



**CAREER**  
**DISCOVERY**

*Partners. Pathways. Pipelines.*

Lessons and Resources

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*\*Career Discovery lessons prepared in partnership with Alabama Teachers, ALSDE, WOW and SREB.*

**[www.career-discovery.org](http://www.career-discovery.org)**

## Lesson One: Introduction to Career Discovery

### Objectives:

- Students will be introduced to the real-world exploration of available career options.
- Students will research careers that are aligned to their interest and based on aptitude.
- Access to students' Kuder Survey Results would be helpful for this activity.

### Materials:

- Graphic Organizer
- Chart Paper/board/etc.
- Markers (if using chart paper)
- Research Materials-Internet access or text
  - [www.career-discovery.org](http://www.career-discovery.org)
  - [www.centralalabamaworks.com](http://www.centralalabamaworks.com)
  - [www.alabamaworks.com](http://www.alabamaworks.com)

***The Resources (page 29) contains graphic organizers for all 16 career clusters.***

### Set Up:

- Students will be working in groups of 2 and groups of 4.
- Room set up could be in groups of 4.

**Estimated time frame:** 45-50 minutes

### Activities:

- **Chalk Talk** (see Attachment 1, pages 30-31) (15 minutes) Ask students “What types of jobs do you think are available in the following career fields?”
  - Give each group of 4 one of the careers of focus for Career Discovery. Individually, students will brainstorm jobs that they think belong in the career field that they have been given. Give them one-two minutes to think for themselves and chart their thoughts onto the graphic organizer. Have students pair up to share their ideas and even add to their thinking for 2-3 minutes. Lastly, have the group of 4 come together to make a master list of all the jobs that they thought of for their career and list them onto chart paper (see example of how chart paper needs to be set up). Students can add to the list as they chart. Give 5 minutes.
- **Research** (30 minutes) Students will now research the jobs that they listed. If a particular career is low in the number of jobs that students could think of, they can research more jobs to add to the list. They need to determine exactly what that job is. Once posters are complete have students place them around the room to be used the next day.

**Employability Skills Incorporated into lesson:** Lessons are linked to each employability skill if teacher would like to incorporate or extend the lesson. All lessons are from the U.S. Department of Labor and contain multiple lesson for teachers to choose from.

[Positive Attitude](#)

**Additional Employability Skills Resources from Perkins Collaborative Resource Network (PCRN)** <https://cte.ed.gov/initiatives/employability-skills-framework>

**Formative Assessment:**

- Graphic Organizer (See Attachment 2, pages 32-46)

***\*\*Keep graphic organizers completed in Lesson 1 for an activity in Lesson 3.***

# Chalk Talk

## Purpose

A Chalk Talk is a written protocol in which students respond in writing in a central place (such as a piece of chart paper) to an important, open-ended question—silently. It is a way to promote discussion and awareness of issues, perspectives, or academic challenges, and to demonstrate knowledge of a topic. Chalk Talks bypass the social roadblocks that often impede classroom communication and ensure that all voices are heard. A Chalk Talk is also an excellent way to promote awareness of patterns and problems as students reflect on the information they have shared.

## Materials

Chart paper  
Markers (to write questions in bold letters on chart paper)

Colored writing utensils, one per student  
Optional: sticky notes  
Anchor chart for protocol norms

## Procedure

1. Formulate one or more important, open-ended questions that will provoke comments and responses.
2. Write the questions or topics on separate pieces of chart paper in bold marker. Post the charts on the wall or on desks so that all students have ready access to them.
3. Give each student a different-colored pencil or marker.
4. Explain the Chalk Talk protocol and answer any student questions.
5. Set up norms for the Chalk Talk:
  - This technique works only if everyone is writing and responding throughout the designated time period and remains silent throughout.
  - Make it clear that everyone is responsible for writing a comment, reading others' comments, and responding to at least one to three comments on every chart paper.
  - No one should sit down until the time period is over.
  - Opinions must be freely expressed and honored. No personal attacks are allowed.
  - Comments should be thoughtful and further the discussion.
6. Allow 10 to 20 minutes for the Chalk Talk. It is helpful to walk around, read, and gently point students to interesting comments. All writing and responding is done in silence.
7. Search for patterns. In pairs, students should read through all the postings, search for patterns and themes (or “notice and wonder”) and record those patterns on a piece of paper. This part takes about 5 minutes and is not silent.
8. Conduct a whole-group share. Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

## Variations

Have students write on and post sticky notes instead of responding directly on the chart paper, so chart paper can be reused for multiple classes if needed.

