



# **M<sup>3</sup> Series: Making My Move**

## **Lesson #4: How Do I Get There? My Dream Job**

*Teacher and Student Editions*

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Current Phase of Lesson: Phase 3



**Illinois  
State Board of  
Education**



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The School Career Resources (SCR) “Making My Move” is a series of five lessons developed for 5<sup>th</sup> to 8<sup>th</sup> grade students based on career pathways to help them begin to think about career opportunities. Each lesson utilizes the construction of an aircraft-related project to engage the students in career decision making. Each of the five lessons build off one another, so it is important to do them in sequence. However, if time is only available for one lesson, the first lesson is the most important. Each lesson can be taught by any teacher or school counselor; no prior knowledge is needed to successfully deliver the content. Lessons could be taught in transitional classes, classes where students are introduced to careers, homeroom sessions, classes that would involve students conducting self-reflection, social studies classes, etc. Honestly, this series of lessons could be taught in any upper elementary or middle school class, at any time. Each lesson was designed for one class period, but since they provide a rich context for elaboration, you may want to consider planning for two or more hours.

**SCR 1:** This lesson uses the construction of a hot air balloon as the vehicle for instruction and as a visual representation of student potential. In this lesson, students will explore their abilities and interests in the context of where they can go.

**SCR 2:** This lesson uses a dirigible or blimp as the vehicle for instruction and as a visual representation that careers can be selected and guided. In this lesson, students will explore how their abilities and interests can help them consider career areas; it is not intended that students will pick a career at this time. Rather, students will see how a plan is valuable for achieving goals.

**SCR 3:** This lesson uses the construction of a model of an antique airplane as the vehicle for instruction and as an example of skills and interests. In this lesson, students build a model airplane and plan an imaginary trip in it, drawing their flight path on a road map or an aeronautical sectional chart. Students “fly” the airplane on a string to experience that it can be controlled. The activities in this lesson provide a context to identify likes, dislikes, and skills, so students see how their personal beliefs lead to the identification of an appropriate career cluster.

**SCR 4:** This lesson uses a jet as the vehicle for instruction and as a visual representation of going fast, high, and far. This lesson was designed to help students in grades 5-8 expand their thinking about what is possible. Students build a model jet aircraft and decorate it to reflect their interests and values. Students fly the jet using a rubber band-powered launcher and adjust the control surfaces for a successful flight path. The activities in this lesson lay the foundation for a focus on matching careers to personal values, interests and goals. When an occupation/job is chosen based upon one’s interests and values, passion, enthusiasm, and resiliency will be there for developing a successful, fulfilling career.

**SCR 5:** This lesson uses a rocket as the vehicle for instruction and as a visual representation of doing extraordinary things. Students design and build the rocket and then test it for stability before launching. Students also build a tracking device and use it to calculate the apogee (highest altitude). Students compare the tasks they completed in this activity to characteristics they feel employers need. Finally, students match employability skills with career clusters consistent with their interests.

Completing the lessons in the SCR “Making My Move” series will help to meet two Illinois PaCE (Postsecondary Career Expectations) requirements in the 8<sup>th</sup> grade individual learning plan:

1. complete a career cluster survey
2. complete a unit on education planning

See <https://www.isac.org/pace/documents/pace-framework.pdf> for additional information. In addition to helping meet the PaCE requirements, the SCR lessons address several Illinois Priority Learning Standards in English Language Arts, Mathematics, Physical Science, and Social Emotional Learning areas.

## Lesson Overview:

This is the fourth of a series of five lessons designed to help students in grades 5-8 think about and explore possible careers according to their interests and values. In this lesson students work in pairs to build a model jet aircraft and decorating it to reflect their interests and values. Students will “fly” the jet directly where they want to go (career) by planning (learning about their own values and interests) the correct path where they want to go. These activities lay the foundation for a focus on matching careers to personal values, interests and goals. When an occupation/job is chosen based upon one’s interests and values the passion, enthusiasm and resiliency will be there for developing a successful, fulfilling career.

## Classes or Discipline:

- Transitional classes
- Career based classes (i.e. Intro to Careers)
- Any class or subject involving self-reflection or planning for the future
- Social Science, Math, ELA, Science

## Career Cluster:

- This lesson is applicable to all [CTE Career Clusters](#)

## Illinois CTE Endorsement Area:

- This lesson is applicable to all [CTE Endorsement Areas](#)

**Grade Level(s):** 5th-8th grades.

**Anticipated Days/Minutes:** Approximately a 50-minutes class period but could be extended into a few class periods if several academic standards are addressed.

## Learning Objectives:

At the conclusion of this lesson and activities, students will be able to:

- Use their abilities and interests to identify personal values and career interests.

**Standards Addressed**--dependent upon the subject in which the lesson is immersed:

- [Priority Learning Standards](#)
  - *English Language Arts (LA) Grades 5-8: Written Expression -*
    - W 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - *Social Emotional Learning Goal 3 (Illinois Early Learning and Development Standards - IELDS 32)*
    - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. Critical Concepts 3A: Consider ethical, safety, and societal factors in making decisions.
  - *Social Emotional Learning Goal 2 (IELDS 31)*
    - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
    - 2B: Recognize individual and group similarities and differences.

- [Illinois Social/Emotional Standards:](#)
  - Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
    - 1B Recognize personal qualities and external supports--
  - Stage I--1. Identify possible career and volunteer opportunities based on your identified interests and strengths.
  
- [American School Counselor Association \(ASCA\) Standards](#)
  - Mindset Standards:
    - M 2: Self-confidence in ability to succeed.
    - M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success.
    - M 6: Positive attitude toward work and learning.
  - Behavior Standards:
    - Self-Management Skills:
      - B-SMS 1: Demonstrate ability to assume responsibility.
      - B-SMS 2: Demonstrate self-discipline and self-control
      - B-SMS 3: Demonstrate ability to work independently.
    - Social Skills:
      - B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.
  
- [Illinois WorkNet Postsecondary & Career Expectations \(PaCE\) Student Checklist](#)
  - Identify potential careers you are interested in.
  - Explore career clusters.
  
- **Illinois Learning Standards**
  - Mathematics-data can be collected from the flight of the airplane, displayed in an appropriate graph, and analyzed.
  - Science- forces and motion, theory of flight, air pressure

**Essential Employability Skills.** There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on integrity, positive attitude, critical thinking and active listening.

Skill	How It Is Addressed:
Integrity	Completing the value survey should be done with integrity. Students should not rush through the process or fear getting an answer wrong as that is not possible. Students should be honest and do the best that they can to answer all questions truthfully.
Positive Attitude	This activity is about self-exploration. Adolescents can struggle with their identity and this is a good way to allow them to understand that everyone has a talent and a skill they can be proud of and their personal values are important.

Critical Thinking	Working with a peer is essential at the workplace and in the classroom. Sharing values and ideas while receiving support without judgment results in a positive productivity environment.
Active Listening	The building of the jet aircraft as well as the engage activity focus on good listening skills.

### Enduring Understandings:

- Students will know how to apply their personal interests and values while building a potential list of career ideas.

### Resources and References:

Each jet requires the following materials:

1. Scissors
2. Glue stick or white glue
3. Colored pencils/markers/pens
4. Printed jet aircraft pattern on cardstock (found at the end of the lesson)
5. Paperclips
6. Rubber bands
7. Optional: small stickers

Lesson in the classroom will also require:

1. Paper, scissors, and pen/pencil for each student.
2. Values Handout or access to [PassItOn](http://PassItOn.com) (previously values.com)
3. Student access to the career website used in Lesson #2 and #3 (as a reminder if you had students sign-in individually they can use the same sign in again with this lesson. Some schools have a group account so you may have access to the login information. Working with your administration or school counselor might be helpful to secure your student's login info.) Many school districts use other career exploration programs such as Xello, Major Clarity, Naviance or Illinois WorkNet. Your school/career counselor will be helpful in matching the goals of this lesson with progress of the school/s career exploration program.  
Link to: [Illinois Career Information System](http://Illinois Career Information System)

Suggested Differentiation Strategies:

- Using partners or working in small groups.
- Writing notes, paraphrasing, or using pictures are all acceptable.
- Some students may need help cutting and taping.
- The jet aircraft project allows room for creativity. Some students will be uncomfortable with choice and claim to not know what they are supposed to do. In many cases, exactly what to do is rather flexible and many options will all work out fine. Provide support as necessary but avoid telling them what to do.
- Access to a variety of technology online tools for students to express their thoughts, i.e.: , Jamboard, Google Slides, Google Docs, Google Sheets, PearDeck, oral answers using Vacaroo, etc.
- The following 2 bullet points will be referencing the Illinois Career Information System
  - The only way to not succeed in this activity is to not do it. There is an online version with two different levels of the picture version of the assessment. The online version can be read out loud for readers who struggle with vocabulary. Some students may

need some guidance to stay at the specific section on the website to complete their tasks.

- To meet the needs of some students, complete the optional activity in the Elaborate/Extent Part II section. The interest survey from the Illinois State Board of Education Career Guide pages 8 and 9 is available for those that need adaptations to the online Illinois Career Information System. It organizes student's interests by actions they enjoy: Doer, Creator, Thinker, Helper, Persuader, and Organizer.

Throughout this lesson, suggested teacher notes and comments are in red.

## **1. Engage: (15 minutes)**

Would You Rather Game: Follow the steps below.

1. Take a piece of paper and divide it into 16 parts (fold in half 4 times).
2. Cut on the folds to create 16 rectangles.
3. Think of people on their jobs at their workplace. Consider the work environment (where, tools, benefits) and things people do at work.
4. Ask yourself a "Would You Rather" question and think of two choices of answers.
5. Now write the two choices on each side of a rectangle. An example would be: Would You Rather...work outside or work inside? Write on one side the words "work outside" and then "work inside" on the other side.
6. Continue creating Would You Rather workplace conditions until you have all 16 completed and written on the rectangles.
7. Now play the "Would You Rather" game yourself and choose the best answer for **you**.
8. Next trade the "Would You Rather" rectangles with another student and quickly have them choose their best choice while you choose the best from their rectangles.

Ask these questions and encourage students to think about the answers as they play the game.

