

Inquiry Demonstration Plan

Lesson
Title: Career planning **Lesson #** 1 **Date:** _____

Name: Maggie **Subject(s):** Career education **Grade(s):** 6
Lesson Rationale & Overview
Why does this topic matter to students?

Career education enables students to connect their academic studies with future life and career goals to improve students' own educational experience and future career prospects (Welde et al., 2016). If students are engaged in career development since childhood, they can better engage in self and career exploration (Welde et al., 2016). Hence, career education is a way to help students understudies in getting to be effective, educated citizens by making a difference then learn how to successfully oversee their life toward favored future conceivable outcomes (Government of British Columbia, n.d.). Although many studies have begun to gain a certain understanding of students' career education, they tend to be more theoretical. Therefore, I think that in my inquiry project, we can allow students to experience or experience different modes, so that they can feel what kind of form a career exists. When we explore the learning content in career education, what we expect is to develop practice for students' real interest mining and future plans.

How does this lesson fit within the larger inquiry project?

This course is the first day of a one-week course, designed to explore careers and help students recognize themselves. The purpose of this course is to enhance the thinking of career planning and ensure that students understand how career education can help them manage their lives more effectively. Through classroom activities, discussions and reflections, students will establish a sense of connection with themselves and others and understand how they can proceed in future work. On the first day, I will examine students' current understanding and views about careers, and then determine the pattern of progress on the subject. In this course, we will focus on integrating career-related knowledge into our classroom in the previous course. As students understand and reflect on their beliefs, values and assumptions about learning, this lesson further transforms the dialogue from learning through theory or sensory experience (Day 1) to learning through practice (Day 2-4).

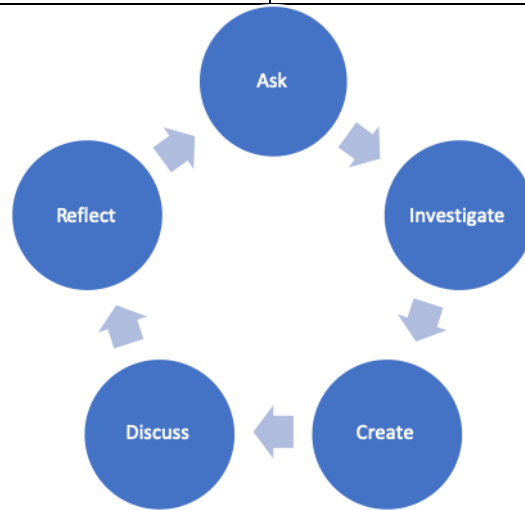
How does this lesson incorporate the inquiry cycle?

This unit is expected to be able to conduct a single round of inquiry cycle. Both students and teachers will be invited to explore in this project. The first is the inquiry about the project for teachers and students. Secondly, students will participate in surveys, explore basic questions, and participate in a design-based project. As the unit develops, students will create their own goals and plans. And after the activity is over, provide a space for students and teachers to discuss. In the process of the whole project, teachers can also update and supplement according to the actual development situation to strengthen the exploration of the project. This class allows students to explore their own interests and strengths, as well as the relationship between it and indigenous knowledge. Through classroom activities, discussions and reflections, we invite students to learn more about their strengths and talents.

Key Questions For Inquiry About the Topic of Study

Core Question for Inquiry Project	Supporting Question(s) in This Lesson
-What is career education?	-What are you Great at?
-How can career education help me manage my life?	-What unique skills do you have that come most naturally to you?
	-What talents have you cultivated and what do you

	<p>excel at even when you aren't trying?</p> <p>-What is the history of career education; what are the pros and cons?</p>
--	---



