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:

<table>
<thead>
<tr>
<th>Opening (5 min)</th>
<th>Defining Tolerance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Time</td>
<td>HONY Gallery Walk (20 min)</td>
</tr>
<tr>
<td></td>
<td>Pay Me/Passion Pays Me Line-up (15 min)</td>
</tr>
<tr>
<td>Closure (10 min)</td>
<td>Personal Line-up</td>
</tr>
</tbody>
</table>

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. Choose 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](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](http://www.humansofnewyork.com/photographer)) to find other pictures and captions, including more recent ones.

**Vocabulary**

<table>
<thead>
<tr>
<th>Content</th>
<th>Tier II</th>
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</thead>
<tbody>
<tr>
<td>tolerance, 21st Century skill, diversity, substantive</td>
<td>passion, bias, acceptance, expression, harmony</td>
</tr>
</tbody>
</table>

**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=_LIfXdnuhkw&list=RD_LIfXdnuhkw#t=64](https://www.youtube.com/watch?v=_LIfXdnuhkw&list=RD_LIfXdnuhkw#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 kids of people, different ideas and perspectives help our communities, etc.

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**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.

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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.

Monitor 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.

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

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.”
Lenses on the Future: Society
Pathways to Prosperity Network

- 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.
**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>| | |</p>
<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>Not my favorite thing, but I'd do it for money.</td>
<td>I don't want to do this, even if you paid me.</td>
</tr>
</tbody>
</table>
**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.

<table>
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SOCIETY: WORK VS. LIFE’S WORK

Essential Question: Is There a Difference Between Work and Life’s Work?

Learning Targets:

Students will:

- Create a visual of the difference between work and life’s work and create a representation of their image.
- Compare and contrast the concepts of “work” and “life’s work”.
- Reflect on their own potential contributions to their community.

Lesson Overview

Students revisit the HONY gallery walk with a mission to discover the contributions the HONY guests make to their community. They then visualize work and life’s work, drawing representations of their current understanding of those concepts. In discussion, these ideas are explored in more depth: Is there a difference? Does there have to be? Finally, the YPs think of their own unique talents, skills, and interests and how these could become contributions to their community.
Lesson Agenda

| Opening (5 min) | • HONY Gallery Revisited |
| Work Time       | • Work vs. Life’s Work (30 min)  
|                | • Discussion: What Is Work? What Is Life’s Work? (10 min) |
| Closure (5 min) | • Exit Ticket: My Potential Contributions |
| Differentiation Support | • Exemplar/Non-exemplar: Career  
|                | • Compare the Two: Work/Life’s Work |

Materials

☐ Young Professional student packet
☐ HONY gallery images from the previous lesson
☐ Sticky notes
☐ Art and drawing supplies

FACILITATION NOTES

Gallery Walk Revisited. For this opening activity, you can use the same images printed from the previous lesson.

Visualizing. Visualization can support meaning making and retention of information. The creation of a representation (the image) can help students explore and process their current understanding of the concept.

Accountable Talk Structures. Offering students “stems” to help support productive and collaborative education can feel awkward; think of it as a scaffold for productive discussions. Most students do not experience professional conversations, so explicit modeling and support is not only important for accountable classroom discussions and meeting academic standards, it cultivates an important 21st century skills. See Communication and Collaboration lessons for additional lessons that support high-quality student discussion and interactions.


Road Trip Nation (RTN) also highlights the importance of Life’s Work. Your district may have, or be willing to obtain, a RTN membership that offers high-quality activities and videos, with a focus on the Self Lens: [http://roadtripnation.com/](http://roadtripnation.com/).
IN ADVANCE

- Set up the HONY images from the previous lesson for the Gallery Walk Revisited opening activity.
- Brainstorm ways to visualize your first job or “work” for the modeling activity. Consider creating the visual in advance to save time (for struggling students, it may be useful to scaffold, think aloud, and actually draw your visualization during class).

Vocabulary

<table>
<thead>
<tr>
<th>Content</th>
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</tr>
</thead>
<tbody>
<tr>
<td>career, contribution</td>
<td>representation, image, accountable</td>
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</table>

Opening (5 min)

HONY Gallery Revisited

1. **Invite** the YP’s to revisit the gallery.
2. **Ask** them to select a HONY guest that is making some sort of sacrifice towards a dream or goal.
3. **Have** them mark their selection with a sticky note.