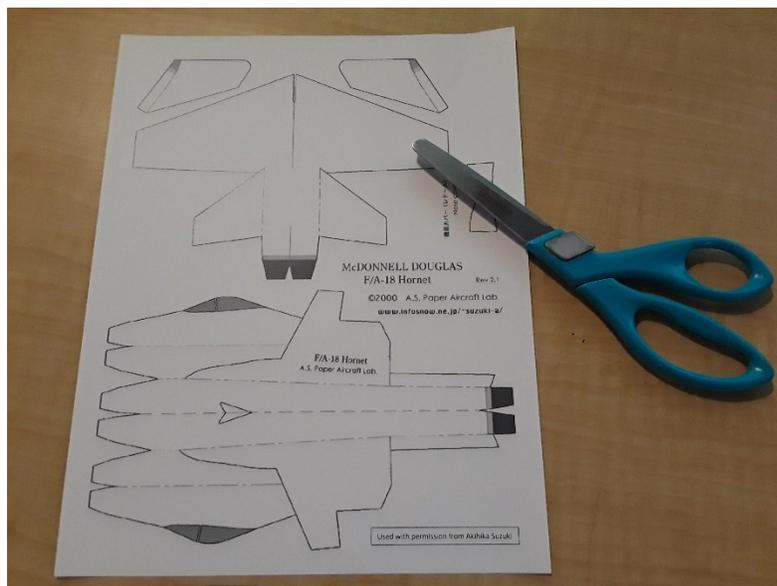
1. Tell me about this game...Did you notice anything?
  2. Why did you choose a specific side of the Would You Rather question?
  3. Did you have any of the same choices as the other student? Why? What does that tell you about these students? What does it tell you about yourself?
  4. Do you think most questions were easy to answer?
  5. Had you ever thought about some of the questions before today?
  6. Were there any that were hard to answer?
  7. Why do you think we did this activity? What did you learn by doing it?
  8. Work values. What does that mean?
9. Sometimes getting to know yourself is challenging. Imagining your own future as an adult working while walking on a career path, may even seem impossible. Sometimes making decisions about where you would like to work and describe those work environments helps us see the future, or a glimpse in what can happen. Let us complete a project and then use it to help us learn more about ourselves so we can imagine our future and make plans towards that vision.

## 2. Explore: (40 minutes)

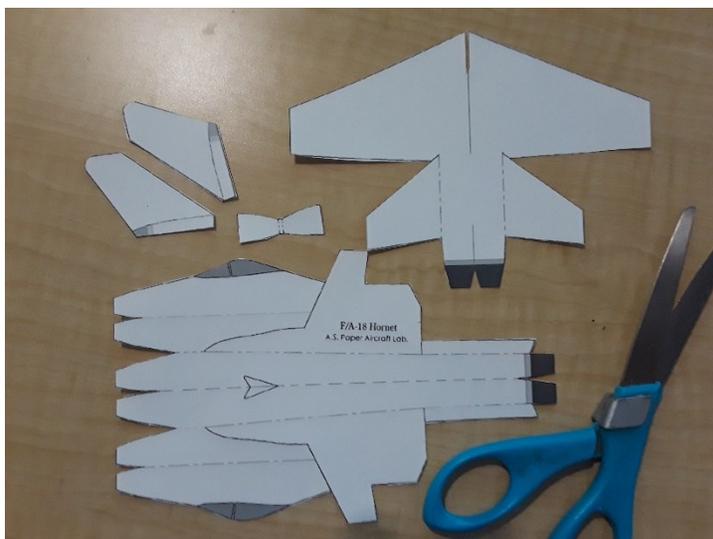
### Part 1

In this lesson, you will be building your own jet aircraft. Jet engines were first developed in the late 1930s for use in military aircraft. They allowed much higher speeds than was possible with a propeller-driven airplane. Today jet engines are found on nearly all commercial and military airplanes. They are not intended for “flying around the patch looking at the scenery.” Jet airplanes are designed to fly fast, high, and far.

1. Get an F-18 pattern from your teacher. It is printed on cardstock or other heavy paper.



2. Cut around the perimeter of all five parts.



3. Do not cut on any of the dotted or dashed lines.

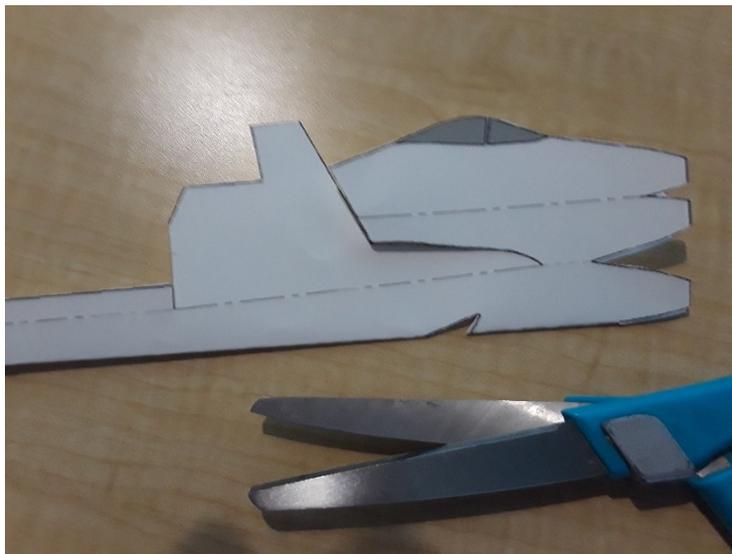
4. Cut the slot on the front edge of the wing, but do not cut on the thin line that extends down the center or on the thin line that comes up from the engine nozzles.



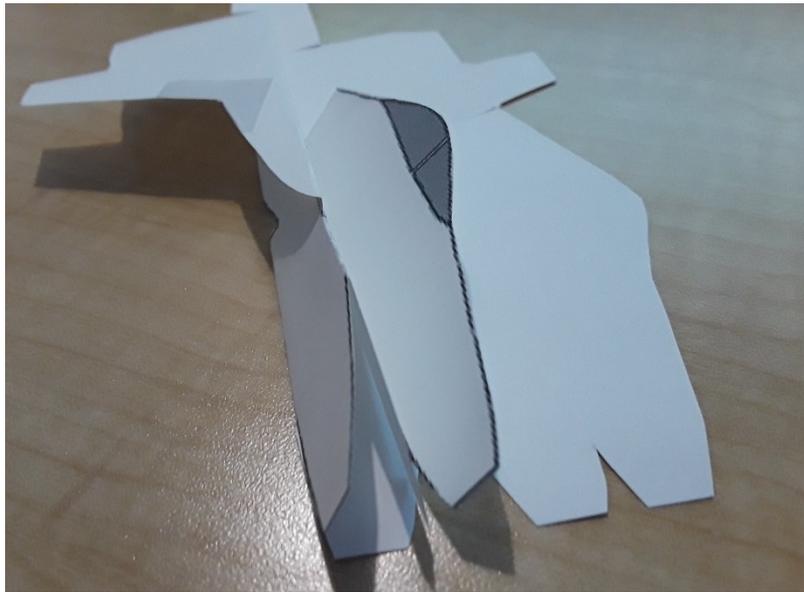
5. Cut the solid line around the front edge of the fuselage piece.
6. There is an odd-shaped triangle in the center. You can cut it now or wait until later.

### **Folding the Fuselage:**

1. When folding the paper, the dashed lines fold down and the long dash-short dash-long dash lines fold up.
2. Start by folding the center of the fuselage down.



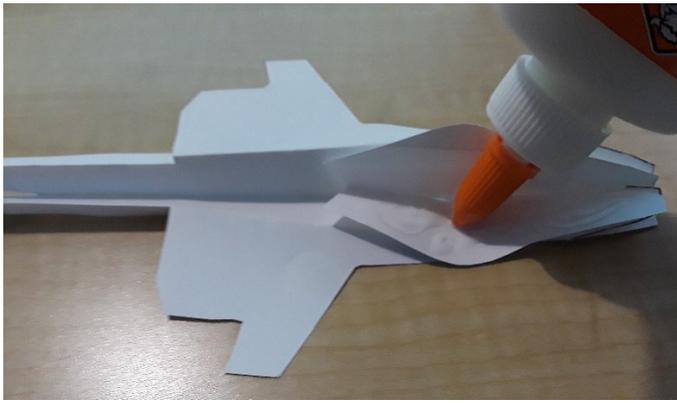
3. You can now cut the triangle easily.
4. Fold the wing section and the little tab behind it up, but not the cockpit.



5. The cockpit has a dashed line so it folds down.
6. Fold the next line up on both sides of the cockpit. It makes a W shape.

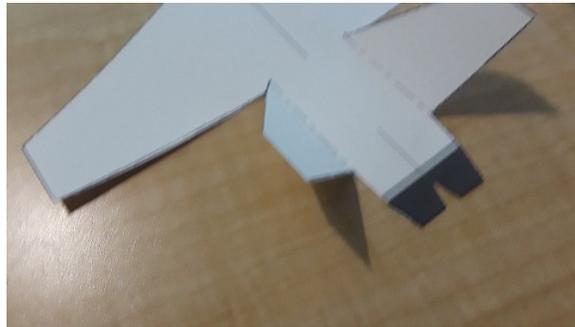


7. Crease these folds firmly by sliding a marker or other smooth object over them.
8. Put some glue on the parts that fit together and glue them solid. Be sure everything is straight.

