aloud helps to scaffold expectations and encourage students to become more thoughtful readers. The modeling can be a quick pass through, with three codes, or a more in-depth exemplar if this is students' first exposure to text coding.



- *What is the larger topic that it speaks to?*
 - *What do you know about this topic?*
 - *What connections do you have?*
 - *Do you agree with this author?*
6. **Model** <Text Annotation> with the article to demonstrate that good readers are always responding to text as they read.



- TS: Text-To-Self
- TW: Text-to World
- ?-Question
- #: Push-back, frustration
- +: New Information. “I didn’t know that...”
- !: Aha! Wow!

7. **Have** the YPs read the article through, adding their own coding to the text.

- **Set** the amount of “codes” expected in advance. Three is often a good number to begin with for the average student.

Hot Seat Discussion (10 min)



1. **Use** the **<Hot Seat Protocol>** to include some of the comments that follow the article as exemplars of personal responses and probing questions.
 2. **Prompt** students to check under their seats. **Ask** students to hold up their card if they discovered one. **Have** them read the statement/question and ask if the group agrees or disagrees (and support their opinion).
 3. After the Hot Seat discussion, **guide** students to return to their response notes, adding new comments, thinking, and connections.
 4. Finally, working in groups, **ask** students to identify what they think the theme is and what from the article supports their ideas.
- **Have** them record their hypotheses on the note catcher.

Debrief: What? So What? Now What? (5 min)



1. **Ask** students to partner and respond to the following questions: Using the **<What? So What? Now What?>** organizer. After a short partner discussion, move to a group conversation.

WHAT?

- *What is the author's point?*
- *Why do you think she has this opinion?*

SO WHAT?

- *Why should we read this?*
- *Do you agree with this author?*

NOW WHAT?

- *The author geared her advice to young people in their twenties. What parts of it might be important for you? What piece of advice do you think you should consider?*

Closure (5 min)

Compare and Contrast Job vs. Career



1. **Ask:** *What is a job? What is a career? Is there a difference?*
2. **Have** students pair-share after each question.
3. After conversing with their partners, **have** students engage in a whole group conversation.
4. During the class discussion, **allow** for students to ask questions, agree or disagree respectfully, and share examples.
5. After a few moments of open discussion, **project** a **<Job & Career Venn Diagram>**.
 - **Ask** that students now focus their ideas into descriptors that could fit into the Venn Diagram.
 - As descriptors are offered, **ask** where the word should be placed (job/career/both). Before writing it on the Venn Diagram, ask if everyone agrees.

School to Home Connection



Ask a family or community member to explain the difference between a job and a career.

Take notes, then complete a Venn Diagram based on the interview.



Name:

Date:

JOB, JOB, CAREER: *What Is the Difference Between a Job and a Career?*

Today's Learning Objectives:

I can:

- Evaluate the difference between a job and a career.
- Use context clues to infer a theme.
- Annotate text to reflect connections, agreements, and contradictions.
- Reflect on the meaning and evaluation of ideas in context.

In this lesson, I will explore the difference between jobs and careers. I will participate in a quick Four Corners protocol that will help me communicate my current understandings around the world of work, as well engage background knowledge. I will then annotate a Mystery Text, reflecting on the implication of the opinion piece, as well as to infer a possible theme. Through a Hot Seat protocol, I will agree and disagree with various ideas in relation to the theme, before reflecting on the conceptual difference between jobs and careers.

Today's Activities:

