Possible Futures Curriculum
Career Foundations Unit Overview

The lessons in this unit provide "career foundations" that will help your students prepare to be future-ready thinkers and young professionals. It has been used to prepare students for STEM career exploration.

- Lessons 1-7 draw from the **Lenses on the Future** module which is designed to equip students to chart a path to future success by identifying personal interests and strengths (SELF), considering the life they want to lead (SECURITY), and reflecting on potential ways to contribute to society (SOCIETY).
    1. An Us Identity/The Me I Choose
    2. Know Your Spark
    3. Where I'm From, Where I'm Going
    4. Connecting Careers to Personal Interests
    5. Name & Pitch Your Brand
    6. Social Identity, Issues and Images
    7. Job, Job, Career

- Lessons 8-12 draw from the **Skills for Success** module focusing on Collaboration and Communication, two essential 21st century skills.
    8. Imperfect Partners
    9. The Power of Belonging
    10. What is Communication?/Building Meaning Together
    11. Listening to Understand
    12. Communication Skills that Pay the Bills

There are options for each lesson–the original version which typically comes with a Word doc lesson plan and google slides and in some cases a virtual version that is student-facing. Some lessons also have an optional school-home connection.

POSSIBLE FUTURES - CAREER FOUNDATIONS

Lesson Title and Guiding Questions	Source Material	Lesson Overview	Enduring Learning Targets Students Will...	Optional School to Home Connection
LENSES ON THE FUTURE: SELF, SOCIETY, SECURITY (Lessons 1-7)				
Lesson 1 **An Us Identity, A-Z** *Are we truly unique?* (Self, originally L1) **The Me I Choose** *How Do My Choices Create My Identity?* (Self, originally L8)	**An Us Identity, A-Z** Original in-person lesson (L1)--50 minutes • Word doc lesson plan • Google slides **The Me I Choose** Original in-person lesson (L8)--50 minutes • Word doc lesson plan • Google slides Modified virtual lesson (combo of An Us Identity and The Me I Choose)--45 minutes	In this lesson, Young Professionals will develop understanding of their personal identities by reflecting on their interests and traits.	• Identify components of their personal identities • Define personal identity as a reflection of individual traits, choices, and options within one's control • Explore in writing their personal character traits	Interview a parent or trusted adult about their personal identities
Lesson 2 **Know your Spark** *Why is it important to know my spark?* (Self, originally L7)	Original in-person lesson (L7)--60 minutes • Word doc lesson plan • Google slides Modified virtual lesson --45 minutes	In this lesson, Young Professionals will learn about how knowing their sparks can help them have a good future and reflect on their personal sparks.	• Understand the importance of sparks • Describe their personal sparks	

Lesson 3 **Day One** **Where I'm From…** *Where am I from?* **Day Two** **Where I'm Going…** *How does where I am from shape where I am going?* (Self, originally L12)	Original in-person 2-session lesson (L12)--Session 1: 65 minutes; Session 2: 70 minutes • Word doc lesson plan • Google slides Modified virtual lesson--45 minutes each session	*Day One*: In this lesson, Young Professionals will read the poem "Where I'm From," by George Ella Lyon. Then, by looking at other "Where I'm From" examples, brainstorming, and using graphic organizers and templates, they will create their own Where I Am From poems. *Day Two*: YPs will now envision their future by reflecting on their goals and completing their poems.	• Use Where I am From poems to get inspired to write their own. • Use precise words and phrases, relevant descriptive details, and sensory language and	Interview a family member to discover the story of your name! Family interview
Lesson 4 **Connecting Career to Personal Interests** *How can I connect my interests to my work?* (Self, originally L15)	Original in-person lesson (L15)--70 minutes • Word doc lesson plan • Google slides Modified virtual lesson--45 minutes	This lesson requires Young Professionals to move beyond simply identifying their sparks and interests. They will now begin to recognize how their unique interests and talents can align to careers. They will use the framework of career clusters to explore different careers and think about how their specific strengths may be applied to various industries.	• Identify possible connections between personal interests and careers • Categorize jobs within career clusters • Apply an exploratory mindset to career clusters	

Lesson 5 **Day One** **Name Your Brand** *What is my brand?* **Day Two:** **Pitch Your Brand** *How can I share my brand story quickly, but effectively?* *How is my pitch? What can I do to polish it?* (Society, originally L1 and L4)	Day One Original in-person lesson (L1)--60 minutes • Word doc lesson plan • Google slides Day Two Original in-person lesson (L4)--60 minutes • Word doc lesson plan • Google slides Modified virtual lesson (combo of Name and Pitch Your Brand)--45 minutes each session	*Day One:* This lesson introduces Young Professionals to the concept of personal brands and how they can be used to open doors to opportunities. *Day Two*: Then YPs have the opportunity to develop and practice an elevator pitch.	• Define the concept of personal brand • Create brand descriptors based on personal traits • Learn how to describe your brand in an elevator pitch • Practice and refine personal elevator pitch • Collaborate through role playing	OPTIONAL PITCH VIDEO Students can write, practice, video and share their 60-90 second pitches.
Lesson 6 **Social Identity** *When you look at me, who do you see?* (Society, originally L9) **Issues and Images** *How can art raise the awareness of issues?*	**Social Identity** Original in-person lesson (L9)--90 minutes • Word doc lesson plan • Google slides **Issues and Images** Original in-person lesson (L13)--90 minutes • Word doc lesson plan • Google slides	Young Professionals will spend more time exploring personal identities, a complex concept made up of the internal and the external workings of a human being. They will then create a visual image of themselves and an issue that is important to them choosing phrases, images, and colors to represent their issue.	• Identify the components of Social Identity • Classify social identities using different categories • Use visual images to create a clear statement about themselves and an issue they care about through artwork	