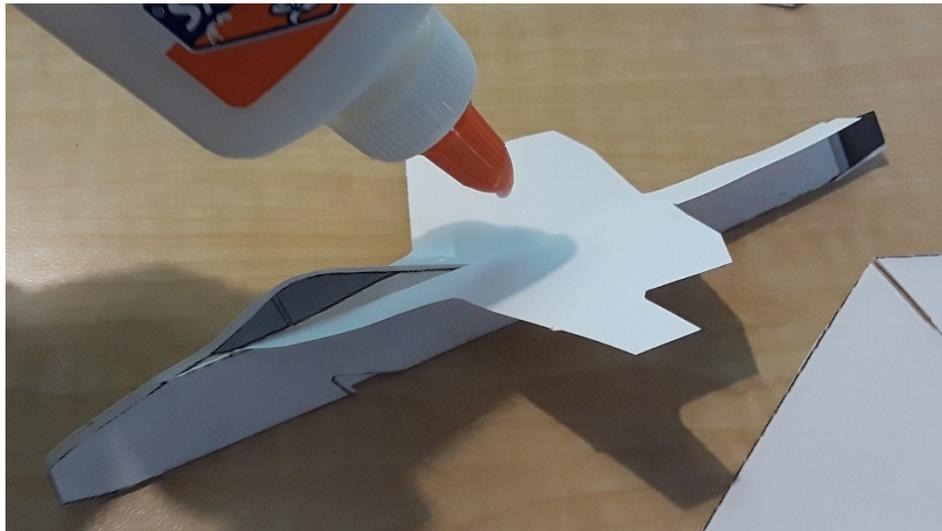


### **Folding the Rudders and attaching the wings:**

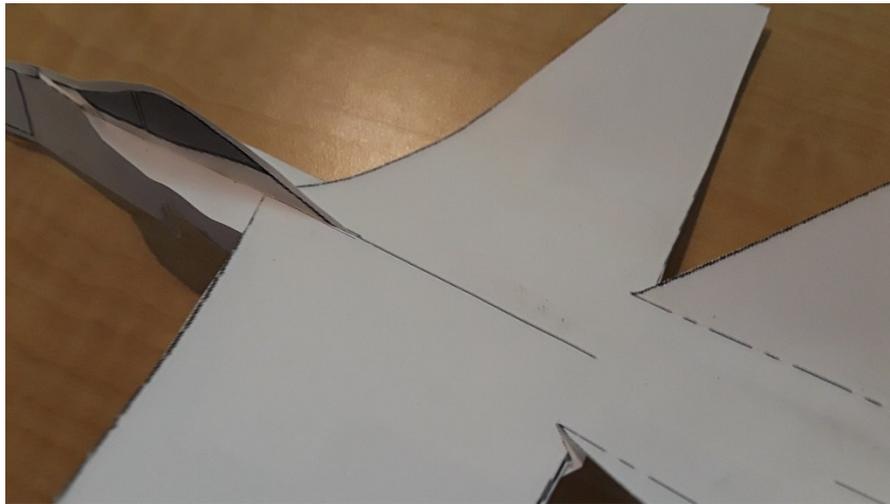
1. Fold both rudders up about  $45^{\circ}$ .



2. Put glue on the top of the wing sections that are attached to the fuselage.



3. Set the wing on top. Align it so the cockpit fits into the slot on the wings and the engine nozzles line up in the back.

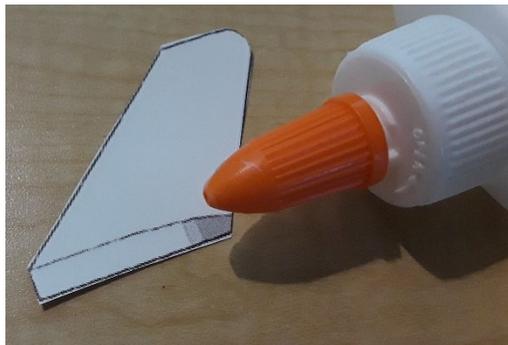


### **Finishing up**

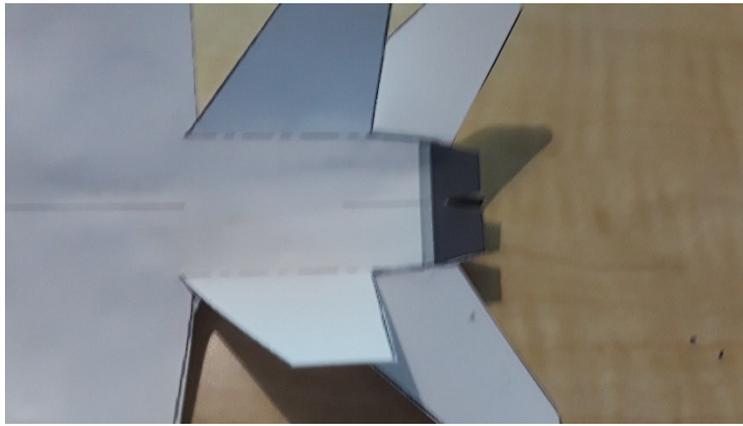
1. Put glue on the small piece that looks like a bow tie.
2. Fold it over the nose of the fuselage.



3. Put glue on the ends of the two stabilizer parts



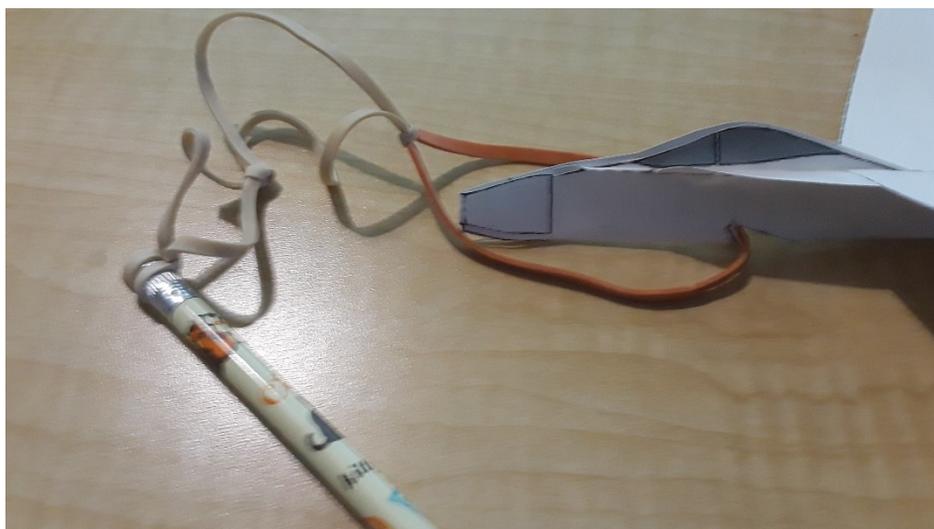
4. Attach them under the fuselage on both sides.

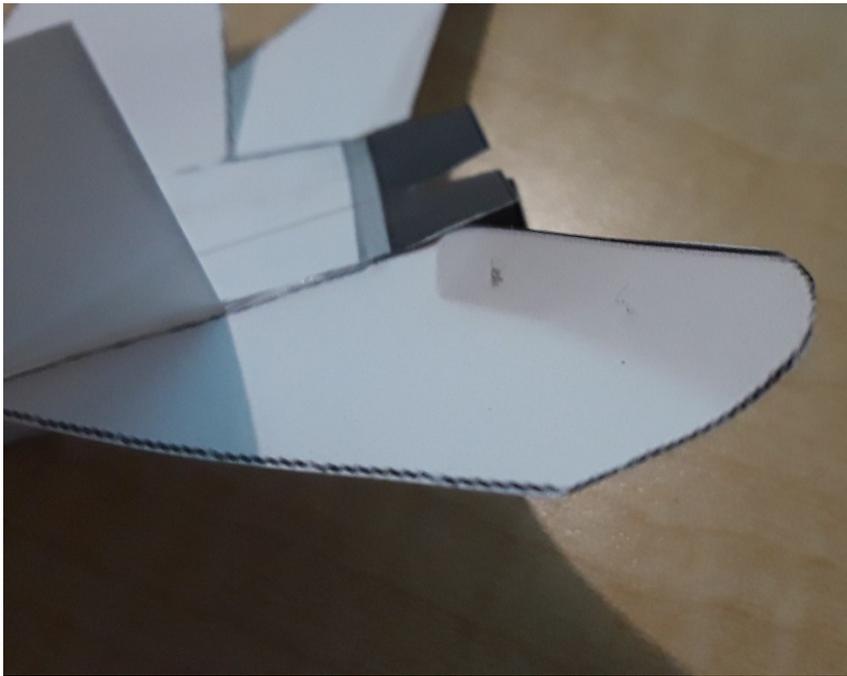


5. Cut out the V-shaped notch on the bottom edge of the fuselage.



6. Straighten out all the parts and bend the wings up slightly.
7. Decorate the jet using various colors of pencils, markers, stickers, etc., to reflect you.
8. Your jet is now ready to fly.
9. Toss it gently into the air.
  - a. If it climbs, stalls, and dives, put a paper clip on the nose.
  - b. If it dives, bend the back edge of both stabilizers up slightly.
10. Make a catapult launcher by tying several rubber bands to together and then to the top of a pencil. Hook the rubber bands into the notch on the bottom edge of the fuselage. Be careful. It will now fly very fast, high, and far.





## Part 2

For teacher information and background only, please do not provide this information to the students. Students will discover this during their investigations. **VALUES (DEFINED and EXPLAINED)** Values, psychological perspectives” in the International Encyclopedia of the Social and Behavioral Sciences, as “internalized cognitive structures that guide choices by evoking a sense of basic principles of right and wrong (e.g., moral values), a sense of priorities (e.g., personal achievement vs. group good) and that create a willingness to make meaning and see patterns (e.g., trust vs. distrust).

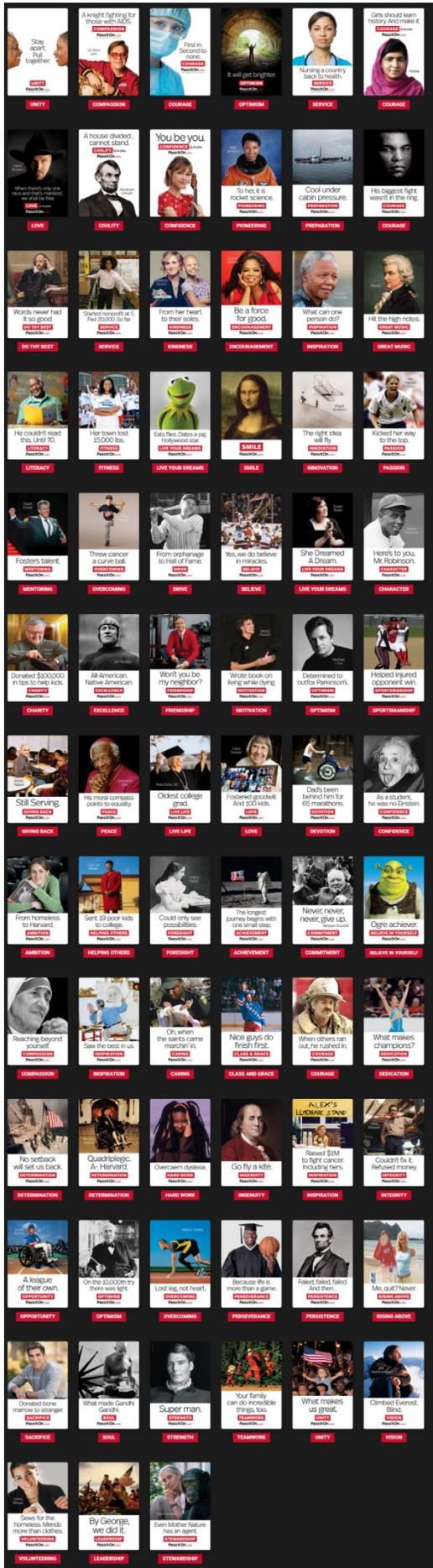
Values are your priorities that guide your choices and help you to make meaning of your experiences; your core value is the thing or things you see as your mission in life “the thing that you are for” ...what motivates you.

