



**Pathways to
Prosperity Network**

AN INITIATIVE OF JOBS FOR THE FUTURE
AND THE HARVARD GRADUATE SCHOOL
OF EDUCATION



LENSES ON THE FUTURE

SOCIETY: FINDING CONTRIBUTION

Essential Question: *How Important Is It to Contribute to One's Community?*

Learning Targets:

Students will:

- Reflect on the meaning of contribution.
- Evaluate contributions of a variety of careers to their community.
- Identify the contribution of diverse careers in their local community.
- Summarize the day's learning using a structured format.

Lesson Overview

The YPs will begin with a Scavenger Hunt activity looking at common places and spaces for evidence of contributions both on the surface and behind the scenes. They will then explore short excerpts from a diversity of careers that reflect contribution to society and local communities. After a short debrief discussion, the YPs will reflect on the insight they hear through personal narrative in a Content Pyramid protocol. As a school to home connection, students will repeat the Contribution Scavenger Hunt by selecting a space in their own community to observe.

Lesson Agenda

Opening (5 min)	<ul style="list-style-type: none">• Career Contribution Scavenger Hunt
Work Time	<ul style="list-style-type: none">• Story Stations: Career Contributions (15 min)• Student Exploration (20 min)
Closure (10 min)	<ul style="list-style-type: none">• Career Contribution Pyramids
Differentiation Support	<ul style="list-style-type: none">• Exemplar/Non-exemplar: Contribution or Visual Dictionary Contribution

Materials

- Young Professional packet
- Speakers and projector

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.

Career Cluster <Find Evidence of>. This activity should be done as homework. Students will explore their world to find evidence of the career clusters in everyday life.

Road Trip Nation. Road Trip Nation provides a wealth of career exploration resources. Both the young people and their professional subjects represent diversity in many forms. These clips are the free excerpts from longer interviews. Your district may have a Road Trip Nation subscription, or you may consider a class subscription if these clips resonate with your students.

Limited Technology Access. For classes without access to a computer lab or laptops, the clips can be projected whole group. It would be a challenge to watch clip after clip, so consider a movement or process activity.

IN ADVANCE

- Select image of a school for the opening activity.

- ❑ Reserve your school’s computer lab or the proper technology for the video clip Gallery Walk.
- ❑ Bookmark computers/laptops with different video clips for the Gallery Walk.

Vocabulary

Content	Tier II
career cluster	contribution

Opening (5 min)

Career Contributions Scavenger Hunt

We live in a world supported by people. Like the lead singer in a band, some careers take center stage and are easily seen. When you walk into a school you see teachers and the principal. But who else has worked to help create this learning space?

1. **Project** images of a school.
2. **Invite** students to brainstorm: “Who makes this possible?”
 - **Listen for:** Teachers, custodians, parents, tax payers.
3. **Project** the <Career Clusters>.
4. Now **share** additional contributors that are more “behind the scenes” or “backup singers”.
 - For example, **hold** up a textbook. As you list supporting careers, touch the career cluster that pertains to the career.

This textbook was made possible by researchers, writers, artists who provided the illustration, editors who proofread each page, a publishing business, a printer, the distributor, the delivery service, the UPS driver, and even the custodian who received and stored the order.

1. **Return** to the picture of the school.
2. **Ask:** Who contributed to the construction of this school?

3. **Show** the clip: <http://roadtripnation.com/leader/richard-meier/richard-meier-highlight>.
4. **Allow** students to brainstorm.
 - **List** student ideas.
 - **Push** thinking to include “backup singers”: architects and drafts people, IT specialists who created CAD design programs, structural engineers, maintenance and operations, the local Environmental Protection Service, local government that issues permits and raises money through bonds, banking services that help the district pay contractors and suppliers, warehouse and distribution for supplies and materials, material scientists that helped design high tech materials for the playground, etc.
5. **Highlight** the <Find Evidence of Careers Around You> School to Home Activity.

Tonight you will look for evidence of people’s work in the world around you. At home, at the grocery store, on the bus, look for examples of the work that contributes to our community and makes the world go ‘round. Remember to look beyond the obvious: look for the band AND the backup singers and stagehands.

Work Time

Many Ways to Contribute: Gallery Walk (15 min)

Sometime we have a limited view of which careers contribute to society. Today we are going to hear from many different people that are passionate about contributing to their community. They come from many careers and all walks of life. As you visit each of our virtual guests, you will listen to a short clip, think about how their work contributes to society and their community, and also think about the career cluster they represent. You will show the same respect for our guests as if they were here in person. Some of them may have different backgrounds, passions, and interests than you—our modern professional world is diverse and pluralistic in many ways!

- In advance **set up** the laptops or a computer lab where each computer has a different clip.



No matter the resources used, the concept of diversity is important. Underserved students need to see people that look like them in professional roles. All students benefit from seeing diversity in modern careers and civic life.