Work Time

Work vs. Life’s Work (30 min)

*In our gallery walk, you met people who were doing work, others who were doing their life’s work, and some who were doing both. To process and reflect on the activity, you are going to think about work and life’s work as it pertains to you at this point in your life.*

1. **Ensure** each student has access to the art and drawing supplies.
2. **Ask** them to shut their eyes and imagine their first job or “work.”
   - *What does this mean to you?*
3. **Invite** them to use the art supplies to create an image or diagram that conveys their vision of a first job.

4. **Model** by sharing an example that illustrates your first job. Include words, quotes, and phrases, if desired.

5. **Invite** students to think of their mental image. They will now transform it into an artistic one.
   - **Remind** them to take their time and add details/labels.
   - After about ten minutes (depending on overall class time), **gather** their attention.

6. **Ask** them to think about their life’s work.
   - **What does this mean to you? What image pops into your mind?**

7. **Invite** the YPs to take a moment to draw, collage, or write about each (using different sides of the paper).

8. **Emphasize** that this is a **short** activity to help them reflect. They do not actually need to know what their life’s work is!

9. **Debrief**: Pair-share.
   - **What differences do you notice between the two images?**

**Discussion: What Is a Career? What Is a Job? (10 min)**

1. **Draw attention** to the `<Compare the Two: Work and Life’s Work>`.
   - **Ask** students to share out, and model recording information either as shared or specific to either work or life’s work.
   - **Invite** students to record thoughts from the day using the graphic organizer.

2. Depending on time, **structure** the debrief as a small group or whole group conversation.

3. **Use <Accountable Talk>** structures to support conversation.

4. If using small group structure, **inform** students that they will be asked to report out a key idea.
   - **What do you think is the difference between work and life’s work? Between a job and a career?**
   - **Why do you think we talk about them as separate? Does this make sense?**
Closure (5 min)

Exit Ticket: My Potential Contributions

Have the YPs highlight one example from HONY where life’s work contributed to their community or to society.

What is one way your skills, interests, and talents might contribute to your community?

School to Home Connection

Family/Community Interview

Ask a family/community member the following questions.

Record their responses to share in the 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?
**SOCIETY: Is There a Difference Between Work and Life’s Work?**

**Today’s Learning Objectives:**

I can:

- Create a visual of the difference between work and life's work and create a representation of their image.
- Compare and contrast the concepts of “work” and “life’s work”.
- Reflect on my own potential contributions to my community.

In this lesson, I will revisit the HONY gallery walk with a mission to discover the contributions the HONY guests make to their community. I will then visualize work and life’s work, drawing representations of these concepts. In discussion, these ideas are explored in more depth: Is there a difference? Does there have to be? Finally, I will think of my own unique talents, skills, and interests and how these could become contributions to my community.

**Today’s Activities:**

- HONY Revisited
- Work vs Life’s Work
- My Potential Contributions
Compare the Two:
Work and Life’s Work

Life’s Work

Work
Exit Ticket: My Potential Contributions

- Highlight one example from HONY where someone used their skills to contribute to their community.
- What is one way your skills, interests, and talents might contribute to your community?
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?
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

<table>
<thead>
<tr>
<th>Opening (5 min)</th>
<th>• Career Contribution Scavenger Hunt</th>
</tr>
</thead>
</table>
| Work Time       | • Story Stations: Career Contributions (15 min)  
                 | • Student Exploration (20 min) |
| Closure (10 min)| • Career Contribution Pyramids |
| Differentiation Support | • 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

<table>
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<td>contribution</td>
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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?

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.*

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**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.

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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?*


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.

- Will Allen: [http://roadtripnation.com/leader/will-allen/will-allen-highlight](http://roadtripnation.com/leader/will-allen/will-allen-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?
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?
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) | • Career Contribution Mingle |
| Work Time        | • Conversations With Peers (30 min) |
| Closure (10 min) | • 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](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, abcyaa (http://www.abcyaa.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**

<table>
<thead>
<tr>
<th>Content</th>
<th>Tier II</th>
</tr>
</thead>
<tbody>
<tr>
<td>contribution, career, colleague, word cloud</td>
<td>expert</td>
</tr>
</tbody>
</table>

**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.
   
   o 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.

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**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!

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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>**.
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 about 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
Conversations with my Peers

Topic: Careers that Contribute to Society

<table>
<thead>
<tr>
<th>What I Already Know</th>
<th>What My Peers Shared with Me</th>
</tr>
</thead>
</table>