## Pass It On

In this section, you will take a closer look at what you value.

1. Ask yourself, what are values? Look for the definition of “values” using online and classroom resources and write it down.
2. Compare your definition to the person sitting beside you.  
**Conduct a classroom student-led discussion on the definition of values. It can be done orally or as a digital round table discussion using an online application which allows students to comment on other’s responses. Guide the discussion to explore many aspects of values and how they affect decisions. Avoid providing THE answer.**
3. Now explore the website [PassItOn](#). The website includes quotes, videos, billboards, radio ads, blogs, daily inspirations, stories, etc.
4. Choose 3 to 5 values that either describe you or values that you feel are very important for you at your workplace [Click here](#) for the list of the values or obtain a list from your

teacher. On the following page you will also find examples of the values illustrated in an array of celebrity pictures.



### **3. Explain: (20 minutes)**

Choose the format in which you would like the students to respond to the following questions? Be creative. Use formal or informal response, written or digital responses using , Jamboard, Google Slides, Google Docs Table, Google Sheets, PearDeck. Oral responses using Vacaroo, etc. Emphasize the importance of their **why** answers.

**Questions to answer in the method/format the teacher directs.**

#### **Part 1 (Jet activity)**

1. Why are jets used by most commercial airline airplanes and military airplanes?  
Jet engines are used in most commercial and military aircraft because they are powerful, fast, and lightweight. They are not inexpensive or economical to operate, but those characteristics are not limiting factors for their application.
2. If you could fly fast, high, and far....where would you go? Why?  
This question gets the student thinking about individual decisions that result in some desirable outcome. They may have never considered being able to select a place and actually go there.
3. If you could go anywhere and do anything with you life, where would you go and what would you do?  
Here again, the idea of individual choice concerning a career may not have occurred to the young student. They may feel limited to jobs available in their location or jobs their parents or other relatives hold.

#### **Part 2 (Value activity)**

Consider the following questions and share them with your classmates/peers and your teacher by recording your responses in the method/format directed by your teacher.

1. Explain **why** you choose each of your values.
2. Provide an example of a time when one of those values affected a decision you made.
3. Of all the values you saw on the website, select one that has little or no interest to you. Explain why that value is not important to you.

### **4. Elaborate/Extend:(30 minutes)**

#### **Part 1**

If the students have access to their scores from the survey from the last session, they should have seen a chart that looks like a variation of this.

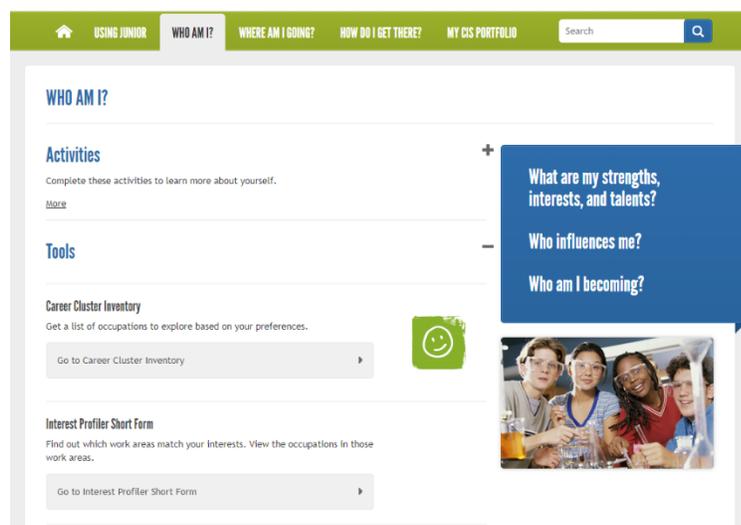
Allow them to sign back in or use your (or a generic) account to click around if they need to see a visual of the sign in process again.

If you are using a different career exploration program/tool (Xello, Major Clarity, Naviance or Illinois WorkNet), have students look at their suggested careers based upon their interests and value surveys.

1. Sign in to your account at [Illinois Career Information System](#)



2. Click on the IL Residents tab in the middle of the screen and select CIS Junior.
3. Key in your Username and Password.
4. Click on the Who Am I tab on the top and then click on the + sign to the right of Tools to see this screen:



5. Click on the box "Go to Interest Profiler Short Form."
6. You should see this screen.

7. Click on your best answer for each question, there will be 60 questions.
8. When you are done, select the Results button at the bottom right and you will get your **Using Your Interests to Explore Occupations** results.
9. Scroll through the 6 areas (Conventional, Enterprising, Social, Realistic, Artistic, and Investigative), read through each description and click on the one that has the highest score.
10. That link will display a list of occupations that match that the interests you selected during the Interest Profiler Short Form. Read the description on the top of this webpage. Does it describe you? If so, click on an occupation to learn more. If not, click the BACK arrow and choose a different area, maybe the one you had the second highest score. Now choose an occupation to learn more.
11. Read through the careers listed and choose one to learn more about that occupation. (Notice you have now advanced to the **WHERE AM I GOING?** Tab. Explore each topic in the Overview section: What will the Work Be Like?, Where Would I Work?, What Skills Do I Need?, How Much Would I Earn?, Will There Be Jobs in the Future?, How Do I Prepare?, What Should I Study?

12. Consider what you have read online about an occupation/career. Take a few minutes to explain your answers to the following questions in the format/method your teacher instructs:

**Teachers look at other ideas below.)**

1. Did you notice anything interesting?
2. Are you seeing any connections with the tasks and information presented?
3. Did you learn anything new?
4. Are there any conflicts with your personal values or interests within this career?
5. How does following a career path is like a jet flying fast, high and far?

There are a lot of ways to look at what a career can mean to a student at this point. The most basic idea is that they are seeing a pattern between what their values are, what they like to do and skills involved in a type of career. They can specifically look at "How Much Would I Earn" and "Will There Be Jobs in the Future" in this section. Give them time to find out something interesting that they might not have realized before!

Be creative with how you want the students to explain their thoughts at this time. Do you want them to: write their answers?, draw pictures to represent what they learned and/or how they feel about that information?, create a video of themselves explaining their thoughts and what they learned about the specific career?, record a podcast that briefly highlights the career of their choice? or record an advertisement for an opening of a job position within that career? OR a digital roundtable where students can comment on each other's responses. The possibilities are endless!!!

## Part II: Optional

The following is found on pages 14 and 15 of the [Illinois State Board of Education Career Guide](#).

### CAREER ASSESSMENT

Discover what you are interested in by taking this simple assessment.  
Your personality, interests, abilities, talents, skills and values all make up who you are. This can be a big help in determining what type of career path you'd like to pursue.

#### STEP 1

DOER	CREATOR	THINKER
<ul style="list-style-type: none"><li>Fix mechanical things</li><li>Take a woodworking class</li><li>Take an auto mechanics class</li><li>Work outdoors</li><li>Operate motorized machines or equipment</li><li>Build things</li><li>Work alone</li><li>Tend/train animals</li><li>Solve mechanical puzzles</li><li>Plant a garden</li><li>Read a blueprint</li><li>Play a sport</li></ul>	<ul style="list-style-type: none"><li>Sketch, draw or paint by hand or computer</li><li>Play in a band or orchestra</li><li>Create photographs</li><li>Act in a play</li><li>Design fashions or interiors</li><li>Read fiction or poetry</li><li>Attend concerts, theater, or art exhibits</li><li>Work on crafts</li><li>Work according to your own rules</li><li>Use your imagination to do something original</li><li>Write stories and poetry</li></ul>	<ul style="list-style-type: none"><li>Perform scientific projects</li><li>Study the stars</li><li>Solve a problem</li><li>Investigate something</li><li>Read scientific books or magazines</li><li>Use logic and analytics</li><li>Use a microscope</li><li>Do complicated calculations</li><li>Understand physics laws and theories</li><li>Learn about a new subject area</li><li>Do lab experiments</li><li>Create software, websites, or videogames</li></ul>
<input type="checkbox"/> Total	<input type="checkbox"/> Total	<input type="checkbox"/> Total

#### STEP 2

DOER CAREER PATHS	CREATOR CAREER PATHS	THINKER CAREER PATHS
<ul style="list-style-type: none"><li>Agriculture, Food and Natural Resources</li><li>Information Technology</li><li>Architecture and Construction</li><li>Energy</li><li>Manufacturing</li><li>Transportation, Distribution and Logistics</li></ul>	<ul style="list-style-type: none"><li>Arts, A/V Technology and Communications</li><li>Human Services</li><li>Marketing, Sales and Service</li><li>Education and Training</li><li>Architecture and Construction</li><li>Science, Technology, Engineering and Mathematics</li></ul>	<ul style="list-style-type: none"><li>Agriculture, Food and Natural Resources</li><li>Business, Management and Administration</li><li>Finance</li><li>Health Science</li><li>Information Technology</li><li>Energy</li><li>Manufacturing</li><li>Science, Technology, Engineering and Mathematics</li></ul>

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#### STEP 1

Check all activities below that interest you. Count the number of marked activities in each group, and write the total in the box provided.

Which group had the highest number of marked activities? Find that group below, and explore the various career paths within that group, located throughout the Career Guide.

