

JAG PBL Menu - Career Exploration

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

Title Options

- Personal Pathway to Success
- Future Ready
- Career Clusters
- Explore My Career
- *Create Your Own!*

Duration

2-3 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 2-3 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

Stemming from the very first JAG Core Competency, students should have a variety of opportunities to identify occupational interests, aptitudes and abilities. Through a Career Exploration project, students are able to identify their own personal skills that match an occupation, their desired lifestyle, career pathway and job goals. Projects related to Career Exploration set the ground work for foundation of other competencies to be demonstrated throughout the class. Career Exploration projects help establish and propel students towards their goals.

Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- What am I destined to do with my career?
- How do I discover my dream career?
- How can I find my passion and purpose?
- What is the ideal job for me?
- What job can I take today that will help me my long-term career goal?
- How can our class help others understand the career clusters?

Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Show a variety of **movie clips** related to those who are in jobs they are passionate about and feel a purpose towards, as well as those who are extremely disconnected from their work. By demonstrating the importance of liking the career path that you take, students can understand the value in a project that allows them to explore different options that fit with their interests as well as things within their skill set. Some video examples are available in the resources section.
- Have students **role play** a variety of common careers. Selecting a job from each of the career clusters, have students work individually or in teams to demonstrate what a job in that field may be like. Encourage students to assume the role as a way for other students in the class to guess the profession. Allowing students an opportunity to transform; which may allow them to see the truth within the role.
- Inviting in an individual from each of the different career clusters would be a great way to launch into a Career Exploration project. Shape the **guest speaker** opportunity as a way for them to briefly introduce their field, experience needed and potential careers. It could be set-up like a fair in which each student travels from booth to booth or done in a large-group setting where each speaker takes a turn.
- A **field trip** could be scheduled to a large employer in your community that has many of the career clusters represented. Hosting a tour through the different departments to see how each area plays an important role would be exciting for students to see how they might fit within a company.

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

Major Group Products	<ul style="list-style-type: none"> • Online resources for career exploration • Creating a list of career clusters • Developing a "training" for others within the school about exploring career options • Video documentary • Design cell phone app with exploration resources • Job Fair • Expo with up-and-coming careers • Design a career path for a selected occupation
Major Individual Projects	<ul style="list-style-type: none"> • Career poster • Job goals chart • Individual interview from a professional within your career cluster • Sales pitch promoting a specific career pathway

Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

Level 1: G.38, G.39, G.40, G.51, N.118,

Level 2: C.16, C.18, C.19, D.21, D.22 D.23, D.24, G.56, L.112, N.117, N.121, T.138, T.139

Level 3: A.1, A.2, A.3, A.4, A.5, A.6, J102, J.106, Q.128, Q.129, Q.131

*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

Formative Assessments (Mini-assessment to shape learning during Project)	Quizzes/Tests	Practice Presentations	
	Journal/Learning Log	Notes	
	Preliminary Plans/Outlines/Prototypes	Checklists	
	Rough Drafts	Concept Maps	
	Other:		
Summative Assessments (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay	Self-Evaluation	
	Other:		

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

(Individual, Group, and/or Whole Class)	Journal/Learning Log	Focus Group – Success Council	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Peer Assessment	
	Self-Assessment	Other:	

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning

**Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Build relationships with businesses and other partners to demonstrate the different career options.
- Identify local post-secondary options to discuss necessary education connected to careers.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials regarding career exploration and career clusters.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project

**To build the excitement and engagement for the project, do the following:*

- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

Project Navigation:

**Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Perform aptitude, interest and ability surveys. (A.1, J.102)
- Reflect on findings of inventory surveys. (A.2)
- Provide a lesson on the career clusters.
- Assess student understanding of career options.
- Have students relate personal survey results with potential occupations. (A.4, J.106)
- Identify a desired lifestyle and relate to selected occupation. (A.3)
- Reflection on connecting strengths to suggested career pathways.
- Perform lesson on setting job-related goals. (A.5, A.6, Q.128)
- Assess student learning around job goals.
- Discussion on how to prepare for future careers; including modifications to existing jobs and those not yet created.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>



Resources

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

**For example, assist with sharing about their personal career and how it matches their interests and abilities.*

School-based individuals:

- Building Principal or Assistant Principals
- Guidance Counselors
- Teachers

Community:

- Business professionals – HR Managers, Company CEO/Presidents, Department Managers
- Civic organization leaders
- College Admissions Office for being knowledgeable of majors and career connections
- Employment and Workforce Centers for aptitude testing

Technology:

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

Materials & Supplies: (if necessary)

- Poster board

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Career Personality and Aptitude Test - http://www.queendom.com/tests/access_page/index.htm?idRegTest=3501
- My Next Move - <https://www.mynextmove.org/explore/ip>
- Naviance - <http://www.naviance.com/college-career-prep-for-high-schools?cid=701i0000001M2rJ&gclid=Cj0KEQjwncO7BRC06snzrdSJyKEBEiQAsUaRjJaRw5cgPS1CPMN1waOFEm2Vue9N6iPcnveCpMdDupQaAu-78P8HAQ>
- Advance CTE (English and Spanish) - <https://www.careertech.org/student-interest-survey>
- Career Cluster Interest Survey - http://breitlinks.com/careers/career_pdfs/InterestSurvey.pdf
- Career Clusters - <https://www.careertech.org/career-clusters>
- Career Cluster Activity - <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>
- Career Goals - <https://www.themuse.com/advice/how-to-set-ambitious-career-goals-you-can-realistically-accomplish>
- Setting Career Goals - <http://jobseekersguide.org/SetGoals>

Videos

Entry Event #1

- Turn your passion into a career - <https://www.youtube.com/watch?v=iflbt-n644w>
- Secret to finding passion - <https://www.youtube.com/watch?v=btPBVABbbIA>
- Stop Searching for your Passion - TedTalk

Assessments & Rubrics

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Research most in-demand jobs in community.
- Dive deeper into millennials contribution by bring their unique skill set to the overall workplace environment.
- What are work-related incentives and workplace environment of company that connects with personal preference (examples: working from home, flexible hours, travel, work pace, stress levels, social interaction, etc.)