Adding an element of optional text coding (e.g., students placing a star next to comments they agree with or a question mark on comments they do not understand) can deepen the written discussion.

Have students respond to the questions in collaborative groups, with each group using a different color marker. In this variation, students do not work silently—discussion among group members is key.

Technological versions of Chalk Talk (such as commenting on a teacher-owned blog) may further students' interest and engagement. However, bear in mind that switching the format of Chalk Talk to a technological forum will require different guidelines, routines, and piloting to proactively plan for possible challenges.

**References** Adapted from: Original by Hilton Smith, Foxfire Fund; adapted by Marylyn Wentworth

Graphic Organizer

See Resources, page 29-43, Attachment 2, for the 16 career clusters graphic organizers.

<b>Agriculture, Food &amp; Natural Resources</b>		
<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>
<b>SAMPLE</b>		

## Lesson Two- My Top Three Job Choices

**Objectives:** (Teacher may add or delete areas to accommodate class time available.)

- Students will determine their top three job preferences.
- Students will complete research on their top three job preferences in the areas of availability, work environment, skills needed and training.

**Materials:**

- Posters from Lesson One
- Markers
- Post-its - 3 different colors
- Graphic Organizer
- Internet access for research available at [onetonline.org](http://onetonline.org). Students can research jobs statewide or within their region only.

**Set up:**

- For Carousel - groups of 4 from lesson one
- Individual for research

**Estimated time frame:** 45-50 minutes

**Employability Skills Incorporated into lesson:** Lessons are linked to each skill if teacher would like to incorporate or extend the lesson. All lessons are from the U.S. Department of Labor and contain multiple lessons for teachers to choose from.

- [Communication](#)

**Activities**

- **Carousel** (20-30 minutes) Have posters from lesson one placed around the room. Students will move from their original poster to each of the posters in a clockwise pattern. Give students 2-3 minutes at each poster to read about the jobs in that area. At the end of the rotations, have students list on the graphic organizer the top two jobs that they would be interested in learning more about and one job in which they may not realize they have skills to succeed (teacher may direct student with high math/science grades into a stem field).
- **Research** (15-30 minutes) Students should research the following topics to decide if this is a job that they would like. Give students the freedom to change their job choices as researching could change their minds. Keep posters up for reference and ideas.
  - Topics to research about jobs:
    - Availability and demand in area
    - Working environment (inside/outside, desk, assembly line, etc)
    - What skills are needed
    - What training and/or education is needed
    - Entry-level salary

**Formative Assessment:** Graphic Organizer

## My Top Three Job Choices

	Choice #1	Choice #2	Choice #3
Availability and Demand in my Area			
Working Environment			
Skills Needed			
Training/Education			

### Data Source Resources for Career Information

- Top 5 in Region 5 Student Planning Guide  
[Available March 2021- https://www.career-discovery.org/index.php/resources/](https://www.career-discovery.org/index.php/resources/)
- State-wide Top 40 High wage high demand jobs.  
<http://www2.labor.alabama.gov/WorkforceDev/ACCCPHighDemand/Region%205.pdf>
- Top 40 High Wage High Demand jobs by Region  
<http://www2.labor.alabama.gov/WorkforceDev/Default.aspx>

**Employability Skills Incorporated into lesson:** Lessons are linked to each skill if the teacher would like to incorporate or extend the lesson. All lessons are from the U.S. Department of Labor and contain multiple lesson for teachers to choose from.