Inquiry Approach/Style and Rationale

This project is based on the design thinking method. For teachers, It provides the possibility for teachers to change the inherent teaching methods in the classroom (Galileo Educational Network, 2021). For a certain objective, people may have different perspectives via inquiry and people could be more creative or have more comprehensive understanding (Bai, 2005). This learning framework combines indigenous principles and a process of reflective thinking. A large part of the project will be exploration, encouraging students to use explicit activities through the use of indigenous teachings. Students will spend time exploring their own needs, strengths, and time to observe and collaborate with others to explore their own happiness. Furthermore, most students believe that participating in career education has helped them learn more about themselves, have a better understanding of their profession, and are excited about what they can do (Welde et al., 2016). Hence, if students can make a plan for their future and are excited about what they imagine, then they may feel closer to their education and more interested in learning how to achieve their future life and career goals. It can also help students better understand themselves and make the best career choice. Understand the problem of career planning for contemporary people to manage themselves and help employment. Through learning, students will experience some silhouette fragments in professional life, and understand the possible help that career planning can provide to people's lives. At the same time, students can also use assessments to check the quality of their work. At the same time, I hope that teachers can play a guiding role in this project, and provide students with more opportunities to discover themselves, get to know themselves and social practice.

Core Principles of Effective Teaching. Describe two or more core principles in each lesson.

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p>	<p>For students, the most challenging aspect is sharing and reflection. First of all, in terms of career, most people may not know so much about this aspect. Therefore, they may be restricted in group sharing and activities. At the same time, career is a big topic, and there are basically no standard answers to all the questions that make students think.</p>
<p><i>**How is the inquiry focused on building disciplinary knowledge and understandings?</i></p>	

<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	<p>Learning is considered a four-stage cycle, which is concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (Kolb, 1976). In this project, we try our best to enable students to participate fully and openly, and have no prejudice against new experiences (CE); if they can reflect on and observe these experiences from multiple angles (RO); at the same time, they can create their own observations are integrated into logically reasonable theories (AC) concepts; and they can use these theories to make decisions and solve problems (AE) (Kolb, 1976). Students will have a diversified understanding of careers throughout the learning process.</p>
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>The inquiry unit uses basic questions instead of learning outcomes. Students participate in learning and critical discussions. Through daily records, a communication circle is formed between students, and teachers can also see students’ understanding and progress as well as changes in ideas. The daily reflection on Google doc allows students to share their learning and feelings, which will also help teachers to conduct formative and summative evaluations of students in the future.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Students are deeply involved in this work, discover their own interests and advantages through practice, and know why this is important to them. Teachers are the guide and motivation for students in the whole unit to carry out deep reflection. They will discuss and give feedback at the end of the project.</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>Teachers reflect on themselves through students’ reflection and performance. For example, how will I follow up on my teaching model to support the professional development of students?</p>

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate confidently, using forms and strategies that show attention to my audience and purpose.		I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Career education (Grade 6)

New experiences, both within and outside of school, expand our career skill set and options

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> ➤ Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices. ➤ Explore volunteer opportunities and other new experiences outside school and recognize their value in career development. ➤ Apply project management skills to support career development 	<p>Personal Development</p> <ul style="list-style-type: none"> ➤ Goal-setting strategies ➤ Project management <p>Life and Career Plan</p>

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. (students could know themselves and find their interest via activity.)
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). (Career planning is a beneficial help in our future career choices. The discussion and understanding of careers in class, as well as personal experiences outside of class are effective ways for them to know themselves and help them plan for the future. Moreover, students will do holistic reflection)
- Learning requires exploration of one's identity. (I will help students to find them ikigai through activity.)

Respectful Relations: Inclusion, Personalization and Diversity

How will I invite students of all backgrounds, interests and skills into the inquiry?

- Students will discover and know themselves through classroom activities in advance and help them build self-confidence.
- Students will participate in different types of social practice according to their personal interests
- Invite students to share what they are willing to share.
- Students will gain a certain amount of experience through classroom activities and practice, as well as the guidance of the teacher. So, they can more clearly recognize their strengths and interests.
- Students will write down their understanding of occupation on the blackboard at the beginning of the first class, so that they can add new understanding later.