Model Expectations



1. **Highlight** the graphic organizer **<People Who Shape Their Communities>**. Remind the YPs that, even if working in pairs or small groups, everyone is expected to fill in their own notes.
2. **Ask:** *Who is this person, and where does she work? What career cluster do you think her job is in?*
3. **Project** the clip: <http://roadtripnation.com/leader/erin-teague/erin-teague-highlight>.
4. **Ask:** *How does she contribute to society? What motivates her? How does she work to make her community stronger? Turn and talk to your neighbor.*
5. **Use** equity sticks to solicit responses.
6. As students share ideas, **model** recording thinking on the graphic organizer.

Student Exploration (20 min)

Instructions will vary based on time, classroom setup, and access to technology. Support students working in pairs or small groups to watch the videos, discuss guiding questions, and take notes.

Consider the following questions:

- How will groups know to switch?
- How will they be supported to transition from station to station successfully?
- How will accountable talk be encouraged?
- How will students be guided to maintain a respectful tone?

The following excerpts can be used to bring diverse voices to the topic of contribution. The videos represent a diversity of careers, age groups, geographical locations, and ethnicities. You can also invite guest speakers or substitute in other videos, such as Day in the Life videos based on your sites subscriptions.



- Jim Pate: <http://roadtripnation.com/leader/jim-pate/jim-pate-highlight>
- Jaqueline Sanderlin: <http://roadtripnation.com/leader/jacqueline-sanderlin/jacqueline-sanderlin-highlight>
- Will Allen: <http://roadtripnation.com/leader/will-allen/will-allen-highlight>
- Alejandra Ceja: <http://roadtripnation.com/leader/alejandra-ceja/alejandra-ceja-highlight>
- Khary Lazarre White: <http://roadtripnation.com/leader/khary-lazarre-white/khary-lazarre-white-highlight>
- Howard Schultz: <http://roadtripnation.com/leader/howard-schultz/new-howard-schultz-highlight>

- Mike Song: <http://roadtripnation.com/leader/mike-song/mike-song-highlight>

Debrief



Whose story resonated with you most? Did you hear anything surprising? Did you hear any common themes through their stories? Did you disagree with any of their opinions?

Listen for: *Connections to “spark,” serving their community, contribution, etc.*

Closure (5 min)

The Career Contribution Pyramid

We heard from many voices today. We are going to take a moment to reflect on the many different ways careers contribute—in seen and unseen ways—to our communities.

Invite students to turn to the **<Career Contribution Pyramid>**.

They will **use** the frame to summarize and reflect on what they have learned from today's exploration. Have them work from the bottom of the pyramid to the top (i.e. starting with a question).



- One word identifying the main topic of the reading or the day's lesson
- Two interesting words from the lesson/reading
- Three words representing the main topic of study
- Four words representing why this is important today
- Five words that summarize the section
- Six words stating a question you would like answered about the topic

School to Home Connection



Discuss the meaning of the following quote with your family:

Mark Twain once said: "The two most important days in your life are the day you are born and the day you find out why."

Ask: *Do you think it is important that one's work make a contribution?*

Lenses on the Future: Society
Pathways to ProsperityNetwork



Name:

Date:

SOCIETY: How Important Is It to Contribute to One’s Community?

Today’s Learning Objectives:

I can:

- Reflect on the meaning of contribution.
- Evaluate contributions of a variety of careers to their community.
- Identify the contribution of diverse careers in their local community.
- Summarize the day’s learning using a structured format.

Class will begin with a Scavenger Hunt activity looking at common places and spaces for evidence of contributions both on the surface and behind the scenes. I will then explore short excerpts from a diversity of careers that reflect contribution to society and local communities. After a short debrief discussion, I will reflect on the insight I hear through personal narrative in a Content Pyramid protocol. As a school to home connection, I will repeat the Contribution Scavenger Hunt by selecting a space in their own community to observe.

Today’s Activities:

- Career Contribution Scavenger Hunt
- Story Stations
- Student Exploration
- Career Contribution Pyramids

People who Shape their Communities

Directions. At each station, record the person's name and occupation. Write about how their job contributes to society, what motivates them, and how they strengthen their community.

1.

2.

3.

4.

5.

6.

Debrief: Career Contribution Pyramid

Directions. Summarize and reflect on what you learned today by constructing your pyramid, starting from the bottom 6-word question and moving up.

- One word identifying the main topic of the reading or the day's lesson
- Two interesting words from the lesson/reading
- Three words representing the main topic of study
- Four words representing why this is important today
- Five words that summarize the section
- Six words stating a question you would like answered about the topic

School to Home Connection

Directions. Ask these questions to a family member and record their responses. Prepare to share next class.

- *What do you now? Would you consider this your work or your life's work?*
- *Do you think there is a difference between work and one's life work?*
- *How do you know if you are doing your life's work?*
- *If you could do your life's work, what would it be? Why did you choose this?*