- [Teamwork](#)



## Lesson Three-Job Interview Skills

### Objectives:

- Students will identify the do's and don'ts for job interviewing.
- Students will practice good job interview skills.
- Students will interview a representative from one of their three focus areas.

### Materials:

- YouTube video of millennial job interview: <https://www.youtube.com/watch?v=Uo0KjdDJr1c>
- Poster size post-its
- Markers
- Handout of 10 Commonly Asked Interview Questions
- Practice script for interview
- Interview Checklist
- Graphic organizer of interview questions

### Set Up:

- Large groups (10+)
- Pairs
- Groups of three
- Individual

**Estimated time frame: *Two 45-50 minute periods***

**Activities: Video:** Show video and ask students to jot down positive and negative notices about video. Discuss.

### Practice Interview

#### Day One

- **Brainstorm Relay** (see [protocol](#)) (10 minutes): Have poster sized post-its placed around the room with one marker at each station (baton). Posters need to be divided in half with Do's on one side and Don'ts on the other. Assign one group to each poster. Explain the rules of the relay to the students. Students will have three minutes to list as many do's and don'ts of interviewing. Once the three minutes is up, the teacher can use the answers as a starting point for the day's lesson.
- **Whole class discussion** (20 minutes) Give students a copy of the list of Do's and Don'ts. Have them read the list of Do's silently. Once all students have read, ask for volunteers to explain why this would be a do. Repeat for the Don'ts. Ask students to brainstorm another Do's or Don'ts that they feel should be added.
- **Whole Class Discussion** (20 minutes) Give students a copy of the "Ten Commonly Asked Interview Questions and Tips on How to Answer". Teacher needs to go over each of the questions with the class. Set the stage for the practice interview. Tell students that they need to observe the Do's and Don'ts list.
- **Homework**-Have students devise what their answers would be to the 10 questions. This is set up for the interview process the next day.

## Day 2

### ■ Practice Interviews (45-50 minutes)

- Place students into interview groups: Employer, Applicant and Observer. Give each student a copy of the “Practice Interview Script”. Go over the script with the class. Have them think about their answers to the Top 10 questions. Model for students what inappropriate responses such as complaining about the directions or other things about how your day is going. Refer to the *Don'ts* in an interview and use those as well. You may even want to wear some “inappropriate” clothes for the interview. Students will see visually how a “bad” interview looks. On the second model interview, model good interview skills. Next let the students role-play the role of employer and applicant until all students have a chance to practice an interview.

### Formative Assessment:

- Answers from Top 10 questions
- Answers to interview questions

## Ten Commonly Asked Interview Questions and Tips on How to Answer

1. Tell me about yourself. **Tip** -Talk about a couple of your key achievements and the interviewer will likely select an accomplishment and ask you to talk more about it.
2. What is your greatest strength? **Tip** - Figure out what your number one strength or skill is, then talk briefly about it and provide a good example. Before going into an interview, write down several of your top strengths and examples of each.
3. Can you describe a situation in your past where you learned from a mistake? **Tip** - The best mistakes to share are those from which you learned something. Use your mistakes to show how you have matured and grown.
4. What is the most difficult situation you have ever faced? **Tip** - Pick an example in which you successfully resolved a tough situation. Tell your story briefly but try to reveal as many good qualities as possible. Your interviewer wants to hear about qualities such as perseverance, good judgment, and maturity.
5. Is there anything you would like to improve about yourself? **Tip** - Pick a weakness (for example, not being comfortable with public speaking or even oral presentations in the class), then show how you are working to improve it (being part of a debating team). Your goal here is to provide a short answer that satisfies the interviewer.
6. What is the most important thing you are looking for in a job? **Tip** - Figure out what you want most in a job. You might value challenge, good working conditions, or friendly co-workers. Talk about one or two items and explain why they are important to you.
7. What are your career goals? **Tip** - The interviewer likes to see if you are a person that plans your future and if you might be someone that would meet the company's needs after you finish school. Your task is to talk about the goals that you think the company can help you achieve. You score points if you leave the impression you are a growth-oriented person with realistic expectations. As a teenager, you may be working to earn spending money or to pay for a car and gas. That shows initiative and planning.
8. What motivates you? **Tip** - Challenge, creativity, success, opportunity, and personal growth are most frequently mentioned. You can also mention specific skills that you are motivated to use, such as problem solving, decision-making, listening, writing, speaking, planning, or counseling people.
9. Why would you like to work for us? **Tip** - This is a great opportunity to impress the interviewer with what you know about their organization. Talk about the positives of their organization.
10. Why should I hire you? **Tip** - This is a great opportunity to sell you. Talk about your strengths and how they fit the needs of the company. You can briefly talk about skills or strengths that have not already been discussed.

