



SOCIETY: WHAT’S CONTRIBUTION GOT TO DO WITH IT?

Essential Question: *What Does Contribution Look Like?*

Learning Targets:

Students will:

- Think critically about contributions different careers and career clusters make to society and local communities.
- Read critically to expand their knowledge base.
- Use structured conversation with colleagues to share background and new knowledge.
- Organize new learning in a structured format.
- Reflect on their personal values around success.

Lesson Overview

The Young Professionals will begin with a quick mingle activity to push their thinking about the myriad of ways that different careers contribute to local communities and society as a whole. They are assigned careers, and will need to introduce their career and contribution. In each round, the connection becomes less obvious, creating a greater challenge for critical thinking. Next, the YPs will identify what they know about careers that contribute, pushing their thinking through Expert Text readings and discussion with peers, all recorded in a graphic organizer to support the tracking of the development of thought. As a reflective concluding activity, they will make a word cloud based on their own vision of personal success, ideally pulling from all three lenses.

Lesson Agenda

Opening (10 min)	<ul style="list-style-type: none">• Career Contribution Mingle
Work Time	<ul style="list-style-type: none">• Conversations With Peers (30 min)
Closure (10 min)	<ul style="list-style-type: none">• Word Cloud: Successful Career

Materials

- Young Allied Health Professional student packet
- Round one and two career printouts for Career Mingle
- Projector
- Computer stations or extra paper and art supplies for creating word clouds

FACILITATION NOTES

Mingle. The opening activity provides an engaging way for students to participate in flexible thinking. In round one of the protocol, the YPs will wear an obvious career (i.e. Doctor, Police Officer), and then mingle with their peers about how their career contributes to society. In round two, the YPs will wear a less obvious career (i.e. Electrician, Advanced Manufacturer, etc.), which will challenge them to stretch their thinking of how careers can contribute to and strengthen the community.

Networking. Norm expectations for respectful and accountable talk during the opening mingle. Encourage students to practice their communication skills by speaking formally as a member of their profession, networking with another professional peer.

Numbered Heads Together. In this protocol, students number off from 1-4 (this will vary based on the size and needs of your class- smaller groups are encouraged). Each person has one minute to share what they know about the topic, using notes they have written in advance if needed. Other group members can add to the “My Colleagues Shared with Me” column during their peer’s presentations. After the first minute is over, the protocol repeats with group member 2.

Conversations with My Peers. Articles about millennials and careers with social purpose work best for this Expert Text protocol. <http://www.bentley.edu/centers/center-for-women-and-business/millennials-workplace> can be adapted and divided into sections for each group, as an example.

Word Cloud. The YPs can create their own hand-lettered word cloud. Using technology, you can also create a fast, simple visual. Wordle (wordle.net), wordclouds.com, abcya (http://www.abcya.com/word_clouds.htm), are all examples of free resources that create quick, visually appealing word clouds. Check them with the host school’s technology to ensure they work with the computers and the firewall—some are based on Java or Silverlight. Have students enter their “most important” terms three times for them to be represented larger. “Very important” terms two times, and “important” terms once.

IN ADVANCE

- Select careers for both rounds of the Career Mingle. Cut out in advance, and distribute randomly to students as they enter the classroom.
- Consider grouping students ahead of time to meet differentiation needs for the Numbered Heads Together protocol.
- Select an article that works best for the interests and demographics of your class for the Conversations with My Peers protocol.
- Have a word cloud example ready to project.

Vocabulary

Content	Tier II
contribution, career, colleague, word cloud	expert

Opening (10 min)

Career Mingle

In previous lessons, we have learned about work vs. life’s work. We have explored our passions and even considered what work we would do for free! So, what does contribution have to do with it? Today, we will explore how different careers can contribute to society and strengthen the community. As you entered the classroom, you received a piece of paper with a career written on it. Now, you will have a chance to practice your professional communication skills and network with your professional peers. The topic of conversation is: How does your career contribute to society?

