



GEORGIA MIDDLE SCHOOL

Instructional Resources
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

COURSE: Career Discovery
UNIT 6: Impact of Societal Issues on You and Your Career

INTRODUCTION

Annotation:

In this unit the students will recognize and assess the impact of life roles, understand the need for respect, openness, and acceptance of all human diversity, examine the positive impact of non-traditional careers, and understand the need for advancement of their education in their future career. Students will task a pre and post test, do group and individual activities, and participate in a class discussion.

Grade(s):

<input type="checkbox"/>	6 th
<input checked="" type="checkbox"/>	7 th
<input type="checkbox"/>	8 th

Time:

10 hours

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSCD7-4: Students will recognize the impact of societal issues on their ability to function effectively in a diverse and changing world.

- a) Recognize and assess the impact of life roles (Personal, leisure, community, learner, family, and work).
- b) Recognize the need for respect, openness, and acceptance of all human diversity.
- c) Describe how stereotypes, bias, and discrimination may affect and limit career choices.
- d) Examine the positive benefits and outcomes of non-traditional careers.
- e) Recognize that changes in technology, society, and economy require updated knowledge and skills throughout life.

GPS Academic Standards:

M7P4 Students will make connections among mathematical ideas and to other disciplines.

M7A1 Students will represent and evaluate quantities using algebraic expressions

ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

M7D1 Students will represent data using circle graphs.

National / Local Standards / Industry / ISTE:

PS4.R1: Assess the impact of your life roles on career goals.

PS2.A4: Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K9: Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

CM2.K7: Describe how biases and stereotypes can limit decisions.

CM3.K6: Identify the advantages and disadvantages of being employed in a non-traditional occupation.

ED1.K1: Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED2.K1: Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Life roles including but not limited to personal, leisure, community, learner, family and work all have varying degrees of impact on a person and his or her career.
- Respect for human diversity is an essential trait for success in today's society.
- Understanding stereotypes, biases, and discrimination will impact career choices and increase career success.
- Non-traditional careers have created many occupational opportunities that provide positive benefits and outcomes in modern society.
- Continuing education and lifelong learning are vital to a person's survival and success in today's workplace.

Essential Questions:

- What are your life roles and what is the impact of each on your ability to function effectively?
- Why is it necessary to have respect for all human diversity?
- What are stereotypes, biases, and discrimination and how do they affect and limit your career choices?
- What are the positive benefits and outcomes of non-traditional careers?
- Why is an understanding of societal issues necessary for personal and career success?
- Why is continuing education and lifelong learning necessary?

Knowledge from this Unit:

The student will be able to:

- Define diversity and give specific examples of diversity.
- Identify examples of stereotypes, bias and discrimination.
- List examples of non-traditional careers for both males and females.
- Specify technological, societal, and economic trends that create the need for lifelong learning.
- List various opportunities for continuing education.

Skills from this Unit:

The student will be able to:

- Use Math skills to understand the importance of balancing life roles.
- Develop presentation skills using multimedia software.
- Search the internet using effective skills.

ASSESSMENTS

Assessment Method Type:

- ☒ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
- ☐ Quizzes/Tests
- ☐ Unit test

- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☒ Post-test

Assessment Attachments and / or Directions: Please list.

Balancing My Life Roles

Diversity Summary

Stereotypes, Bias, and Discrimination Activity

Non-traditional Careers Activity

Guest Speaker Guide

THE JOURNEY Board Game (Observation/Participation Grade)

Pre-Post Test

LESSON PLANS

• INTRODUCTION

1. Identify the standards. Standards should be posted in the classroom.

MSCD7-4: Students will recognize the impact of societal issues on their ability to function effectively in a diverse and changing world.

- a) Recognize and assess the impact of life roles (Personal, leisure, community, learner, family, and work).
- b) Recognize the need for respect, openness, and acceptance of all human diversity.
- c) Describe how stereotypes, bias, and discrimination may affect and limit career choices.
- d) Examine the positive benefits and outcomes of non-traditional careers.

- e) Recognize that changes in technology, society, and economy require updated knowledge and skills throughout life.
2. Review Essential Question(s). Post Essential Questions in the classroom.
 - What are your life roles and what is the impact of each on your ability to function effectively?
 - Why is it necessary to have respect for all human diversity?
 - What are stereotypes, biases, and discrimination and how do they affect and limit your career choices?
 - What are the positive benefits and outcomes of non-traditional careers?
 - Why is an understanding of societal issues necessary for personal and career success?
 - Why is continuing education and lifelong learning necessary?
 3. Identify and review the unit vocabulary. Terms may be posted on word wall.
 - 1) Life Roles
 - 2) Diversity
 - 3) Stereotype
 - 4) Bias
 - 5) Discrimination
 - 6) Non-traditional career
 - 7) Lifelong learning
 - 8) Continuing education
 4. Assessment Activity.

• LESSON 1: UNIT INTRODUCTION AND VOCABULARY / LIFE ROLES

Discussion

*NOTE: Lesson 8 involves getting a guest speaker who is currently in a non-traditional career, so you may want to go ahead and schedule that ahead of time using your personal network or the yellow pages.