(Society, originally L13)	Modified virtual lesson (combo of Social Identity and Issues and Images)--45 minutes			
Lesson 7 **Job, Job, Career** *What is the difference between a job and a career?* (Security, originally L6)	Original in-person lesson (L6)--45 minutes • Word doc lesson plan • Google slides Modified virtual lesson--45 minutes	In this lesson, Young Professionals explore the differences between a job and a career. They will practice using a Venn diagram, a usual tool for comparing shared and differing characteristics.	• Use structured conversation with peers to share background and new knowledge. • Organize new learning in a structured format.	Ask a family or community member to explain the difference between a job and a career. Take notes, then complete a Venn diagram based on the interview.
Skills for Success: COLLABORATION and COMMUNICATION (Lessons 8-12)				
Lesson 8 **Imperfect Partners** *How can differences be used to strengthen collaborations?* (Collaboration, originally L3)	Original in-person lesson (L03)--50 minutes • Word doc lesson plan • Google slides Modified virtual lesson--45 minutes	In this lesson, Young Professionals will collaborate with someone they do not know well to identify similarities and differences and record their findings in a Venn diagram. Next, YPs will explore imperfection by using their non- dominant hand to make a portrait of their partner—the results are often creative and capture interesting details. The lesson concludes with YPs reflecting on how it felt to work with someone they did	• Describe why teams function at their best when they understand the diversity of their sociocultural perspectives, talents, and skills • Identify similarities and differences between themselves and classmates	Ask a family member or another trusted adult one reason that learning to work with people who are different from you is important.Then draw using your non-dominant hand. If you use Autodraw copy onto the Imperfect drawing slide

		not know well and what they learned from the experience.		
Lesson 9 **Power of Belonging** *How does belonging help you do well in school?* (Collaboration, originally L11)	Original in-person lesson (L11)--70 minutes • Word doc lesson plan Modified virtual lesson--45 minutes	This lesson provides an exploration of what it means to belong and what it means to feel excluded. In the reflect-write-share activity, Young Professionals will share their personal experiences around belonging and exclusion. Later, YPs will examine case studies on the impact of belonging.	• Identify attributes and impacts of the feelings of belonging and exclusion • Determine how others can feel belonging and exclusion • Brainstorm ways to increase a sense of belonging	Ask an adult you trust questions about a time they felt they belonged and a time they felt they did not belong or were excluded. Power of Belonging interview

Lesson 10 **What is Communication?/** *Why is understanding communication important?* (Communication, originally L1) **Building Meaning Together** *What Is Love?* (Communication, originally L2)	**What is Communication?** Original in-person lesson (L1)--45 minutes • Word doc lesson plan • Google slides **Building Meaning Together** Original in-person lesson (L2)--60 minutes • Word doc lesson plan • Google slides Modified virtual lesson--45 minutes	In this lesson, Young Professionals will participate in a series of activities that promote effective communication concluding with students setting goals for communication skills they would like to develop.	• Illustrate a personal understanding of communication • Identify the components of communication • Model social construction by co-constructing a creature with a peer • Reflect on personal communication goals	

Lesson 11 **Listening to Understand** *How can I get you?* (Communication, originally L7)	Original in-person lesson (L07)--50 minutes • Word doc lesson plan Modified virtual lesson--45 minutes	In this lesson, Young Professionals will review and practice principles of Listening First to Understand and the Eight Habits of Highly Successful Teens, one of which is "Seek First to Understand, Then to Be Understood." YPs will utilize and apply listening strategies to analyze individual case studies to create win-win scenarios.	• Analyze a case study and apply the Listen First to Understand principle to create a win-win solution • Collaborate with a group to listen and incorporate different perspectives and ideas	Ask a family member or other trusted adult to discuss an issue that the adult has recently encountered at work or in their personal life. Use the Listen First to Understand and Communication PAQ strategies and complete the *Listen First graphic organizer* to think through the issue and create a win-win solution
Lesson 12 **Communication Skills that Pay the Bills** *What skills will make me employee of the month?* (Communication, originally L16)	Original in-person lesson (L16)--65 minutes • Word doc lesson plan Modified virtual lesson--45 minutes	This lesson provides Young Professionals an opportunity to solidify their new learning on communication by providing their future selves with some advice to help them succeed in their first job.	• Identify the economic benefits of strong communication skills • Evaluate the actions of an employee and create alternative • Describe actions that will make them outstanding employees in their first job	