1. **Have** the YPs stand up and mingle with their peers around the room.



2. **Encourage** formal communication, asking the YPs to behave as if they were networking at a national conference.
3. **Ensure** norms for respect and accountable talk are followed.
4. **Provide** three minutes for the YPs to mingle.

Now, let's swap careers. How these contribute to society may not be as obvious as your first career. Take a moment to think about how your new career can contribute to society and strengthen community.

5. **Model** connecting a less obvious career (i.e. electrician) to contribution by thinking aloud.
6. **Distribute** the Round Two Careers.
7. **Provide** think time for the YPs to consider how their new career contributes to society. Then, have them mingle for three minutes.
8. **Use** equity sticks to call on YPs to share what they learned from their peers.
9. **Ask:** *How was the way your first career contributed to society different from your second career?*

Work Time

Conversation with My Peers (30 min)

Introduce the YPs to the day's topic: *Careers that contribute to society.*



1. **Invite** them to take a moment to think about and record what they think they already know about this topic in the first column of the **<Conversations with My Peers>**.
2. Next, **form** small cooperative groups. Use Numbered Heads Together protocol to support the structured sharing of ideas.
 - Students **number** off from 1-4 (varies by classroom needs). Each person has one minute to share what they know about the topic, using their notes if needed.
 - Other group members can **add** to the “My Colleagues Shared with Me” column during their peer’s presentations.
3. Then, **distribute** the mixed **<Society Expert Files>**. Have students select a reading. Each group will have a different reading.

4. **Provide** adequate time for groups to read individually. Circulate and support as needed.
 - After reading, **invite** them to add new knowledge and to note catcher and correct any misconceptions heard in earlier conversations.
5. **Repeat** the Numbered Heads Together protocol. Each YP will have 2 minutes to share new facts and ideas from their reading, while participants take notes.

Closure (10 min)



*We have been using three lenses as a navigation tool. These expand the idea of what success can be yet in the end each person's goals, interests, and priorities will look very different. It is important to remember you are not static—your interests, skills, talents, and experience will shift over your life. Right now, you are going to think about what is important to you **in this moment**. It will change not only as we explore together, but over the course of your entire life!*



1. **Ask** students to brainstorm words and phrases that they would use to describe success for them; each idea or phrase should be listed on a new line. They should aim for 10-15 ideas.
2. **Invite** them to rank their ideas. *What are Most Important, Very Important, and Important?*
3. **Project** the **<Word Cloud Example>**. Share: *In a word cloud, the larger term often reflects either importance or ranking. As you prepare to make your own word cloud, which of your terms will be the largest?*
4. Students can **create** their own, based on the model OR use technology. For technology-assisted word clouds, have the YPs enter their “most important” terms three times for them to be represented larger, “very important” terms two times, and “important” terms once.

- The **<Success Word Cloud>** is an artifact for the **<Young Professional Portfolio>**.



Name:

Date:

SOCIETY: *What Does Contribution Look Like?*

Today's Learning Objectives:

I can:

- Think critically about contributions different careers and career clusters make to society and local communities.
- Read critically to expand my knowledge base.
- Use structured conversation with colleagues to share background and new knowledge.
- Organize new learning in a structured format.
- Reflect on my personal values around success.

Class will begin with a quick mingle activity to push my thinking how different careers contribute to local communities and society as a whole. I will be assigned a career, and will need to introduce my career and contribution. Next, I will identify what I know about careers that contribute, engage in Expert Text readings and discussion with peers, and record my findings in a graphic organizer to support the tracking of the development of thought. As a reflective concluding activity, I will make a word cloud based on my own vision of personal success, ideally pulling from all three lenses.

Today's Activities:

- Career Contribution Mingle
- Conversations with Peers
- Word Cloud: Successful Career

Lenses on the Future: Society
Pathways to ProsperityNetwork

Conversations with my Peers

Topic: Careers that Contribute to Society

What I Already Know	What My Peers Shared with Me