#### STEP 2

HELPER	PERSUADER	ORGANIZER
<ul style="list-style-type: none"><li>Work as a volunteer for a charity</li><li>Help others with their personal problems</li><li>Care for others</li><li>Teach someone something</li><li>Lead a group discussion</li><li>Play a team sport</li><li>Help others resolve a dispute</li><li>Participate in a meeting</li><li>Enjoy talking to people</li><li>Work with young people</li><li>Plan and supervise an activity</li></ul>	<ul style="list-style-type: none"><li>Operate own business</li><li>Serve as a group officer</li><li>Supervise others' work</li><li>Lead a group to accomplish a goal</li><li>Meet important people</li><li>Give a talk or speech</li><li>Promote an idea</li><li>Take on responsibility</li><li>Participate in a political campaign</li><li>Defend your position through social media or debate</li><li>Read business publications</li><li>Sell things</li></ul>	<ul style="list-style-type: none"><li>Operate office machines</li><li>Compute business figures</li><li>Take an accounting class</li><li>Work in an office</li><li>Write a business letter</li><li>Use a computer</li><li>Keep accurate records</li><li>Be responsible for details</li><li>Type or use word processing software</li><li>Be very well organized</li><li>Set up a system for doing something</li><li>Work with numbers</li></ul>
<input type="checkbox"/> Total	<input type="checkbox"/> Total	<input type="checkbox"/> Total

#### STEP 2

HELPER CAREER PATHS	PERSUADER CAREER PATHS	ORGANIZER CAREER PATHS
<ul style="list-style-type: none"><li>Hospitality and Tourism</li><li>Health Science</li><li>Education and Training</li><li>Government and Public Administration</li><li>Human Services</li><li>Law, Public Safety, Corrections and Security</li></ul>	<ul style="list-style-type: none"><li>Arts, A/V Technology and Communications</li><li>Business, Management and Administration</li><li>Hospitality and Tourism</li><li>Marketing, Sales and Service</li><li>Education and Training</li><li>Law, Public Service, Corrections and Security</li></ul>	<ul style="list-style-type: none"><li>Business, Management and Administration</li><li>Finance</li><li>Government and Public Adm.</li><li>Information Technology</li><li>Architecture and Construction</li><li>Transportation, Distribution and Logistics</li><li>Agriculture, Food and Natural Resources</li></ul>

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Students: Complete this Interest Survey to organize your interests by actions you enjoy: Doer, Creator, Thinker, Helper, Persuader, and Organizer. Write your results in the manner your teacher instructs you.

There are several ways to complete this optional activity. You can print out the form and have students record their scores on it and then share their results with a classmate or with their parents. One idea is for students to create a display board of their results. Other creative online formats/methods students could use to record their results would include: Jamboard, Google Slides, Google Docs, PearDeck, video programs, etc.

**5. Evaluate:**

Your teacher may use the following rubric to evaluate your understanding of the information presented in the lesson.

(3) Exceeds Expectations/ Accomplished	(2) Meets Expectations/ Competent	(1) Developing Toward Expectations
<p>The student followed directions carefully and diligently to complete the jet aircraft project.</p> <p>The student helped by encouraging and assisting others while problem solving during construction, while considering other students' suggestions.</p> <p>The student demonstrated a strong understanding of topic and texts in their responses from the Explain sections of the lesson and conveyed ideas and information very clear.</p> <p>The student made the connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson.</p> <p>The student was self-directed and took this lesson seriously, putting forth exceptional effort and a positive attitude.</p>	<p>The student followed most of the directions with a few minor errors and completed the jet aircraft project.</p> <p>The student tried other students' suggestions while problem solving during construction without being a distraction of others.</p> <p>The student demonstrated an understanding of the topic and texts in their responses from the Explain sections of the lesson and conveyed clear ideas and information.</p> <p>The connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson was prompted after discussion with the instructor.</p> <p>The student focused on the tasks and needed guidance to be successful.</p>	<p>The student followed a few directions and was unable to completely finish the jet aircraft project.</p> <p>The student tried but had some difficulty solving problems during construction OR did not take an opportunity to help others and may have been a distraction to others.</p> <p>The student demonstrated limited understanding of the topic and texts in their responses from the Explain sections of the lesson</p> <p>The student struggled to see the connection or was unable to make the connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson.</p> <p>The student chose not to participate at times and needed to be reminded to return to the task.</p>

**Notes:**

All ILCTE lessons are vetted by: Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, please [click here](#).

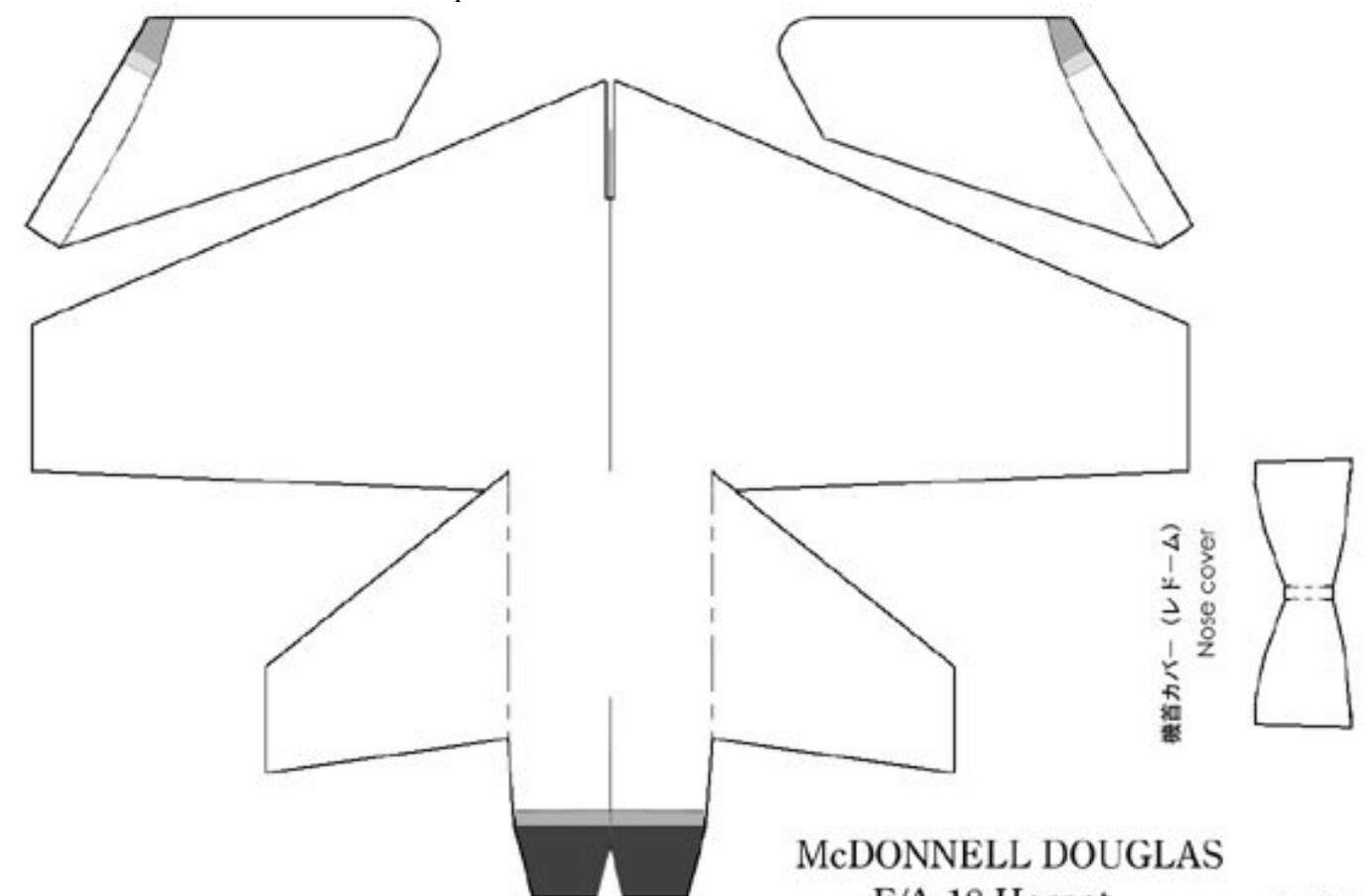
We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures/videos of your students using this lesson. Please send to Rod McQuality at: rdmcqua@ilstu.edu. By sending pictures, you have met all picture/video release for your school.

**Download Word/Google Document:**

Download as Google Doc or Word Doc. When open, click “open with” Google Docs. If you want in a Word Doc: click “file”, “download”, Microsoft Word and you will have in original PDF format.

Handout: F18 Pattern Used with permission of Akihiko Suzuki

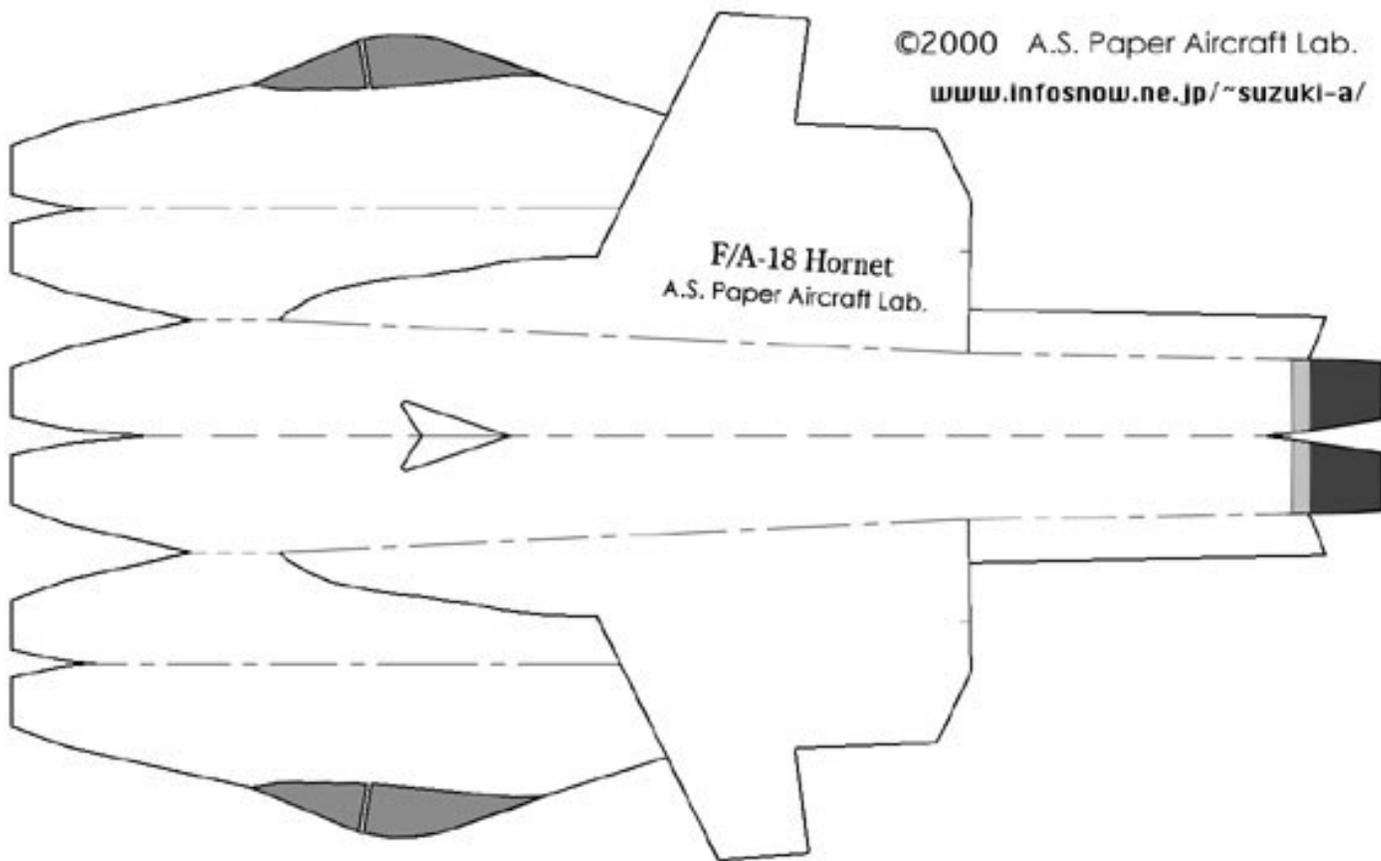


McDONNELL DOUGLAS  
F/A-18 Hornet

Rev 2.1

©2000 A.S. Paper Aircraft Lab.

