

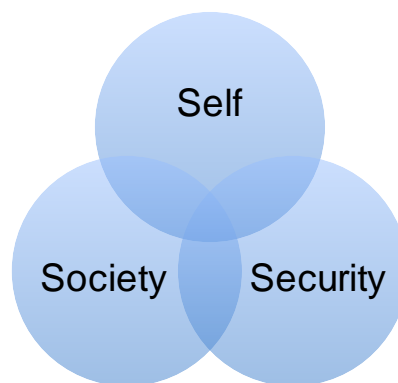


FUTURE READY IDENTITY

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?*

SOCIETY: PASSION PAYOFFS

Essential Question: *What Is the Difference Between Work and One's Life Work?*

Learning Targets:

Students will:

- Explain why tolerance is important in today's diverse and global world.
- Include their own interests and passions in the concept of "life's work".

Lesson Overview

In this lesson, students will begin to explore the difference between work and life's work via an exploration of HONY images. Through a gallery walk protocol, the YPs will practice the 21st Century skill of tolerance in thinking critically about the images and captions that resonate most with them. Then, they will begin to think through what kind of work pays them with passion versus a pay check in a modified line-up/four corners activity. Students will continue this exploration of life's work in society at home by interviewing their family members.

Lesson Agenda:

Opening (5 min)	Defining Tolerance
Work Time	HONY Gallery Walk (20 min) Pay Me/Passion Pays Me Line-up (15 min)
Closure (10 min)	Personal Line-up

Materials

- Print outs of HONY images and captions
- Four Corners signage
- Young Professional student packets

Young Professional Portfolio

Have students add their <Personal Lineup> to their portfolio.

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.

Defining Tolerance. In today’s modern workplace, respect for difference is not only a professional standard, it is often the law. While schools and workplaces cannot instruct people to **be** tolerant, they can expect that people **act** tolerant. In this, tolerance is an important 21st century skill vital to success in career, college, and civic life. Teaching Tolerance defines the word as: “*Respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference.*”

Gallery Walk. For an example of this protocol, see:
<http://www.theteachertoolkit.com/index.php/tool/gallery-walk>.

Line Up (modified). The Line Up activity was adapted from Road Trip Nation’s *The Road Trip Experience*. This book is available on Amazon and is geared towards high school age students.

Humans of New York. From the Tumblr page, select images that will resonate with your students while also representing diversity. Part of this lesson is about promoting the skill of

displaying tolerance and acceptance. Chose images that represent differences, and may even push students to confront some of their biases. Each community is different, so use judgment on which images/stories are most appropriate for the age and experience of the group. Image library includes individuals from various nationalities, religions, social classes, sexual orientations, career fields, interests, age groups, etc. Ensure respectful language as students engage with the virtual guests. It is important to note that students will hear multiple stories and even contradictory advice—there is no one path or right answer!

IN ADVANCE

- Prepare the gallery walk. Visit this Tumblr board link (<https://www.tumblr.com/tagged/humans-of-new-york>) for a wide variety of images with captions. You can also visit the Humans of New York home page (<http://www.humansofnewyork.com/photographer>) to find other pictures and captions, including more recent ones.

Vocabulary

Content	Tier II
tolerance, 21 st Century skill, diversity, substantive	passion, bias, acceptance, expression, harmony

Opening (5 min)

Tolerance as a 21st Century Skill

1. **Invite** the YPs to turn and share how their family/culture treats a guest.
2. **Say:** *Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference.*

We view tolerance as a way of thinking and feeling—but most importantly, of acting—that gives us peace in our individuality, respect for those unlike us, the wisdom to discern humane values, and the courage to act upon them.



3. **Ask:** *Does anyone know what tolerance is?*

From Teaching Tolerance, a project of the Southern Poverty Law Center:

4. **Define:** *“Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference.”*
5. Optional: *Here is how a group of students **defined** tolerance:*

Project: https://www.youtube.com/watch?v=_LlFXdnuhkW&list=RD_LlFXdnuhkW#t=64.

6. **Ask:** *Why is tolerance important in today’s world? Why is tolerance expected in our schools and workplaces?*

Listen for: *Laws protect people’s differences, the world is diverse, employers look for people who can work collaboratively with different kinds of people, different ideas and perspectives help our communities, etc.*

Do not assume tolerance is a shared value. You can encourage your students to be tolerant, but you can’t expect that they *act* tolerant. Displaying tolerance is a professional skill. Emphasize that respect for diversity is part of the modern school and workplace. Most modern organizations have policies that promote tolerance.



Work Time

HONY Gallery Walk (20 min)

Collecting information is vital to a young adult success, and information exists in many forms. Today, we will look at the work of Brandon Stanton, a street photographer from New York. He is famous not only for his images, but also because he is able to connect an image to the humanity of his subjects by including a snapshot of their story. He has worked in New York and also for the United Nation—taking pictures across several continents. His subjects are gathered here today—with advice for you!

1. **Invite** students to participate in a modified interactive gallery walk protocol.
2. Before the walk, **prepare** the YPs with the following guidelines:
 - *Please be respectful of each person that is sharing their story with you today—just as if they were guests in the room. They may come from different backgrounds or walks of life, but we will respect each person and their story.*
 - *This will be a silent activity.*
 - *Everyone should be engaged: This means actively reading captions or comments, or responding in writing to them.*

Monitoring respectful discussions, even in writing, is important. Take the time to set and discuss expectations before the activity. HONY images reflect a diversity of experiences, some of which will be new to students. Help them think through respectful interactions that embrace tolerance before they actually encounter the image. This is good practice for later collaboration and preparation for college and career in today’s global society. Be prepared to pause the activity at inappropriate comments if they arise.