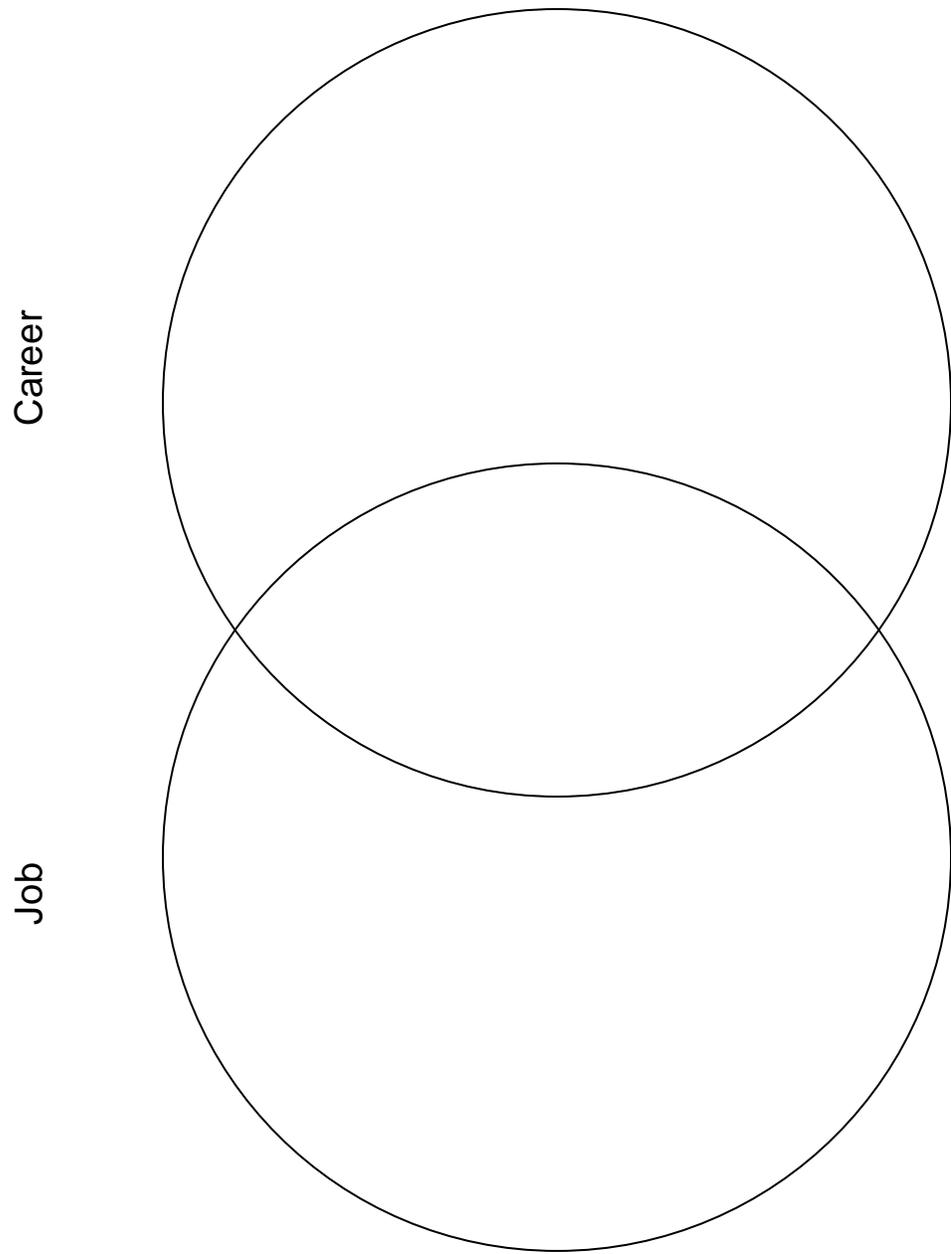
- Four Corners
- Mystery Text Annotation
- Hot Seat
- What, So What, Now What?
- Compare and Contrast: Job vs Career

What?

So What?

Now What?

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Facilitator Documents:

Are 20-Somethings Naively Optimistic About Their Careers?

01/28/2011 08:55 am ET | Updated Nov 17, 2011

- [Christine Hassler](#) Life coach, professional speaker, author and Gen Y expert

Today's 20-somethings (called Gen Y) grew up hearing: "Find a job that makes you happy"; "Follow your dreams and the money will follow"; "Discover your passion and that will lead you to success"; "Go to college, discover what you love and a career will follow." But has this well-intentioned advice left a lot of Gen Y unequipped for the real world?

Janet, a 26-year-old from Los Angeles, shared with me:

I feel like we only got half of the parenting speech. They left out the part about how to actually find work and pay our bills while pursuing our dreams. My friends and I are all college grads but are struggling to figure out how to support ourselves.

Janet is not alone. As a life coach, speaker, and author who specializes in advising 20-somethings, I have seen first-hand the repercussions of being served with a big plate of idealism and only a small side of reality. Now that Gen Y is facing the realities of grown-up life and our current economy, they are discovering that dreams don't pay the rent. They are learning that their passion combined with their college degree does not guarantee an immediate career.

And it's not just the parents who championed this advice, it came from society as well. After decades of living the traditional "hard-knock" lifestyle and working at paying-your-dues kind of jobs, America was yearning for a different way to earn a living. We celebrated visionaries and entrepreneurs who became overnight

millionaires because of a good idea or the courage to follow their bliss. Not only did we celebrate them, we made them celebrities. All of a sudden, the formula for money and success (and fame) boiled down to infusing a great idea with a lot of passion. A career path became more about discovering what color your parachute is, rather than taking the necessary steps to gain real world experience and accumulate skills while supporting yourself financially.

Now I am all for following our dreams as it often does lead to greater degrees of happiness and success. I love what I do, but it did not happen overnight or without some practical know-how and sacrifice. In my early 20's, I had an entirely different career where I worked extreme hours and lived in a stinky apartment with two male wrestlers because that is what I could afford. Many of today's 20-somethings expect that their passionate, lucrative career and the lifestyle that goes with it should begin by the age of 25. Diana, a 25-year-old from Austin, says this about her peers:

We all expect to be working and making money doing something we love right now. We weren't really told that being happy and successful takes time and is often the process of elimination!