[www.infosnow.ne.jp/~suzuki-a/](http://www.infosnow.ne.jp/~suzuki-a/)



Handout:

## List of Values

Values: [passifon.com](http://passifon.com) ..... Foundation of a Better Life

ACHIEVEMENT	CONFIDENCE	GET ALONG
AMBITION	CONNECTING	GET OUTSIDE
APPRECIATING · NATURE	COURAGE	GIVING BACK
APPRECIATION	COURTESY	GOOD EXAMPLES
BEING THERE	CREATIVITY	GOOD MANNERS
BELIEVE	DEDICATION	GOODNESS
BELIEVE IN · YOURSELF	DETERMINATION	GRATITUDE
BRAVERY	DEVOTION	GREAT MUSIC
CARING	DO THY BEST	GRIT
CHANGE	DO YOUR PART	HARD WORK
CHARACTER	DRIVE	HEALTH
CHARITY	EDUCATION	HELPING OTHERS
CHEER	EMPATHY	HONESTY
CIVILITY	ENCOURAGEMENT	HONOR
CLASS AND · GRACE	EQUALITY	HOPE
COMMITMENT	EXCELLENCE	HUMILITY
COMMON · GROUND	FAMILY	IMAGINE
COMPASSION	FITNESS	INCLUDING · OTHERS
COMPLIMENTS	FORESIGHT	INCLUSION
COMPROMISE	FORGIVENESS	INGENUITY
	FRIENDSHIP	INNOVATION
	GENEROSITY	

Values: [passifon.com](http://passifon.com) ..... Foundation of a Better Life

INTEGRITY	OVERCOMING	SELF-CARE
JOY	PARENTING	SERVICE
JUSTICE	PASSION	SHARING
KINDNESS	PATIENCE	SMILE
LAUGHTER	PEACE	SOUL
LEADERSHIP	PERSEVERANCE	SPORTSMANSHIP
LEARNING	PERSISTENCE	SPREAD YOUR · WINGS
LISTENING	PIONEERING	STEWARDSHIP
LITERACY	PLEASE AND · THANK YOU	STRENGTH
LIVE LIFE	PRACTICE	TEACHING BY · EXAMPLE
LIVE YOUR · DREAMS	PREPARATION	TEAMWORK
LOVE	PULL TOGETHER	THANK YOU
LOYALTY	PURPOSE	TRUE BEAUTY
MAKING A · DIFFERENCE	REACHING OUT	TRUST
MENTORING	RESILIENCE	UNITY
MINDFULNESS	RESPECT	VISION
MOTIVATION	RESPONSIBILITY	VOLUNTEERING
OPPORTUNITY	RIGHT CHOICES	WISDOM
OPTIMISM	RISE ABOVE	WONDER
	SACRIFICE	

# CAREER ASSESSMENT

Discover what you are interested in by taking this simple assessment.

Your personality, interests, abilities, talents, skills and values all make up who you are.

This can be a big help in determining what type of career path you'd like to pursue.

## STEP 1

### DOER

- Fix mechanical things
- Take a woodworking class
- Take an auto mechanics class
- Work outdoors
- Operate motorized machines or equipment
- Build things
- Work alone
- Tend/train animals
- Solve mechanical puzzles
- Plant a garden
- Read a blueprint
- Play a sport

Total

### CREATOR

- Sketch, draw or paint by hand or computer
- Play in a band or orchestra
- Create photographs
- Act in a play
- Design fashions or interiors
- Read fiction or poetry
- Attend concerts, theater, or art exhibits
- Work on crafts
- Work according to your own rules
- Use your imagination to do something original
- Write stories and poetry

Total

### THINKER

- Perform scientific projects
- Study the stars
- Solve a problem
- Investigate something
- Read scientific books or magazines
- Use logic and analytics
- Use a microscope
- Do complicated calculations
- Understand physics laws and theories
- Learn about a new subject area
- Do lab experiments
- Create software, websites, or videogames

Total

## STEP 2

### DOER CAREER PATHS

Agriculture, Food and Natural Resources  
 Information Technology  
 Architecture and Construction  
 Energy  
 Manufacturing  
 Transportation, Distribution and Logistics

### CREATOR CAREER PATHS

Arts, A/V Technology and Communications  
 Human Services  
 Marketing, Sales and Service  
 Education and Training  
 Architecture and Construction  
 Science, Technology, Engineering and Mathematics

### THINKER CAREER PATHS

Agriculture, Food and Natural Resources  
 Business, Management and Administration  
 Finance  
 Health Science  
 Information Technology  
 Energy  
 Manufacturing  
 Science, Technology, Engineering and Mathematics

**STEP 1** Check all activities below that interest you. Count the number of marked activities in each group, and write the total in the box provided.

Which group had the highest number of marked activities? Find that group below, and explore the various career paths within that group, located throughout the Career Guide.

**STEP 2** ←

### HELPER

- Work as a volunteer for a charity
- Help others with their personal problems
- Care for others
- Teach someone something
- Lead a group discussion
- Play a team sport
- Help others resolve a dispute
- Participate in a meeting
- Enjoy talking to people
- Work with young people
- Plan and supervise an activity

Total

### PERSUADER

- Operate own business
- Serve as a group officer
- Supervise others' work
- Lead a group to accomplish a goal
- Meet important people
- Give a talk or speech
- Promote an idea
- Take on responsibility
- Participate in a political campaign
- Defend your position through social media or debate
- Read business publications
- Sell things

Total

### ORGANIZER

- Operate office machines
- Compute business figures
- Take an accounting class
- Work in an office
- Write a business letter
- Use a computer
- Keep accurate records
- Be responsible for details
- Type or use word processing software
- Be very well organized
- Set up a system for doing something
- Work with numbers

Total

### HELPER CAREER PATHS

Hospitality and Tourism  
Health Science  
Education and Training  
Government and Public Administration  
Human Services  
Law, Public Safety, Corrections and Security

### PERSUADER CAREER PATHS

Arts, A/V Technology and Communications  
Business, Management and Administration  
Hospitality and Tourism  
Marketing, Sales and Service  
Education and Training  
Law, Public Service, Corrections and Security

### ORGANIZER CAREER PATHS

Business, Management and Administration  
Finance  
Government and Public Adm.  
Information Technology  
Architecture and Construction  
Transportation, Distribution and Logistics  
Agriculture, Food and Natural Resources



## **M<sup>3</sup>: Making My Move**

**Lesson:**

**#4 How Do I Get There?**

**My Dream Job**

*Student Edition*

## Lesson Overview:

This is the fourth of a series of five lessons designed to help students in grades 5-8 think about and explore possible careers according to their interests and values. In this lesson students work in pairs to build a model jet aircraft and decorating it to reflect their interests and values. Students will “fly” the jet directly where they want to go (career) by planning (learning about their own values and interests) the correct path where they want to go. These activities lay the foundation for a focus on matching careers to personal values, interests and goals. When an occupation/job is chosen based upon one’s interests and values the passion, enthusiasm and resiliency will be there for developing a successful, fulfilling career.

## Learning Objectives:

At the conclusion of this lesson and activities, students will be able to:

- Use their abilities and interests to identify personal values and career interests.

**Essential Employability Skills.** There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on integrity, positive attitude, critical thinking and active listening.

Skill	How It Is Addressed:
Integrity	Completing the value survey should be done with integrity. Students should not rush through the process or fear getting an answer wrong as that is not possible. Students should be honest and do the best that they can to answer all questions truthfully.
Positive Attitude	This activity is about self-exploration. Adolescents can struggle with their identity and this is a good way to allow them to understand that everyone has a talent and a skill they can be proud of and their personal values are important.
Critical Thinking	Working with a peer is essential at the workplace and in the classroom. Sharing values and ideas while receiving support without judgment results in a positive productivity environment.
Active Listening	The building of the jet aircraft as well as the engage activity focus on good listening skills.

## Enduring Understandings:

- Students will know how to apply their personal interests and values while building a potential list of career ideas.

