









Session Title: Can I See Myself Working in Manufacturing?

Grade Level: Middle and High School

Focus: Career awareness and Preparation

Objectives: As a result of this lesson, the student will:

- Explore their values, interests, skills, and strengths.
- Analyze how their current values, interests, skills, and strengths may grow or change over the next 10-15 years.

PA Standards			
Career Education and Work	<ul style="list-style-type: none"> • 13.1.A: Relate careers to individual interests, abilities, and aptitudes. • 13.1.B: Relate careers to personal interests, abilities, and aptitudes. • 13.1.H: Choose personal electives and extracurricular activities based upon personal career interests, abilities, and academic strengths. 		
English Language Arts	<ul style="list-style-type: none"> • 1.4.9 – 10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. • 1.4.9 – 10.V: 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. • 1.5.9 – 10.A; 1.5.11 – 12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 		
Artifact Opportunity	<ul style="list-style-type: none"> • The VSSI Map Worksheet or VSSI Grid Worksheet can be used as an artifact representing standard 13.1. 		
Videos	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 2018 Pittsburgh Central videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/previous-contests/pittsburgh-central-2018/ ◦ QR Code:  </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 2018 Pittsburgh East videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ◦ QR Code:  </td> </tr> </table>	<ul style="list-style-type: none"> • 2018 Pittsburgh Central videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/previous-contests/pittsburgh-central-2018/ ◦ QR Code:  	<ul style="list-style-type: none"> • 2018 Pittsburgh East videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ◦ QR Code: 
<ul style="list-style-type: none"> • 2018 Pittsburgh Central videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/previous-contests/pittsburgh-central-2018/ ◦ QR Code:  	<ul style="list-style-type: none"> • 2018 Pittsburgh East videos <ul style="list-style-type: none"> ◦ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ◦ QR Code:  		



Lesson Plan

Materials Needed

- VSSI Map Worksheet
- VSSI Grid Worksheet
- Internet access
- "What's So Cool About Manufacturing?" videos

Prior Knowledge

- Personality, Values, and Lifestyle
 - In order for students to fully engage with this lesson, they should have some understanding of how their personal values relate to career choice. The article "Do your career and work values align?," by Sandra Loffredo on Inside Higher Ed's website provides a great introduction to this topic. In her article, Loffredo provides the following definitions for the different types of values that impact our career choices:
 - Intrinsic values "are related to the intangibles about the career. These are the values that motivate you and help you feel fulfilled. Examples of intrinsic values are giving back to society and expressing your creativity."
 - Extrinsic values "relate to the tangible rewards derived from your career and your work environment. Some examples of extrinsic values are pay, working as part of a team and providing influence."
 - Lifestyle values "are a type of second-tier value. What you do for a career and where you work produces a certain type of lifestyle. The type of lifestyle you desire can help complete the picture of what you value. A few examples of lifestyle values include living in a big city, traveling extensively and living simply."

The full article, with links to other resources, can be found here:

<https://www.insidehighered.com/advice/2017/11/13/importance-aligning-your-career-your-core-values-essay>

Procedures and Activities

- Warm-Up
 - Where do you see yourself in 10 years? [3 minutes]
 - "In 3 minutes, draw a picture and write descriptive words and phrases that show where you want to be in 10 years. Think about your career, your housing, your friends and family, etc."
- Body
 - What are my values, interests, strengths, and skills? [25 minutes]
 - The teacher asks students to close their eyes and think for a few minutes about their values, interests, strengths, and skills. Ask prodding questions, such as, "When you think about your values, think about what is currently important to you. If a friend asks you to go out, but you promised a sibling you'd stay home and watch a movie with them, which do you do? If you are offered a new part-time job that pays more money than you're currently making, do you take it? What if you



know your current boss relies on you?" Give students 5 minutes to write down a few words on their VSSI Map Worksheet.