- Professional comments are expected. It is okay to say “I agree/disagree” or ask “Why do you think that”, **if you do so respectfully and in a way that demonstrates tolerance.**
- Be thoughtful. Make **substantive** comments.
- Please do not mark on the photographs.
- Sign each comment with your initials, written small.

Students will write *I notice*, *I wonder* statements as they tour the room.

- “I notice...” is followed by a factual statement.
- “I wonder...” is followed by a question.

What do we mean by “professional comments”?
What is a “substantive comment”?

Scaffolded Introduction

1. If this is the student’s first time with a gallery walk, **model** this process.
2. **Project** one of the HONY images.
 - **Make** an “I wonder...” and an “I notice...” statement.
 - **Sign** each comment with your initials.
 - It is okay to **model** curiosity about differences, as long as tolerance is also modeled.
3. **Ask** students to turn and talk.
 - **Have** them make one “I notice...” statement.
 - **Repeat** for an “I wonder...” statement.

Gallery Walk

1. **Allow** for about 15 minutes to complete the gallery walk assignment.
2. **Circulate** to do a formative assessment on the quality of the comments.
3. If needed, **remind** students that their role is to observe, wonder, and record their thoughts with **substantive** comments.
4. **Distribute** three small post-its to each student.
5. In the final three minutes, **ask** students to choose a picture and caption that resonated with them.
 - **Have** them post a sticky by this image.
 - **Invite** them to pair-share their image.

“Pay Me/Passion Pays Me” Line-up (15 min)



Young people are often told to “follow their passion. What does that even mean? Most people don't know that the root of the word passion means “to suffer.” Many people who have followed their spark and risen in their field have made sacrifices—studying long hours, living in tight conditions to have an opportunity to work with an expert, spending their own money on supplies—to pursue their passion. Successful people often have stories of their days of struggle and the many obstacles they faced. Today, we are going to look deeper at this idea of passion and things you love so much you might be willing to make sacrifices to get better, learn new skills, work with a master, or open doors of opportunities.

Sometimes you are so passionate about something you would work for free. Other things you definitely do to earn a paycheck. While not everyone can “work for free,” it can help to think about what you enjoy so much that money isn't the main goal.

In this activity, you will move to the corner of the room that resonates with you. One corner of the room is labeled “I dig this so much, I would do it for free”. Another is labeled “I enjoy this, but you would have to pay me for my time”.



A third corner is “This isn't my favorite thing, but I would do it to earn money.” The last corner is “I don't want to do this work, even if you paid me”.

Remember the article we read, where Christine Hassler shared her opinion that sometimes you have to jump in and start working to get experience? Most people do not start out as a Top Chef or judge on Chopped, but as a dishwasher or prep cook in a diner kitchen.

Internships are not options for many of our nation's youth. It is important to normalize that not everyone has the privilege of working at an internship, while still exploring the ideas of what do you love so much you would make sacrifices to “get in the door.”

1. **Read** off statements that reflect possible work and student interests. The following are examples.
 - **Add** additional statements to reflect the interests of your students.
 - **Include** work that is obviously fun with work that may be less fun but still a good start in a career or industry.
 - **Include** common “first jobs”.
 - **Include** jobs from every career cluster.
 - **Move** beyond well-known careers (teacher, doctor, nurse).

Examples:

- Working as a bank teller
- Teaching high school
- Running a restaurant
- Being a prep cook
- Working at the front desk of a hotel

- Working at the Macdonald's drive through
- Programming code for a small local business
- Designing websites
- Assisting patients at a hospital
- Monitoring environmental quality
- Making drones
- Designing cars
- Pressing records
- Keeping track of accounts
- Selling insurance
- Building computer security systems
- Running a small business
- Designing fonts and images
- Touring with your band
- Designing apps

Closure (10 min)



Personal Line-up

After students have gotten ideas of the diversity of jobs and careers and also the “line-up” idea, **have** students create a **<Personal Line-up>** which focuses on their own interests and sparks.

Debrief: Pair-Share

*What are some careers that fell on your **<Personal Line-up>**? Why did you choose some of this work?*

School to Home Connection



Family Line-up

Have students repeat the “Personal Line-up” activity with a family member, where they interview family members and find one-two things in each corner.



Name:

Date:

SOCIETY: *What Is the Difference Between Work and One’s Life Work?*

Today’s Learning Objectives:

I can:

- Explain why tolerance is important in today’s diverse and global world.
- Include my own interests and passions in the concept of “life’s work”.

In this lesson, I will begin to explore the difference between work and life’s work via an exploration of HONY images. Through a gallery walk protocol I will practice the 21st Century skill of tolerance in thinking critically about the images and captions that resonate most with me. Then, I will begin to think through what kind of work pays them with passion versus a pay check in a modified line-up/four corners activity. I will continue this exploration of life’s work in society at home by interviewing my family members.

Today’s Activities:

- Defining Tolerance
- HONY Gallery Walk
- Pay Me/Passion Pays Me Line-Up
- Personal Line-Up

Personal Line-Up

Directions. Recall some of the jobs you were drawn to during the Pay Me/Passion Pays Me Line-Up. Sort those and include other jobs in your own personal Line-Up.

<p>I love it so much, I'd do it for free.</p>	<p>I like this enough, but you'd have to pay me.</p>
<p>Not my favorite thing, but I'd do it for money.</p>	<p>I don't want to do this, even if you paid me.</p>

School to Home Connection

Directions. Discuss today's Line-Up activity with a family member. Take turns interviewing until you each have two jobs in each box .

<p>I love it so much, I'd do it for free.</p>	<p>I like this enough, but you'd have to pay me.</p>
<p>Not my favorite thing, but I'd do it for money.</p>	<p>I don't want to do this, even if you paid me.</p>