## Resources and References:

Each jet requires the following materials:

1. Scissors
2. Glue stick or white glue
3. Colored pencils/markers/pens
4. Printed jet aircraft pattern on cardstock (found at the end of the lesson)
5. Paperclips
6. Rubber bands
7. Optional: small stickers

Lesson in the classroom will also require:

1. Paper, scissors, and pen/pencil for each student.
2. Values Handout or access to [PassItOn](#) (previously values.com)
3. Student access to the career website used in Lesson #2 and #3 (as a reminder if you had students sign-in individually they can use the same sign in again with this lesson. Some schools have a group account so you may have access to the login information. Working with your administration or school counselor might be helpful to secure your student's login info.) Many school districts use other career exploration programs such as Xello, Major Clarity, Naviance or Illinois WorkNet. Your school/career counselor will be helpful in matching the goals of this lesson with progress of the school/s career exploration program.  
Link to: [Illinois Career Information System](#)

## **1. Engage:**

### Would You Rather Game:

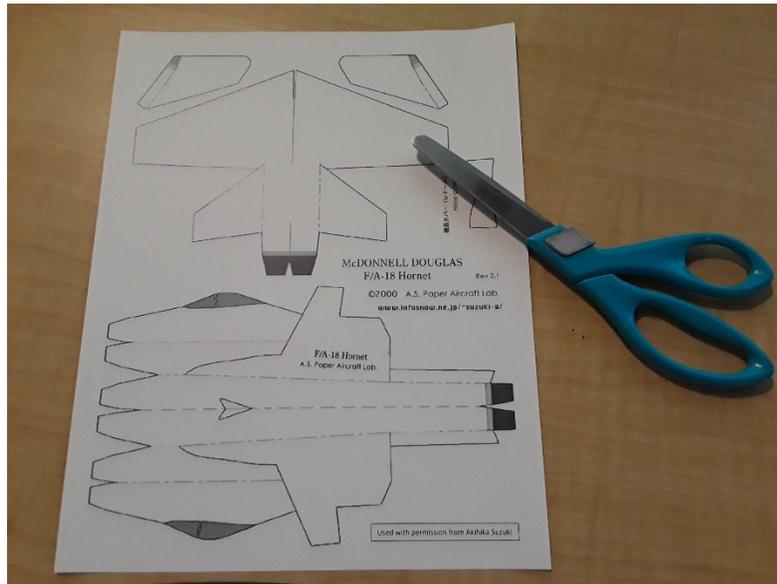
1. Take a piece of paper and divide it into 16 parts (fold in half 4 times).
2. Cut on the folds to create 16 rectangles.
3. Think of people on their jobs at their workplace. Consider the work environment (where, tools, benefits) and things people do at work.
4. Ask yourself a “Would You Rather” question and think of two choices of answers.
5. Now write the two choices on each side of a rectangle. An example would be: Would You Rather...work outside or work inside? Write on one side the words “work outside” and then “work inside” on the other side.
6. Continue creating Would You Rather workplace conditions until you have all 16 completed and written on the rectangles.
7. Now play the “Would You Rather” game yourself and choose the best answer for **you**.
8. Next trade the “Would You Rather” rectangles with another student and quickly have them choose their best choice while you choose the best from their rectangles.
9. Sometimes getting to know yourself is challenging. Imagining your own future as an adult working while walking on a career path, may even seem impossible. Sometimes making decisions about where you would like to work and describe those work environments helps us see the future, or a glimpse in what can happen. Let us complete a project and then use it to help us learn more about ourselves so we can imagine our future and make plans towards that vision.

## 2. Explore:

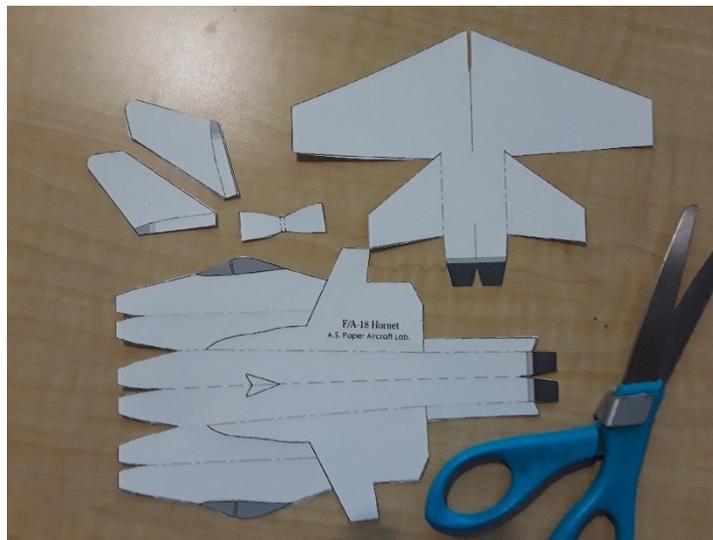
### Part 1

In this lesson, you will be building your own jet aircraft. Jet engines were first developed in the late 1930s for use in military aircraft. They allowed much higher speeds than was possible with a propeller-driven airplane. Today jet engines are found on nearly all commercial and military airplanes. They are not intended for “flying around the patch looking at the scenery.” Jet airplanes are designed to fly fast, high, and far.

1. Get an F-18 pattern from your teacher. It is printed on cardstock or other heavy paper.



2. Cut around the perimeter of all five parts.



3. Do not cut on any of the dotted or dashed lines.

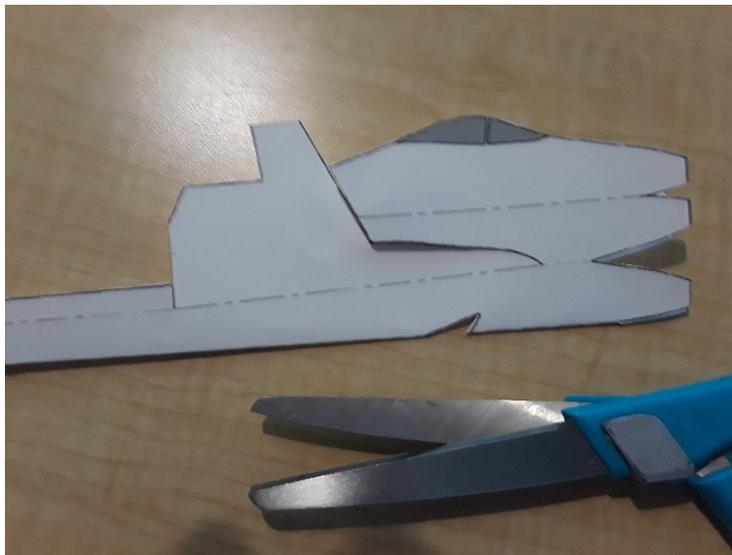
4. Cut the slot on the front edge of the wing, but do not cut on the thin line that extends down the center or on the thin line that comes up from the engine nozzles.



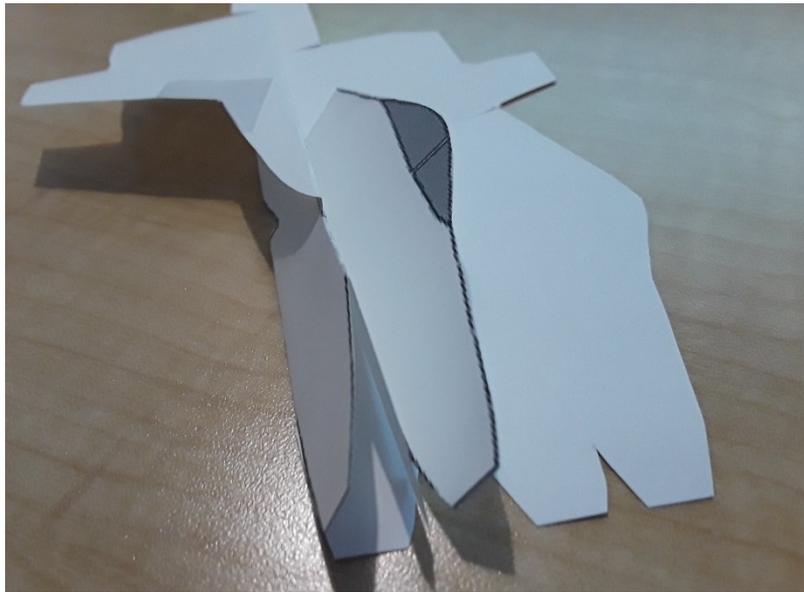
5. Cut the solid line around the front edge of the fuselage piece.
6. There is an odd-shaped triangle in the center. You can cut it now or wait until later.

### **Folding the Fuselage:**

1. When folding the paper, the dashed lines fold down and the long dash-short dash-long dash lines fold up.
2. Start by folding the center of the fuselage down.



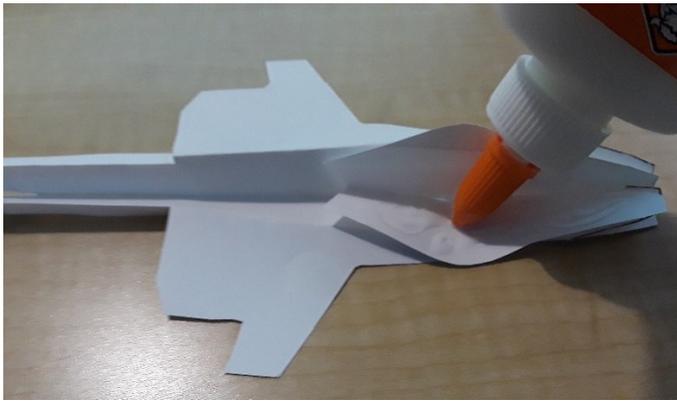
3. You can now cut the triangle easily.
4. Fold the wing section and the little tab behind it up, but not the cockpit.



5. The cockpit has a dashed line so it folds down.
6. Fold the next line up on both sides of the cockpit. It makes a W shape.

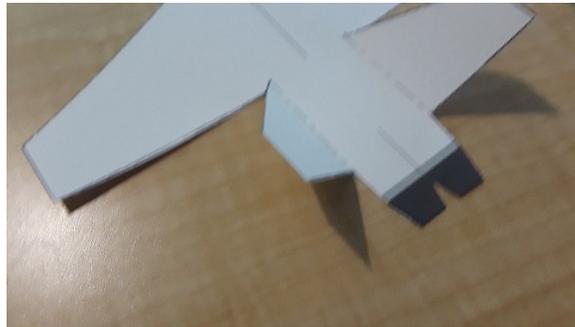


7. Crease these folds firmly by sliding a marker or other smooth object over them.
8. Put some glue on the parts that fit together and glue them solid. Be sure everything is straight.