## PRACTICE INTERVIEW SCRIPT FOR AN EMPLOYER/JOB APPLICANT

**Script:** *Begin the interview by saying:* Employer: **Hello, can I help you?**

Applicant: **Mr. /Ms.** \_\_\_\_\_, **my name is** \_\_\_\_\_ **and I am here to interview for the position of** \_\_\_\_\_.

Employer: **Yes, (applicant's name), please have a seat at the table. How are you doing today? Tell me a little bit about yourself.**

Applicant responds.

Employer: **Why are you interested in working for our company?**

*Select 5 questions from Interview Questions.*

Employer: **Well, (applicant's name), I believe I have all the information I need unless you have some questions. Thank you for coming to see me.**

Applicant responds with questions for the employer (Student ask at least one question.)

*If you are applying for a job where uniforms are worn, you may ask the following.*

Are uniforms required (the type of business such as a fast-food restaurant would prompt this question)? If so, does the employee pay for them or are they provided? What are the work hours? Do you work on weekends?

Stop here to see how the applicant uses his or her skills to close the interview.

## INTERVIEW CHECKLIST

Once students are doing the role-play of interviews, the instructor or class could observe the interview and rate the following:

	<b>Yes/No</b>
Opened the interview appropriately. (shook hands while stating employer's name, own name, and why he or she is there)	
Answered questions by using success stories or examples (proof) of skills for the job.	
Maintained good eye contact and good posture.	
Avoided "annoying" mannerisms (biting nails, fidgeting in seat, twisting hair, looking at phone, jingling coins or keys in pocket).	
Spoke clearly and avoided slang or "fillers" (umm...like....you know.)	
Asked the employer questions about the job.	
Concluded the interview with a summary of key points.	
Shook hands and thanked the person for his or her time.	
Asked when to call to learn of the employer's decision.	

## **DO'S AND DON'TS OF JOB INTERVIEWING**

### **DO's**

1. Wear dress pants or skirt that reaches your knees.
2. Pay attention to your personal grooming and cleanliness.
3. Know the exact time and location for your interview.
4. Arrive early; at least 10 minutes prior to the interview start time.
5. Treat all people you encounter with courtesy and respect. Administrative assistants and receptionists also have first impressions and frequently share their opinions with the interviewers.
6. Offer a firm handshake.
7. Show a positive attitude during the interview.
8. Maintain good eye contact during the interview.
9. Respond to questions and back up your statements about yourself with specific examples whenever possible. Ask for clarification if you do not understand a question.
10. Be thorough in your responses but do not ramble on forever. Be concise in your wording.
11. Be honest and be yourself. Dishonesty gets discovered.
12. Exhibit a positive attitude. The interviewer is evaluating you as a potential co- worker.
13. Have intelligent questions prepared to ask the interviewer. The interview can be a two-way street. You can ask what kind of employee they are looking for and return with an explanation of how you fit that description.