Lesson Activities

Time Allotted		Teacher	Students	Assessment Activities
Invitation : Ask	15min	<p>Guide students to think and discover their own ikigai.</p> <ul style="list-style-type: none"> -What are you Great at? -What unique skills do you have that come most naturally to you? -What talents have you cultivated and what do 	Allow students this time to work independently.	Jamboard(https://jamboard.google.com/d/1ezXxhDBu6nr0VszAzXpD3KCuAFLlLbFsYyxDdSKyREgk/viewer?f=0)

		you excel at even when you aren't trying?		
Inquiry	30min	<p>-What is career education?</p> <p>-How can career education help me manage my life?</p> <p>-What is the history of career education; what are the pros and cons?</p> <p>-Discuss in groups according to the professional field they want to be/think/know, what kind of professional field they belong to in the group should be?</p> <p>-Watch the video: Education and Career Guidance</p>	<p>Participate in discussion, ask questions where needed.</p> <p>Brainstorm as much as possible. Students can record their understanding of the discussion on the blackboard.</p>	<p>Mentimeter (https://www.menti.com/fq2hmv7jq2)</p> <p>https://www.mentimeter.com/s/c29a2749854df122fc372259f2c6aa21/ba89a674ae2f</p>
Discuss	15min	<p>- Ask the students to stop and ask them if they have any challenges in understanding careers and career education.</p> <p>-Discuss why they think this is the career they think</p>	<p>-Students discuss the challenges of the activity and think about why they feel that it is a challenge for them.</p>	
Reflect	10min	<p>-Discuss anything that comes up when reflecting on group discussions and personal reflections.</p> <p>-Ask students to record their thoughts in Google doc.</p>	<p>Students participate in discussions and then make their daily records.</p>	<p>Google doc(https://docs.google.com/document/d/1fcDJCna17m2vM3DZ7PiAz-UHD17PxauHI4Jzmvu12WA/edit)</p>

Materials and Resources (use APA citation format)

- Prepare google doc to share their understanding of career
- Prepare Jamboard and ensure appropriate share setting to allow participants to contribute.
- blackboard

Organizational Strategies (Optional)

Students will have different options to stay in a comfortable place to work, engage in group discussions, and share personally

Proactive, Positive Classroom Learning Environment Strategies (Optional)

Extensions

If the group or individual completes the task ahead of time, students can go ahead and make a record of today's events on Google doc

Reflections (to be completed after the Lesson Demonstration ONLY)

This is my first time to teach others, especially online teaching. It is particularly challenging, as the network may have delays, so it is difficult to get real-time feedback from people in the conference room, and in this course, I found it more difficult because I worked with Deepika, Swanshi and Sonal the relationship is limited. Whereas, during the course of the whole class, we also have timely communication. My classmates can reflect personally, share ideas with the group, and use Jamboard and Mentimeter to help them understand themselves. At the same time, in terms of time, we were able to basically complete the originally planned course within 45 minutes.

Although I think this course and sequence went well, there are still many problems in my course. After the course, my team members gave me many suggestions. Deepika suggested that as a student, a video about history may be easier to attract their attention than words. At the same time, Swashi also said that if there is a group discussion, it may make students understand more about career planning (because of limited conditions, the originally designed group discussion cannot be carried out normally. Sonal also affirmed my course. But I think there is a loophole that did not pave the way for the expansion/transition of my next lesson. Overall, I really appreciate Deepika, Swashi and Sonal for sharing their feedback and suggestions with me.

Additionally, through this class, my feeling is that in the role of a teacher, I try to synthesize and connect the experiences and stories shared by everyone in the discussion and use this information to guide me in the direction, from learning as a sensory experience to Reflective learning. However, I found that when I asked a question and no one gave a timely response, I felt anxious and a little embarrassed. Therefore, I think that one thing I have to consider afterwards is how to guide students to participate in the classroom more actively around my intention of exploring and teaching.