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|  PROJECT OVERVIEW Page 1 |
| **Name of Project: Reverse Career Fair** | **Duration: 5-6 weeks, intermittently** |
|  **Subject/Course: JMG/Career Development** |  **Teacher(s): Bethany Sevey/Stephany Perkins, Jobs for Maine’s Graduates** | **Grade Level(s): 9-12** |
| **Other Subject Areas to Be Included: Job Survival, Leadership and Self-Development, Personal Skills, Workplace Skills, Life Survival** |
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| **Project Summary**Includes student role, issue, problem or challenge, action taken or purpose/beneficiary. | Over 50 students from two local high schools took part in a weeks-long career exploration project that included researching and discovering career pathways that best suit the student's’ desired occupational interests. After completing career surveys and determining a path, students researched their job (salaries, job requirements, education requirements, etc.) and lined up a professional job shadow. While on their job shadow, students conducted interviews with a professional in their field of interest to further gather an understanding of what it takes to start and excel in that career. The project concluded with a twist on the traditional “career fair,” where instead of colleges and businesses presenting, the students created tri-fold posters based on their research and experience, dressed professionally, and presented to the businesses they shadowed, other school and community members, and family and friends. By the end of the project, students had done an incredible amount of research on the career of their choice, had first-hand experience in the workplace, and polished their presentation skills as they spoke with many local business and educational leaders.  |
| **Driving Question**A driving question meets the following criteria: engaging for students, open-ended and aligned with learning goals. | ***What is your dream career and what steps do you need to take in order to achieve it?****Supporting: How can your interests and passions lead to success in college and career?* |
| **Entry Event**An entry event should engage and intrigue to provoke students to want to know more about this topic. | This project began with two introductions as we held a college/career fair and had students complete a career interest survey. The college/career fair allowed students the chance to engage different college/career paths to determine what specifically peaks their interests. Secondly, students completed a survey that gave them career cluster options, and served as a starting point to finding their ideal career.  |
| **Public Product**A Public Product should be one of the following: A tangible thing, presentation, or a solution/answer to the driving question. | Team: | Collaboration between Carrabec High School and Madison High School to attend job shadows and set up/present at the Reverse Career Fair. | **Presentation Audience** **Presentation Audience:**  Class School  |
|  | Class  |
|  | School  |
|  | Community  |
|  Individual: | Students combined their career research into one final tri-fold poster and oral presentation that was presented to community members, parents, school staff, and job shadow professionals. This project is primarily individual, as each student has unique passions and interests that they wish to pursue. However, all students came together to prepare for, and host, the Reverse Career Fair. |  | Experts |
|  | Web |
|  | Other: Family Members |
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| PROJECT OVERVIEW  |
| **Competency Attainment**Please provide a list of the competencies included and at what level they are achieved through this PBL.Consider what students should understand, know and be able to do as a result of the PBL?  | Level 1: A1, A2, A3, A4, A5, A6, D21, D22, D23, D24Level 2: C14, C15, C18, C19Level 3: E28, E30, F34, F35, F36, G38, G39, G46, G53, G54, H60, H62, H65, H66 (All competencies will be mastered and demonstrated as part of the Reverse Career Fair)Students will **know:**How to conduct thorough research to arrive at appropriate responses to research questions and further their understanding of the driving questionHow to effectively communicate with diverse groups of people in varying situationsBudget time to complete tasks as assignedStudents will **do:** Present professionally and be able to successfully articulate information learned regarding their career choiceCreate professional tri-fold poster for displayCommunicate successfully with many types people (administration, businesses, peers, family and friends)Dress professionally (according to requirements of job, and specifically for Reverse Career Fair)**Create and stick to a timeline for achieving milestones throughout Reverse Career Fair process** |
| **Formative Assessments**(During Project) | Quizzes/Tests |  | Practice Presentations |  |
| Journal/Learning Log |  | Notes |  |
| Preliminary Plans/Outlines/Prototypes |  | Checklists |  |
| Rough Drafts |  | Concept Maps |  |
| Online Tests/Exams |  | 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 Methods**(During and/or the End of the Project) | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log |  | Focus Group – Success Counsel |  |
| Whole-Class Discussion |  | Fishbowl Discussion |  |
| Survey |  | Other: |  |

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| **Scaffolding**(Managing the Process)Lessons, exercises and activities integrated 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:** College/Career Fair – This allowed students to see a variety of career options that are available to them that they otherwise might not have been aware ofPersonality Quizzes – For students to learn more about themselves and to understand how they work individually and with othersCareer Cluster Research – Students took a survey of their career interests, and those interests subsequently placed them into their top three career clusters as recognized by the Department of Education. From there, students were able to make an educated decision on what career may be best for them, based on their passions and interests. **Launching the Project:****Step 1:** Students complete career cluster survey and initial career cluster research until they determine 1 career on which to focus**Step 2:** Students start and finish specialized career research **Step 3:** Students learn job survival skills: appropriate appearance, understanding what employers expect of employees, working with diverse groups of people, ethics, communication, etc.