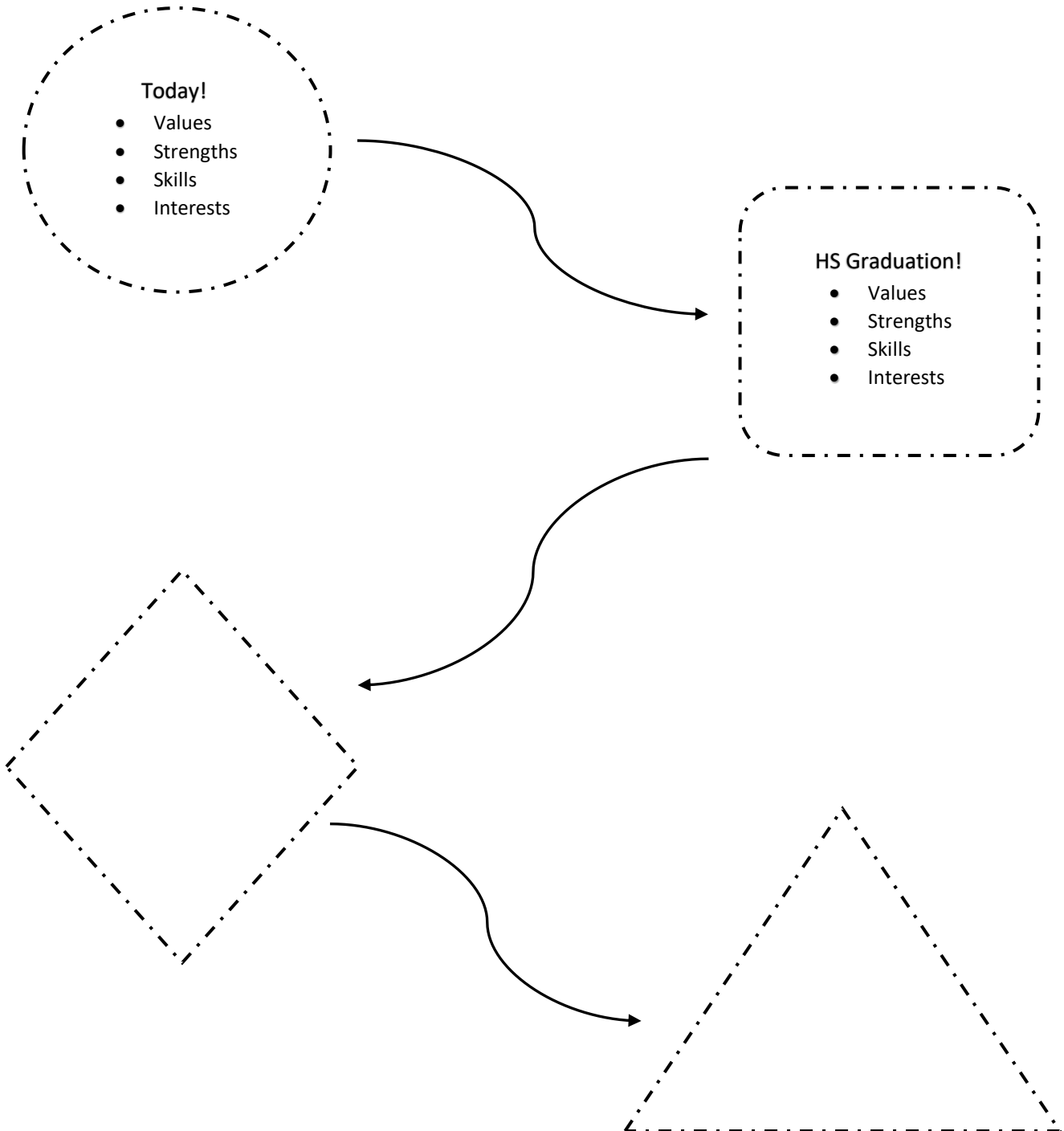
- The teacher then asks students to think about their life in a few years—the year they're graduating from high school. What skills, credentials, and values will the students have then? How will this differ from today? Ask prodding questions, such as, "Where do you want to live? At home? On your own? On a college campus? In a different city or state? What do you want to be able to afford in the next few years? Think about what type of home or car you'd like; how about vacations, pets, or kids?" Give students 5 minutes to write down their thoughts on their VSSI Map Worksheet.
 - Finally, the teacher asks students to think about their life in about 5 years after graduating from high school. "What has changed in your values, skills, and credentials? What do you need to do to meet your goals? Consider your career, your schooling, and your values." Give students 5 minutes to write down their thoughts on their VSSI Map Worksheet.
 - After having time to think and write down phrases on their VSSI Map Worksheet, students should then complete the VSSI Grid Worksheet. This will allow students to see their thoughts in a different format.
- Video [5 minutes]
 - Ask students to find a video online that highlights a business where they could see themselves working, even just as a beginning.
- Closing
 - Share [10 minutes]
 - Students should then share with their peers why they chose the video and how they could see themselves advancing their career at that business. They should also share their map or grid. Sharing can be between partners or small groups.



VSSI Map

Directions:

For each phase of the map, write down your thoughts informally. Use phrases, words, or drawings to convey your thoughts. VSSI stands for values, strengths, skills, and interests. This whole exercise is about you and what you want now and in the future.





VSSI Grid Worksheet

Directions:

Use the map to complete the grid below. This will help you to see your thoughts, ideas, and goals in a different format. Being able to see these concepts in different arrangements may help you visualize them. Some squares may be the same, but others may be drastically different as time goes on.

Interests	Skills	Strengths	Values	Today
				As a high school graduate
				5 years after graduating from high school
				10 years after graduating from high school