## DO'S AND DON'TS OF JOB INTERVIEWING

### DON'Ts

1. Don't wear a blouse or dress too revealing.
2. Don't wear a lot of jewelry.
3. Don't wear clothing with sequins, etc. It's better to be conservative.
4. Don't make negative comments about previous employers or others.
5. Don't falsify application materials or answers to interview questions.
6. Don't arrive late.
7. Don't give the impression you are only interested in salary; don't ask about salary and benefit issues until your interviewer brings up the subject.
8. Don't act as though you would take any job or are desperate for employment.
9. Don't be unprepared for typical interview questions. You may not be asked all of them in every interview but being unprepared does not look good.
10. Don't refer to the interviewer as "Dude!"
11. Don't go to extremes with your posture; don't slouch, and don't sit rigidly on the edge of your chair.
12. Don't chew gum.
13. Don't smoke or slurp any drinks you brought or are offered. Most workplaces are smoke-free environments, and no-one wants to hear you slurp.
14. It is okay to ask, "Could you please repeat the question?"
15. Have a few copies of your resume.

**Employability Skills Incorporated into lesson:** Lessons are linked to each employability skill if teacher would like to incorporate or extend the lesson. All lessons are from the U.S. Department of Labor and contain multiple lessons for teachers to choose from.

- [Professionalism](#)

# Lesson Four – My Top Three Job Choices

(Post Virtual Career Expo Event)

## Objectives:

- Students will continue research of career choices to narrow the focus to their top choice.

## Materials:

- Notes from Top Three research
- Notes from interviews
- Graphic organizer
- Internet research
  - <https://career-discovery.org/index.php/resources/>
  - <https://www.bls.gov/ooh/>
  - <https://alabamaworks.alabama.gov/vosnet/assessment/selfassessment.aspx>

## Set up:

- Individual

**Estimated time frame:** Possibly two 45-50 minute periods depending on the amount of time given for research.

**Employability Skills Incorporated into lesson:** Lessons are linked to each employability skill if teacher would like to incorporate or extend the lesson. All lessons are from the U.S. Department of Labor and contain multiple lessons for teachers to choose from.

- [Communication](#)
- [Positive Attitude](#)
- [Team work](#)

## Activities:

- Think-Pair-Share (*15 minutes*): Ask class, “After hearing the various career options, did your job choices stay the same or change? Why or Why not?” Give students two minutes to think about their answer and write it on a piece of paper. Once time is up, students are to pair up and share their answers. Each student should have two minutes to talk. Ask for a few students to share their partners answers to the proposed questions. (This will help with student’s attentiveness while their partner is talking.)
- Research (*30 minutes* - This could possibly take another class period to complete): Students will use the three jobs that they have narrowed down to complete a deeper research. For each of their three jobs they will research to narrow down to their top choice. Have students complete the graphic organizer for each job. They can use their interview questions from the expo and/or the internet.

**Formative Assessment:** Graphic organizer



## Job Choice #1: \_\_\_\_\_

Training/Education needed for this job: \_\_\_\_\_

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Duties performed: \_\_\_\_\_

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Wage: (Include possibility for overtime) \_\_\_\_\_

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Job Benefits: \_\_\_\_\_

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Working Hours: \_\_\_\_\_

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Qualifications: \_\_\_\_\_

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What parts of this job would I struggle with: \_\_\_\_\_

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Why I think this job is for me: \_\_\_\_\_

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## Job Choice #2: \_\_\_\_\_

Training/Education needed for this job: \_\_\_\_\_

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Duties performed: \_\_\_\_\_

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Wage: (Include possibility for overtime) \_\_\_\_\_

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Job Benefits: \_\_\_\_\_

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Working Hours: \_\_\_\_\_

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---

Qualifications: \_\_\_\_\_

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What parts of this job would I struggle with: \_\_\_\_\_

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Why I think this job is for me: \_\_\_\_\_

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**Job Choice #3:** \_\_\_\_\_

Training/Education needed for this job: \_\_\_\_\_

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Duties performed: \_\_\_\_\_

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Wage: (Include possibility for overtime) \_\_\_\_\_