**Step 4:** Students attend a half-day (or day-long) job shadow and conduct professional interviews**Step 5:** Debrief job shadow and interview. Students then create a 10-step concept map of the steps they need to take in order to achieve their “dream career”**Step 6:** Students begin preparing their tri-fold poster and oral presentation based on rubric**Step 7:** Students practice their presentations in front of the class as well as a run-through with middle school students. This allows the middle school students a chance to begin looking at career choices and allows the high school students to be viewed as role models, all while preparing their final presentation**Step 8:** Reverse Career Fair. Set up like a typical college fair except the presenters are the students. Invitations were given to each business that sponsored a students’ job shadow. Staff and students from each individual high school and family and friends were also given an official invitation to the event. Light refreshments were served. The Reverse Career Fair was scheduled for one hour which allowed the perfect amount of time for people to walk through, talk to each student, and see all of the hard work they have put into their research and the event. Students were able to easily articulate their dream career and the steps they need to take in order to achieve it.**Project Navigation:**Students primarily work individually on this project but are guided through classwork and job shadow placement by JMG Specialists and the Financial Literacy Coordinator. Checklists and rubrics are also provided to guide students throughout the process. Students have full ownership, having to choose their own career and attending the job shadow on their own, but all students follow the same guidelines in order to achieve the desired outcomes. |
| **Accommodations** | There are accommodations for each different learning style. Students who are auditory, visual, and hands-on learners will have the experience of being at the actual job placement whereas students who learn best individually or in a group setting will have classroom time to research the career of their choice and ask questions of the Specialists in class as they go.  |
| **Resources** | **School-Based Individuals:** Administration, JMG Specialists, Financial Literacy Coordinator, Guidance Counselors |
| **Community:** Local businesses who provided job shadow opportunities and who served as guest speakers for Career Day. |
| **Technology:** Computers with internet access for career research |
| **Materials and Supplies**: Tri-fold posters for each studentProfessional attire (if needed by students) Computers (each student is assigned a school laptop but library computers are available for those without one)Project OutlineCareer Cluster SurveyCareer Cluster Research PacketInformational Interview HandoutConcept Map – Top 10 list to Achieving Dream CareerJob Shadow Guideline HandoutJob Shadow Reflection FormStudent Application for Job ShadowTri Fold Rubric |

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|  PROJECT CALENDAR page 4 |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** |
| Notes: This project was completed intermittently, as each participating school had different schedules, events planned, etc. This project could take anywhere from 1-2 months, depending on how rigorous the expectations were.  |
| **Career Survey and initial career cluster research***Students did initial research on their top two career clusters, in order to get a full idea of what each one has to offer* | *Other JAG Lessons* | **Initial career-specific online** **research***If students were interested in multiple careers, they did initial research on all of them, and eventually narrowed it down to one career that they wanted to job shadow and research further.* | *Other JAG Lessons* | **Career specific online research***See attached research handouts. Students researched salaries, job outlook, experience needed, education needed, qualifications, etc.*  |
| **PROJECT WEEK TWO** |
| Notes: Week two finishes up career research and begins to introduce appropriate attire, what is expected of employees, and proper interview skills. |
| **Career specific online research***Students continued research on their dream career; salary, education, experience, job outlook, etc.*  | Other JMG Lessons | **Appropriate Appearance: What to wear and what not to wear in the workplace** | Other JMG Lessons | **Workplace Ethics – What employers expect of employees** |
|  PROJECT CALENDAR (CONTINUED) page 4 |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** |
| Notes: It was especially important to use the class (or two classes) before the Job Shadow to reiterate all important factors of the students being out on their own. These lessons can be altered to focus on whatever skills you want your students to be proficient in by the time their job shadow arrives. |
| **Review of first impressions (GNAP, handshakes, eye contact, etc.) and overview of job shadow expectations.***This lesson includes discussion on how expectations at every job site will be different, what do these connections mean for you, etc.* | *Other JMG Lessons* | **Job Shadow Day***Students were bussed to area business for an entire morning of job shadows. They were all dressed professionally and prepared to interview someone at their site. They also officially invited their business sponsor back to the Reverse Career Fair* | *Other JMG Lessons* | **Job Shadow Reflection and Thank-You cards***See attached for job shadow reflection form* |
| **PROJECT WEEK FOUR** |
| Notes: A lot of emphasis was placed on the tri-fold because students needed to create an aesthetically pleasing display that accurately covered all of the information they gathered, learned, and experienced over their month of research.  |
| **Complete 10-step concept map***This is a compilation of all information gathered from research, interview, and job shadow. Handout attached* | Other JMG Lessons | **Tri-fold preparation****Using provided checklist & rubric***Handout attached* | Other JMG Lessons | **Tri-fold preparation****Using provided checklist & rubric***Handout attached* |
|  PROJECT CALENDAR (CONTINUED) page 4 |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** |
| Notes: Preparation time for the Reverse Career Fair can vary depending on number of students participating, level of comfort, etc. Setting a date for the Reverse Career Fair early on in the project helps for a smooth transition from one phase to another, and especially for being fully prepared when the night comes. |
| **Practice Oral Presentations***Oral presentations were practiced in the classroom as well as for area middle school students***.**  | *Other JMG Lessons* | **Reverse Career Fair***Dressed professionally, each student was responsible for their own table setup (project tri-fold) and spoke confidently for an hour about their research, job shadow, and interview experience. Community members, school members, family, friends, and most importantly the business sponsors, all attended this event!* | *Other JMG Lessons* | **Reverse Career Fair reflection & thank you notes** |
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