1. Before you begin
 - a) Prepare to show the **Societal Issues PowerPoint** (either using a projector or, if students have access to a computer lab, allow students to open the file via shared network drive.
 - b) Make enough copies of the **Pre-Post Test** and **Unit Graphic Organizer** for each student.
 - c) Make enough copies of the **Life Roles Monster Truck** handout for each student (HW).
2. Handout the **Pre-Post Test** for students to complete and take up according to your classroom management plan.
3. View **Societal Issues PowerPoint** and have students fill in the **Graphic Organizer**.
4. You may decide to guide students through teacher-directed instruction and discuss as you go, or you may have them view the PowerPoint on their own (if in a computer lab) via shared network access and discuss afterward.
5. If discussing afterward, ask, "what do these issues have to do with how effectively you can function both now and in your future careers?"
6. Introduce "Life Roles" lesson by asking students what they think their various life roles are now and when they become adults.
7. Make two lists on the board or overhead and list their responses, or have them list as technology allows.
8. Assign **Life Roles Monster Truck** for Homework (remind them that they may work with a parent since parents have experience with balancing life roles)

• LESSON 2: LIFE ROLES

Discussion

1. Before you begin
 - a) Make sure you have enough protractors and straight edges and students have access to a calculator.
 - b) Make copies of the **Balancing Life Roles** handout.
 - c) Review the handout instructions and be prepared to explain how to calculate the percentages and degrees.
 - d) Review the Spreadsheet file “....checker” so you feel confident when you grade their work.
2. Take up Homework according to your classroom management plan.
3. Hand out **Balancing Life Roles** and ask students to read the list of life roles and descriptions under each.
4. Engage students in discussion about how to be successful in each role. For example, you may ask, “How can we be successful in all of these roles or any of them if we have so much to keep up with?” Guide students to understand that their roles will change and they have to balance these roles throughout life if they are to remain healthy and have success.
5. Review instructions with students and provide instruction about calculating percentages and degrees as well as using a protractor as needed.
6. Walk around and help students or use peer tutors as needed.
7. Have students finish for Homework if necessary
8. An alternate assignment (**Life Roles Matrix**) is provided for students with special needs or as an enhancement/summarizer for students who finish early.

• LESSON 3: DIVERSITY

Discussion

1. Before you begin
 - a) Make sure you have enough copies of the **Diversity Activity** and the **Diversity Summary** for each student. If you want students to record group responses on butcher paper, have it ready to put up as students work or do so before class starts.
 - b) Make sure you know how to perform the calculations in the **Diversity Activity**. There is no answer key since the results will depend on the number of students in your class and the number with each color of hair. Here is an example:
 - i. If you have 6 blonde students in a class of 25, the equation for the number in Sweden would be written as
$$\begin{aligned}6/25 &= x/9,059,651 \\25x &= 54,357,906 \\x &= 54,357,906/25 \\x &= 2,174,316 \text{ (rounded)}\end{aligned}$$
2. Begin by discussing that in today’s society, it is likely that you will have interactions with others who are different from you. Just like you go to school with people who have a variety of differences from race to religion, you will need to learn to respect these differences in both work relationships and interactions with customers. This does not mean you have to compromise your own beliefs or views; you just have to learn to get along with people who are different from you in order to succeed in life.
3. Ask students to give examples of how they may be different from others. List them on the board or overhead.
4. Handout the **Diversity Activity**—instructions should be self-explanatory.
5. Monitor student interactions and guide students who are having trouble.
6. You may need to provide instruction or explanation for the math section.

7. SUMMARIZE—Have students share answers aloud by groups or by writing on the board/butcher paper.
-Allow students to finish for homework if necessary.

• LESSON 4: DIVERSITY –cont’d

Discussion

1. Using the Diversity Summary handout, see how many of the areas of diversity students can complete from memory using the “DIVERSITY” acronym. Review the handout and have students correct as needed.
2. Get students to read the directions on the remainder of the worksheet and work in groups to answer the questions, then have them use their answers to prepare a group presentation to share their answers with the class. Ideas include, but are not limited to
 - A Poem or song (such as a rap)
 - Dramatic Skit
 - PowerPoint
 - Public Service Announcement
3. Tell them to limit the presentation to 5 minutes maximum.
4. They should have their presentation completed by the end of the period or divide responsibilities to finish at home such that their group is ready to present in the next class period.

• LESSON 5: STEREOTYPES, BIAS, and DISCRIMINATION

Discussion

1. As students enter, have them get in groups and prepare to give their presentations while you take role.
2. Assign an order for students to present or take volunteers first as you see necessary.
3. After all groups have presented, you can summarize by letting each group share one important thing they learned about diversity.
4. Have students get out their unit graphic organizer and engage students in discussion about the definitions of stereotypes, bias, and discrimination and explain that these can have an effect on the types of careers they choose and could even limit their career choices.
5. Hand out Stereotypes, Bias, Discrimination Activity
6. When students have finished, have them share their answers and have class discussion. Guide them toward understanding that these exist in the workplace and they must be prepared to deal with them.