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Job Benefits: \_\_\_\_\_

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Working Hours: \_\_\_\_\_

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Qualifications: \_\_\_\_\_

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What parts of this job would I struggle with: \_\_\_\_\_

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Why I think this job is for me: \_\_\_\_\_

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**Top Job/Career Choice:** \_\_\_\_\_

**Based on my research, these are the top reasons why I chose this job/career:**

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**One thing that surprised me about my choice:** \_\_\_\_\_

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**Additional Information I need to gather about my choice:** \_\_\_\_\_

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## Lesson Five – Pathways/Goal Setting

### Objectives:

- Students will meet with school counselor, or career coach and/or CTE teachers to determine opportunities/pathways that are available to them in high school to reach their top job choice.
- Students will set short and long-term goals for the remainder of the academic year.
- Students will use this data to develop their four-year plan.

### Materials:

- Research from Lesson Four on top job choice
- Notes from meeting with counselor, career coach and/or CTE teacher from HS

### Set up:

- Students can be grouped into like groups (ex. All healthcare together), but work individually

### Activities:

- Teacher will need to organize a time for students to meet with school counselors, career coach and/or CTE teachers to ask questions about classes/opportunities available at the high school. This could be a time for students to complete their four-year plan.
- Counselors could discuss the core classes that would benefit students in reaching their goal.
- CTE teachers could talk about pathways, certifications available, shadowing opportunities, apprenticeships, etc.

### Formative Assessment:

- Write down answers to 3-2-1
  - 3 – Name three things that support your career choice
  - 2 – Name two next steps/goals needed to set you on the pathway to your career choice
  - 1 – Name one question you still have about your career choice
- Fill out Student Goal Setting Worksheet (Page 23)
- Complete four-year plan utilizing the answers to the 3-2-1 questions and Student Goal Setting Worksheet.

### Resource:

Success Guides: [www.career-discovery.org](http://www.career-discovery.org) or <https://alabamaworks.com/successguides/>

# Student Goal Setting Worksheet

Some of my STRENGTHS are: • Interests -  • Aptitudes -	
Some things I need to work on are:	
My current goal is: (Goals must be specific, challenging, and attainable)	
How does achieving this goal benefit me?	
List any obstacles I may face:	
What sacrifices must I make to achieve this goal?	
What information do I need to achieve this goal? What assistance and from whom?	
<b>Action Plan:</b>	
Action Steps	Completion Date:
1.	
2.	
3.	

## Lesson Six – Student Infographic

### Objectives:

- Students will create a poster/infographic to advertise their top job choice.

### Materials:

- All notes and research from previous lessons
- Poster can be electronic (<https://piktochart.com/formats/infographics/> )
- Poster paper
- Markers
- Glue
- Other art supplies and needed and available

### Set up:

- Individual

### Activities:

- Creation of an advertisement for jobs: Students will create a poster/infographic, etc to advertise their top job choice. If on poster board, half sheets should be plenty of room. On the poster they would need to include the following information:
  - Wage (including overtime)
  - Normal hours
  - Education/training
  - Skills needed
  - Availability for the job in their area
  - Positives of the job
  - Negatives of the job
  - What is available in HS to reach their goal
  - Pictures

**Formative Assessment:** Students will present their infographic and audience will complete presentation rubric.

- Poster/Infographic
- Rubrics

## Rubric

### Poster/Infographic

Students will create an advertisement poster showcasing their chosen career.