Some 20-somethings are less willing to take or stay at a job that they don't like since they believe they are supposed to — dare I say... *entitled to* — love their job because that is what was “promised.” Moreover, many prefer not to make a lot of lifestyle sacrifices, and now that moving back to the Hotel of Mom and Dad has become more of a trend than an embarrassment, they don't have to.

Let me be clear that my intention is not to blame or point fingers at 20-somethings or their parents. Everyone has been doing the best they could based on their own experiences. And I truly think parents believed what they were telling their children (or at the very least wanted to believe it). But now with two-thirds of graduating seniors moving home and 16 percent of 18-to-24-year-olds unemployed (nearly double the national average) according to the MacArthur

Research Network, it seems like the message about becoming independent in our 20's got lost in translation somewhere.

To closely examine the pressures young people feel in their 20's when it comes to establishing a career and financial independence, I recently collaborated on [a survey with Zync](#) from American Express to assess their behavior and concerns. The study revealed that nearly nine out of 10 of the 20-somethings surveyed are asking themselves, "What am I going to do with my life?" This question is often paralyzing for 20-somethings because, based on a lot of the career advice they've repeatedly received, they think they must determine what they want to do for the rest of their life before they can really start their life. Gen Y spends more time and energy pondering this question (often while sitting in Starbucks) than previous generations have. And even those who are ready and willing to get to work are having trouble securing a job.

Furthermore, 86 percent describe their current financial situation as "stressful," 57 percent are still financially dependent on parents/family to help pay bills, and 52 percent feel they are facing financial challenges their parents never had to deal with, according to the [Zync Quarterlife survey](#). Yes, the current job market and economy contribute to the sense of overwhelm 20-somethings feel. And in my opinion, from extensive experience with Gen Y, the lack of instruction and discussion on navigating the nuts and bolts of life plays an even more significant role in these findings.

I believe today's 20-somethings are an [incredibly promising generation](#), and I often defend them to members of older generations. Yet their often idealistic views are creating huge Expectation Hangovers® as they are facing a challenging economy and job market. But with the right education, resources, and changes in behavior and attitude, I know that this generation of young people can become financially empowered and productive members of society.

To follow is a condensed list of practical tips that 20-somethings can use to chart a path toward independence that were developed as part of my work on the Quarterlife Project with Zync.

Get Fiscally Fit. The secret to maintaining a healthy weight is willpower; being fiscally fit also requires careful monitoring of money-in versus money-out. Keeping a budget in your head is not enough; create an in-depth, written-out budget where you can input all your bills, spending and earnings. Exercise plastic willpower and do not spend what you don't have. If you have debt, commit to paying a minimum amount toward it each month. And *save!* Even putting aside \$10 per month promotes a healthy fiscal habit.

Stop Using the Economy as Your Scapegoat. Don't use the economy as an excuse for not taking steps toward your goals. Be proactive rather than reactive. For example, if you are interested in travel, research travel exchange programs that will pay your way. If furthering your education is a goal, be resourceful by applying for scholarships, grant programs and low-interest loans for continuing education.

Get a Job. Any Job. Don't Wait for a Career. If you are earning little to no money because you are waiting for your dream job to show up (or a job that is in the field of your college degree), it's time to stop waiting and start working. Make having a job and earning money your priority. Any job you get now is a step toward establishing your career and financial independence. And there is work available; sometimes you just have to create it. Think about skill sets you have and things you can do to earn money: babysitting, tutoring, temping, dog-walking, computer support, etc. Even if you have to take on several odd jobs at a time, at least you will be a wage earner, which increases your chances of finding a more permanent job.

Get Off Your Parent's Payroll. A lot of Gen Y'ers are fortunate to have parents who can afford to support or subsidize their lives. The downside of this is you may be less motivated to figure out how to support yourself. Instead of asking your

parents for cash, ask them for education on the things about money you don't understand. Rather than having them pay your bills, take out a loan from them (with interest!) and begin to pay them yourself.

Increase Your Financial IQ. You have the ability to empower yourself financially by learning about money, credit and investing. The problem of a lack of knowledge about money has many solutions. Make learning a social activity by starting a book club where the focus is on financial education. Take advantage of all the free online resources for advice and tools to help with your finances. Interview financially successful people in your life, and do not be embarrassed to ask questions that you may think make you look stupid. The only way to learn is to ask!

It isn't necessary to completely throw away well-meaning advice about finding something that you truly love to do; just go about it a different way. I encourage 20-somethings to take action to become independent. And remember that discovering your passion and becoming financially successful does not usually happen overnight — just take a look at the people who are doing it that are in their 30's, 40's, 50's and beyond.

As Jim Rohn once said, "Formal education will make you a living; self-education will make you a fortune." Self-education will help fill in those gaps that may exist. And who knows... maybe in the process, you'll find that passion that will lead you to prosperity.