• LESSON 6: STEREOTYPES, BIAS, and DISCRIMINATION –cont’d

Discussion

1. Review definitions of stereotype, bias, and discrimination
2. Complete 2nd half of activity handout
3. Discuss student answers as time allows.

• LESSON 7: NON-TRADITIONAL CAREERS

Discussion

1. Before you begin, make enough copies of Non-traditional Careers handout and Pro’s & Cons of NTC’s (unless you have an electronic way for students to access this file). Also, get access to a computer lab or

magazines that have pictures of people in non-traditional careers. If neither is available, students can draw pictures.

2. Begin by asking students to define the term “Non-traditional careers.” Guide them toward understanding that in today’s society, many jobs that were performed traditionally by men, are now open to women, and many jobs traditionally considered for women are now being done by men.
3. Get students to offer responses for how this change in society has come about as well as the positive and negative implications.
4. Hand out **Non-traditional Careers Activity** and review the instructions so that students understand. Also, handout **Pro’s & Cons of NTC’s** or show students how to access the file electronically.
5. Monitor their work to make sure they are on task and not having trouble.
6. SUMMARIZE--As students finish, engage them in discussion about what they have learned. Guide the discussion by asking for examples for both men and women as well as pros and cons of choosing a non-traditional career.

• LESSON 8: NON-TRADITIONAL CAREERS—cont’d

Discussion

1. Before you begin, make sure you have enough copies of the **Guest Speaker Guide** for each student.
2. As students enter, have them pick one up and fill in their name, period, and date.
3. Introduce the guest speaker and remind students to complete the **Guest Speaker Guide** throughout the presentation.
4. At the end of class, take up the speaker guides.

• LESSON 9: CONTINUING EDUCATION & LIFELONG LEARNING

Discussion

1. Before you begin, you will need
 - a) 6-sided dice (enough for each group of 5 students in your class)
 - b) Scissors and tape
 - c) Enough copies of page 1 of the **THE JOURNEY Board Game** for groups of up to 5 (example: 5 copies for 25 students). You may have groups of fewer than 5 according to the number of students, but not more than 5 per group.
 - d) One copy of Page 2 of **THE JOURNEY Board Game** unless you have more than 30 students per class.
2. Be sure to hand out player numbers for students to create game pieces before handing out game boards (Teacher Instructions also include tips and alternate ways to play the game).
3. Hand out game boards and let students read the rules and ask questions if they don’t understand how to play.
4. Begin the game and monitor student participation. Move around and interact with each team by posing questions like, “What do you think this game is about?” “What are you learning?” “What does this have to do with lifelong learning?” etc.
5. Allow students to play until the last 5-10 minutes of class. You decide how much time you will need, but it is ESSENTIAL to do the “POST DISCUSSION” in **THE JOURNEY Board Game** (Teacher Instructions) before the end of class. You can do whole class discussion verbally, create a slide with the questions on it, or make a handout for a ticket out the door depending on what works best for you.
6. Before students leave, make sure all game boards and game pieces are turned in (tip: put each group’s game pieces in a zip top snack bag for future use.)

• LESSON 10: CONTINUING EDUCATION & LIFELONG LEARNING—cont’d

Discussion

1. Before you begin, do a test run on the **Continuing Education and Lifelong Learning Summary** PowerPoint to make sure the animations and graphics work well for you and on your version of Office. Also make sure students have paper or provide paper for them.
2. Review examples of Continuing Education from yesterday's lesson and why lifelong learning is important.
3. Engage students in discussion about what they learned from the board game. An alternate idea is to put students into groups of 2 or 3 and have them come up with 2 important things they learned and then have them share with the class.
4. Introduce the **Continuing Education and Lifelong Learning Summary** PowerPoint by saying "In today's society, you can expect change. You must continue gaining knowledge and skills to keep up with these changes. Today, you will learn about some of those changes as well as options for keeping your knowledge and skills up-to-date."
5. Show the PowerPoint.
6. Have students answer the questions on notebook paper unless you provided paper for them.
7. Handout the **Pre-Post Test** for students to complete and take up according to your classroom management plan.

ATTACHMENTS FOR LEARNING EXPERIENCES:

Societal Issues PowerPoint.ppt
Societal Issues Unit Graphic Organizer.doc
Life Roles Monster Truck.doc
Balancing My Life Roles.doc
Balancing Your Life Roles Percent & Degree Checker.xls
Life Roles Matrix (alternate activity) .doc
Diversity Activity.doc
Diversity Summary.doc
Stereotypes, Bias, and Discrimination Activity.doc
Pros and Cons of NTC's (non-traditional careers) .doc
Non-Traditional Careers Activity.doc
Guest Speaker Guide.doc
THE JOURNEY Board Game.doc
Continuing Education and Lifelong Learning Summary.ppt

NOTES & REFLECTIONS:

- Nontraditional guest speakers
- Secure computer lab access if you do not hold class in a computer lab.

UNIT RESOURCES

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker