

ANALYZE THE BOTTOM LINE

Focus Area: College and Career Readiness
Elevator 2: Supplemental Lessons
Lesson Duration: 50 minutes

OVERVIEW

Elevate students will discuss career choices and paths related to alignment with values and interests, analyze the costs and benefits of these choices, and predict possible needs for getting help from a trusted adult.

ELEVATE OBJECTIVES

Decision Making

- Analyze real-life issues and make positive decisions that reflect their personal values and mission.
 - *Students will discuss the costs and benefits of their career choice, and how it aligns to values and goals.*
 - *Students will evaluate if the costs are “worth” their investments, dependent on how well it aligns to values and goals.*

Problem Solving

- Judge the necessity of seeking help from a trusted adult when faced with challenges.
 - *Student will analyze the need for support from trusted adults along their chosen career path.*
 - *Students will write about when they might need support, who they might ask and why they would need the support.*

COMMON CORE OBJECTIVES

- [CCSS.MATH.CONTENT.HSS.MD.B.5](#)
(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
- [CCSS.ELA-LITERACY.SL.11-12.1](#)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

CASEL COMPETENCIES:

Self-Management, Responsible Decision-Making

Materials

- Copies of the following handouts, one per student
 - *Bell Work: “Future Figures”*
 - *“Cost/Benefit Analysis of Your Career”*
- Computers with internet for student research

Preparation

- Room setup: desks set up in six groups
- Write the Elevate Objectives on the board.
- Turn computers on for student research (use computer lab for all students to access a computer, if needed).

Strategies and Best Practices Used

- Think-Pair-Share
- Inquiry-Based Learning
- Small Group Work
- Journaling

Suggestions for Supplemental Learning


- Students can create separate posters or bulletin boards showing the cost/benefit analysis of each path, including reasons for pursuing each path.
- Student groups can create “commercials” to persuade others to pursue one of the career paths.


INTRODUCTION – FUTURE FIGURES


Warm-Up

5 minutes

Team Teaching

 #1: G

 #2: BW

 #3: A

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “Future Figures” to each student.
- Questions for Bell Work:
 1. *Would your post-secondary goals be different if money was not an issue? Why or why not?*
 2. *Would your professional goals look different if there were no barriers (money, family, friends, location, etc.)? Why or why not?*
 3. *How much do you think these next five years will impact your future on a scale of 1-3? (1=not at all, 3=very much.) Why do you think that?*
 4. *Is your career choice based on future income, or an interest or passion? How do you feel about that?*


MINI LESSON: ADVANTAGES AND DISADVANTAGES OF YOUR PATH


Think/Pair/Share

10 minutes

Team Teaching

 #1: L

 #2: A

 #3: A

Lead Teacher Says: “Today we are going to talk about the facts and figures that accompany your career choices and paths to get there. Some professional and educational paths cost more than others, while some careers pay more than others. It’s important to be aware of what your goals will cost.”

- Ask students to share their answer to the first question on their Bell Work with their nearest partner. Allow one minute for sharing, and then call on two or three students to share their partner’s answer.
- Repeat this activity for the rest of the Bell Work questions.

ACTIVITY: “COST/BENEFIT ANALYSIS OF YOUR CAREER”

Inquiry-Based Learning

15 minutes

Team Teaching

★ #2: L

📄 #3: A

🗣️ #1: ONE

Lead Teacher Says: “There once was a young man who loved fixing things. He decided to become a plumber, and he made about \$40,000/year by going to trade school for a year and then getting a job in his home town, where he knew many people. Another young man went to college and became a zoologist, also making \$40,000/year. For the same salary, they took different routes with different costs.”

- Ask: “Why would someone go to college instead of going to trade school?”
- Look for answers such as:
 - *Some careers require a college degree*
 - *Some people have a passion for a specific career*
 - *Some parents want their kids to go to college*

{TEACHER TIP}

For this activity, students will need computers, iPads, laptops or smart phones for research. This may need to be done in a computer lab. Students can pair up if not enough computers are available.

- Hand out “Cost/Benefit Analysis of Your Career” to each student and ask them to use computers to research the answers to the top part of their handout.
- Allow up to fifteen minutes for this activity

ACTIVITY: “DO THE MATH”

Small Group Work

15 minutes

Team Teaching

★ #3: L

📄 #1: A

🗣️ #2: ONE

Lead Teacher Says: “A part of life is crunching the numbers and evaluating if our choices are ‘worth it’ to us.”

- Divide students into six groups.
- Ask group members to work through the numbers for the first question on the bottom half of their handouts.
- Allow 3-5 minutes for this, and then call on two or three students to share their answers.
- Repeat this process for the other two questions on the bottom of their handout.
- Close this activity with a discussion related to:
 - *Why are their chosen educational/professional paths worth it to them?*
 - *What are the benefits of their choices?*
 - *How can they overcome the disadvantages of their paths?*
- Allow fifteen minutes for this activity.

{TEACHER TIP}

Collect these to review in the next lesson.

Lead Teacher Says: “Some of you might still be unsure of your path. Many young people spend time volunteering in areas that they are interested in, either in their own community or across the globe in programs like the Peace Corps. Just start doing SOMETHING that moves you toward your life goals and dreams.”

Wrap Up

Journaling

5 minutes

Team Teaching

★ #1: L

📄 #2: G

📄 #3: A

WRAP UP AND STUDENT ACTION

- Ask students to write a journal entry answering these questions:
 - *How can your chosen educational/professional path help you to reinvest back into communities to support others in their paths?*

Student Action: *Share your career choice and path with at least two people (adult, friend or family member) and discuss the benefits and costs of this choice. Write a brief summary of the feedback these people gave and bring this information for the next lesson.*

BELL WORK: FUTURE FIGURES

Would your post-secondary **goals** be different if money was not an issue? Why or why not?

Would your professional **path** look different if there were no barriers (money, family, friends, location, etc.)? Why or why not?

How much do you think these next five years will impact your future? (On a scale of 1-3, 1=not at all, 3=very much) Why do you think that?

Is your career choice based on future income, or an interest or passion? How do you feel about that?

BELL WORK: FUTURE FIGURES

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Would your professional **path** look different if there were no barriers (money, family, friends, location, etc.)? Why or why not?

How much do you think these next five years will impact your future? (On a scale of 1-3, 1=not at all, 3=very much) Why do you think that?

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COST/BENEFIT ANALYSIS OF YOUR CAREER

If you could get to the same chosen career through any route, figure your salary and the costs involved. How much will you have as profit or loss in five years? How about ten years?

What is your chosen career?			Why is this your choice?			
Routes to get there	Costs (tuition, start-up for business, etc.)		Average starting salary	Time it will take to break even	Profit in 5 years	Profit in 10 years
In-state college/university	\$	X ___ years=				
Out-of-state college/university	\$	X ___ years=				
Online college	\$	X ___ years=				
Community College	\$	X ___ years=				
Trade school	\$	X ___ years=				
Military education	\$	X ___ years=				
Entrepreneur / start your own business	\$	X ___ years=				

Reflection on the numbers above:

- Which route looks like the most efficient? Why? _____

- Is this the route that you were planning on taking? Why or why not? _____

- Is there anything or anyone that seems to be holding you back from the most efficient route? If so, how can you overcome this barrier? _____

When do you predict that you might need support from a trusted adult? Who might you ask, and why?
