



LESSON PLAN

A Day In The Life

Lesson Summary

In this lesson, students will select a career of interest and research what “a day in the life” of someone in that career looks like using previously answered questions on CareerVillage.org

Total Time: (+/-60 min)

Materials

- Screen (to project on)
- Projector
- A Day In the Life Student Notes
- Computers (for students to use in class)

Learning Objectives

Students will be able to:

1. Describe what a day in the life of someone in a particular career is and ask their own “Day in the Life” career question on the platform

Advanced Preparation

1. Copy the A Day In the Life Student Notes (1 per student)
2. Bring up the CareerVillage.org homepage to show students where the “search bar” is located.

The screenshot shows the CareerVillage.org homepage. At the top, there is a navigation bar with the logo, a search bar containing the text "Crazy about a career? Search it.", a "Search" button, and an "Ask a Question" button. Below the navigation bar, there are tabs for "Questions", "My Career Path", "About", and a notification icon showing "0".

The main content area features a user profile for Annemarie C. on the left, including a profile picture, name, location (Menlo Park, CA, USA), karma (571), and a list of questions (2). Below the profile, there are links for "Schools" and "Add a school".

In the center, a question is displayed: "If I am undecided about what career I want, would double majoring be a good idea?". The question has 4 answers and 4 likes. The text of the question reads: "The two majors I want are very different, communications, and psychology. I want to be a psychologist because it is more practical and it is almost guaranteed a job, but I also want to work at BuzzFeed because it is such an open place and I would have to be on top of my mental game all the...". Below the question, there are hashtags: #majors #major #psychology #double #double-major #communications #psychologist. The question was active 2 hours ago.

On the right side, there are filters for "Type" (Questions, Career Plans), "Status" (Everything, Answered, Unanswered), and "Order" (Most relevant to me, Most recently active, Newest).

At the bottom left, there is a footer with the CareerVillage.org logo and the text "Groups Join a group". At the bottom right, there is a small icon for "united-states-of-america".

Background Knowledge

Instructor should have:

1. Read ***Educator First Steps*** (found in the Resources tab of the lesson) to sign up and create a Cohort/Cohorts.
2. Presented the ***What is CareerVillage?*** PowerPoint (found in the Resources tab of the lesson) to students to provide a basic understanding of how CareerVillage.org can assist students. (20 minutes)
3. Provided time/assigned students to create their own accounts on CareerVillage.org.

Assessment

Instructors can collect the student note sheet.

Common Core Standards	
Grades 6-8	<p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
Grades 9-10	<p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the</p>

	<p>text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.D</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
Grades 11-12	<p>CCSS.ELA-LITERACY.RI.11-12.2</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.2.D</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the...</p>
<p>ASCA National Standards (American School Counselor Association)</p>	
<p>C:1A.1 Develop skills to locate, evaluate and interpret career information. C:B1.5 Use research and information resources to obtain career information. C:B1.6 Learn to use the Internet to access career-planning information. C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.</p>	
<p>ASCA Mindset & Behaviors Standards</p>	
<p>B-SS 1 Use effective oral and written communication skills and listening skills. B-LS 5 Apply media and technology skills.</p>	

Time	Detailed Lesson Plan
4 mins	<ol style="list-style-type: none"> 1. Pass out the A Day In the Life Student Notes. 2. Have a student volunteer read the introduction.
4 mins	<ol style="list-style-type: none"> 1. Read through the “Remember” section about how to search on CareerVillage.org. 2. Project the CareerVillage.org homepage pointing out where the “search function” is. Show students an example search using hash tagged key words that are hyphenated if multiword (ex. #nurse-practitioner #day-in-the-life) 3. Remind students that they will be filling in the web graphic organizer as they research what a day in the life of their chosen career is and direct them to the “Directions” above the organizer. Read the directions aloud and clarify any student questions about how to fill it out. 4. Remind students that after they complete their “Day in the Life Research”, they should ask their own “Day in the Life” Question on CareerVillage
40 mins	<p>Individual Work:</p> <ol style="list-style-type: none"> 1. Let students know they will have the next 40 minutes to research and ask their own CareerVillage question and will be coming back for the last 10 minutes of class to share out. 2. Circulate the room checking in with students or clarifying student questions or misconceptions.
10 mins	<p>Group Discussion:</p> <ol style="list-style-type: none"> 1. Ask a student volunteers to share out <ol style="list-style-type: none"> a. What career they researched b. At least 3 parts of that persons day c. Anything that surprised them about the day to day life of someone in that career
2 min	<ol style="list-style-type: none"> 1. Collect Student Notes 2. Clean Up