	<b>Proficient</b> 33 Points	<b>Emerging</b> 25 Points	<b>Beginning</b> 17 Points
<b>Career Information</b>	All information was included: = Wage (including overtime) = Normal hours = Education/training = Skills needed = Availability for the job in their area = Positives of the job = Negatives of the job = What is available in HS to reach goal = Pictures	Most of the information was included: = Wage (including overtime) = Normal hours = Education/training = Skills needed = Availability for the job in their area = Positives of the job = Negatives of the job = What is available in HS to reach goal = Pictures	Less than half of information was included: = Wage (including overtime) = Normal hours = Education/training = Skills needed = Availability for the job in their area = Positives of the job = Negatives of the job = What is available in HS to reach goal = Pictures
<b>Visual</b>	Visual was interesting and eye catching Visual enhanced the presentation Visual was used throughout the presentation	Visual was relevant but did not grab the interest of audience Visual was referred to periodically throughout the presentation.	Visual did not enhance presentation or was missing.
<b>Presentation</b>	Presentation was well organized Student made good eye contact with audience Spoke clearly and loudly Presentation was interesting	Student did at least two of the following: made eye contact, spoke loudly and clearly, delivered nd easy to follow presentation, evidence of presentation preparation.	Student did at least two of the following: student made no eye contact, spoke at low volume, poor diction, lack of evidence of presentation preparation.



## **Resources:**

### **Attachment 1**

#### **Chalk Talk Instructions**

### **Attachment 2**

#### **Graphic Organizers for the 16 career clusters**

# Chalk Talk

## Purpose

A Chalk Talk is a written protocol in which students respond in writing, in a central place (such as a piece of chart paper), to an important, open-ended question—silently. It is a way to promote discussion and awareness of issues, perspectives, or academic challenges and to demonstrate knowledge of a topic. Chalk Talks bypass the social roadblocks that often impede classroom communication and ensure that all voices are heard. A Chalk Talk is also an excellent way to promote awareness of patterns and problems, as students reflect on the information they have shared.

## Materials

- Chart paper
- Markers (to write questions in bold letters on chart paper)
- Colored writing utensils, one per student
- Optional: sticky notes
- Anchor chart for protocol norms

## Procedure

1. Formulate one or more important, open-ended questions that will provoke comments and responses.
2. Write the questions or topics on separate pieces of chart paper in bold marker. Post the charts on the wall or on desks so that all students have ready access to them.
3. Give each student a different-colored pencil or marker.
4. Explain the Chalk Talk protocol and answer any student questions.
5. Set up norms for the Chalk Talk:
  - This technique works only if everyone is writing and responding throughout the designated time period and remains silent throughout.
  - Make it clear that everyone is responsible for writing a comment, reading others' comments, and responding to at least one to three comments on every chart paper.
  - No one should sit down until the time period is over.
  - Opinions must be freely expressed and honored. No personal attacks are allowed.
  - Comments should be thoughtful and further the discussion.
6. Allow 10 to 20 minutes for the Chalk Talk. It's helpful to walk around, read, and gently point students to interesting comments. All writing and responding is done in silence.
7. Search for patterns. In pairs, students should read through all the postings, search for patterns and themes (or "notice and wonder") and record those patterns on a piece of paper. This part takes about 5 minutes and is not silent.
8. Conduct a whole-group share. Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

## Variations

- Have students write on and post sticky notes instead of responding directly on the chart paper, so chart paper can be reused for multiple classes if needed.
- Adding an element of optional text coding (e.g., students placing a star next to comments they agree with or a question mark on comments they don't understand) can deepen the written discussion.
- Have students respond to the questions in collaborative groups, with each group using a different color marker. In this variation, students do not work silently—discussion among group members is key.
- Technological versions of Chalk Talk (such as commenting on a teacher-owned blog) may further students' interest and engagement. However, bear in mind that switching the format of Chalk Talk to a technological forum will require different guidelines, routines, and piloting to proactively plan for possible challenges.

## References

Adapted from: Original by Hilton Smith, Foxfire Fund; adapted by Marylyn Wentworth

## Architecture and Construction

<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

## Arts, Audio/Video Technology, and Communications

<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

## Business, Management, and Administration

<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

<b>Education &amp; Training</b>		
<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

<b>Finance</b>		
<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>



## Government & Public Administration

<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

<b>Health Science</b>		
<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

## Hospitality & Tourism

<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>

<b>Human Services</b>		
<b>Jobs</b>	<b>Description</b>	<b>Interesting Facts</b>













## Transportation, Distribution & Logistics

Jobs	Description	Interesting Facts