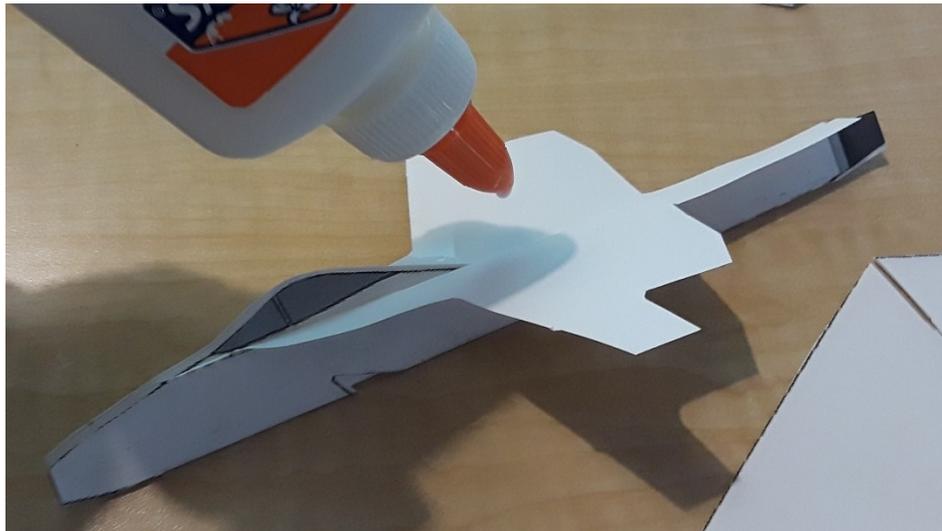


### **Folding the Rudders and attaching the wings:**

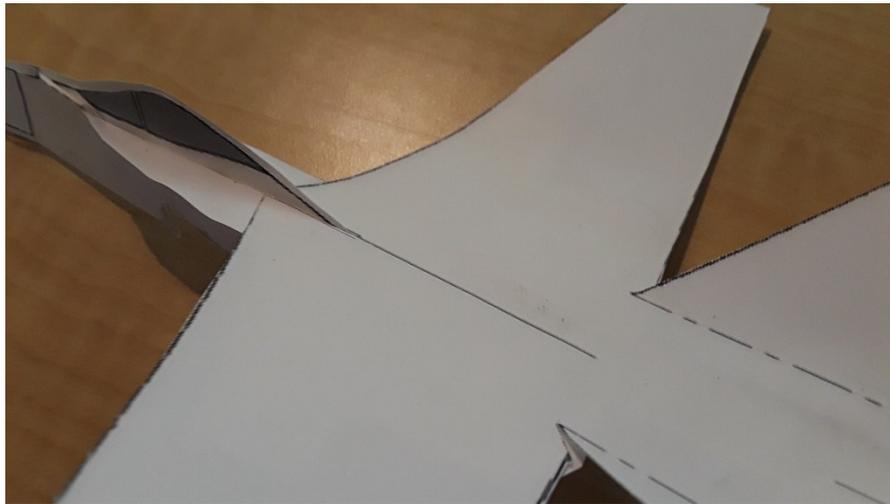
1. Fold both rudders up about  $45^{\circ}$ .



2. Put glue on the top of the wing sections that are attached to the fuselage.



3. Set the wing on top. Align it so the cockpit fits into the slot on the wings and the engine nozzles line up in the back.

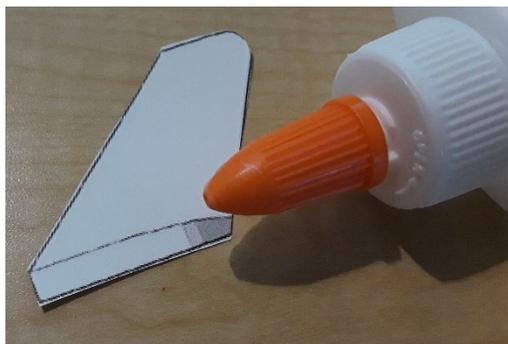


### **Finishing up**

1. Put glue on the small piece that looks like a bow tie.
2. Fold it over the nose of the fuselage.



3. Put glue on the ends of the two stabilizer parts



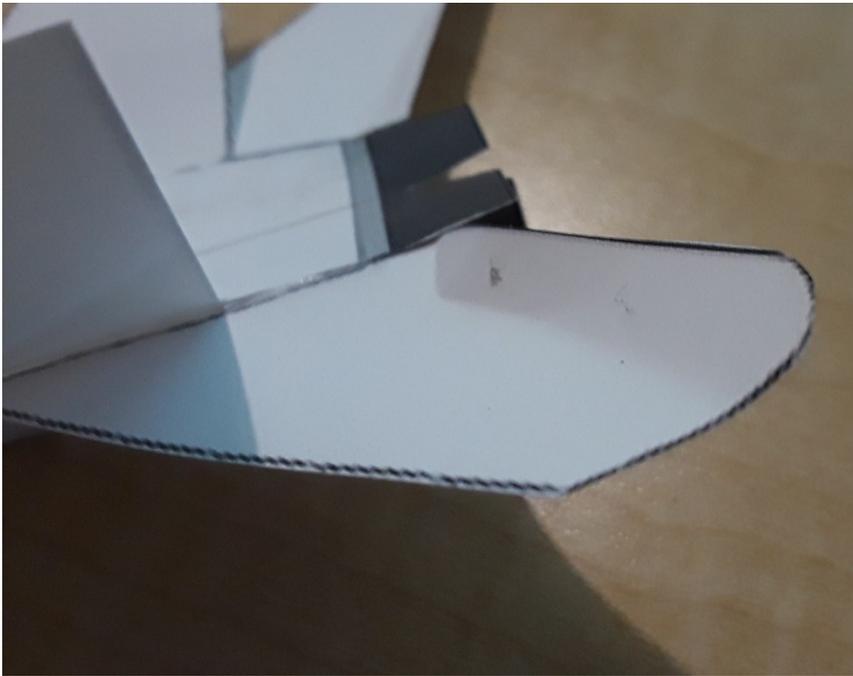
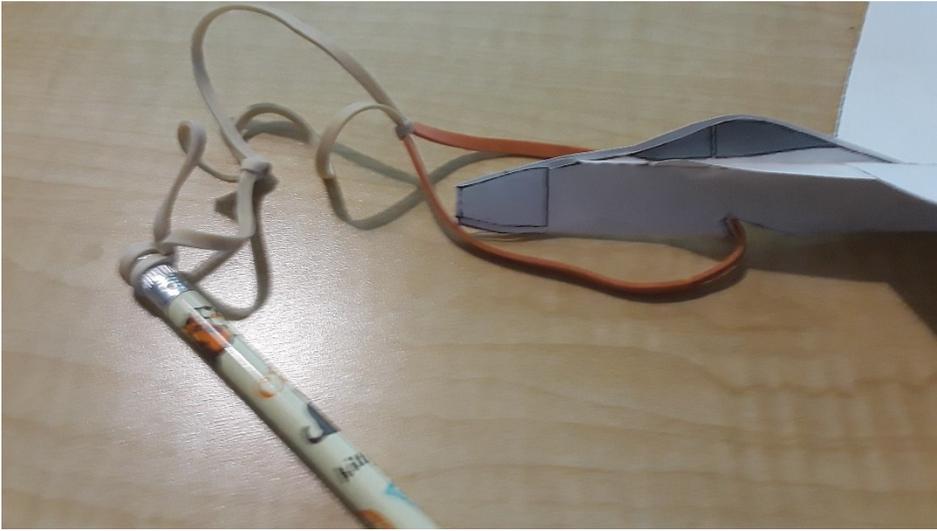
4. Attach them under the fuselage on both sides.



5. Cut out the V-shaped notch on the bottom edge of the fuselage.



6. Straighten out all the parts and bend the wings up slightly.
7. Decorate the jet using various colors of pencils, markers, stickers, etc., to reflect you.
8. Your jet is now ready to fly.
9. Toss it gently into the air.
  - a. If it climbs, stalls, and dives, put a paper clip on the nose.
  - b. If it dives, bend the back edge of both stabilizers up slightly.
10. Make a catapult launcher by tying several rubber bands to together and then to the top of a pencil. Hook the rubber bands into the notch on the bottom edge of the fuselage. Be careful. It will now fly very fast, high, and far.

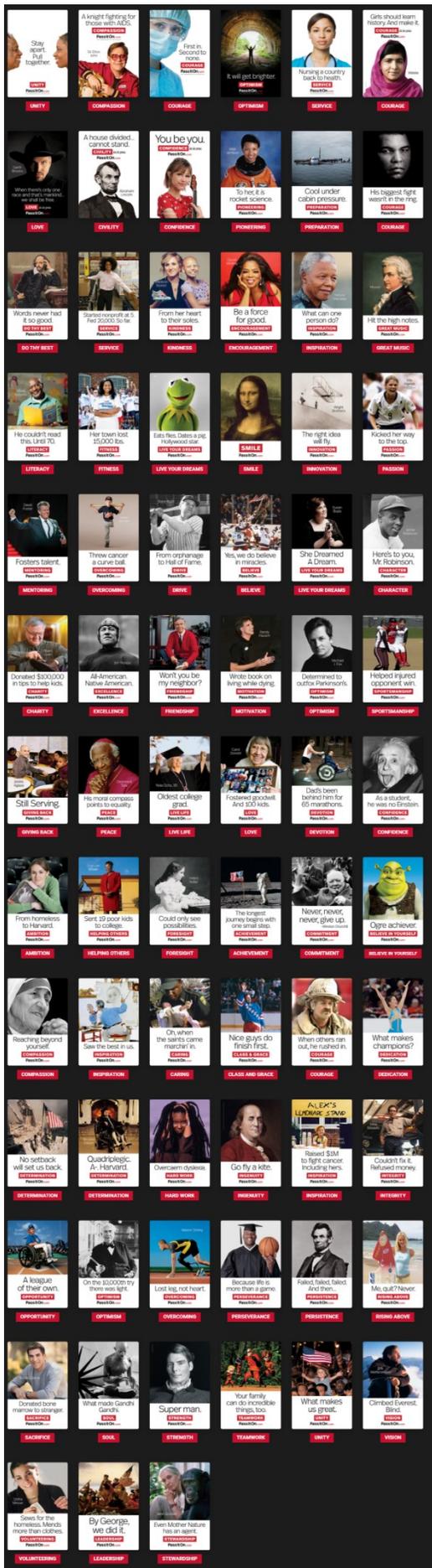


## Part 2

### Pass It On

In this section, you will take a closer look at what you value.

1. Ask yourself, what are values? Look for the definition of “values” using online and classroom resources and write it down.
2. Compare your definition to the person sitting beside you.
3. Now explore the website [PassItOn](#). The website includes quotes, videos, billboards, radio ads, blogs, daily inspirations, stories, etc.
4. Choose 3 to 5 values that either describe you or values that you feel are very important for you at your workplace [Click here](#) for the list of the values or obtain a list from your teacher. On the following page you will also find examples of the values illustrated by an array of celebrities.



### 3. Explain:

Questions to answer in the method/format the teacher directs.

#### Part 1 (Jet activity)

1. Why are jets used as most commercial airline airplanes and military airplanes?
2. If you could fly fast, high, and far....where would you go? Why?
3. If you could go anywhere and do anything with your life, where would you go and what would you do?

#### Part 2 (Value activity)

Consider the following questions and share them with your classmates/peers and your teacher by recording your responses in the method/format directed by your teacher.

1. Explain **why** you choose each of your values.
2. Provide an example of a time when one of those values affected a decision you made.
3. Of all the values you saw on the website, select one that has little or no interest to you. Explain why that value is not important to you.

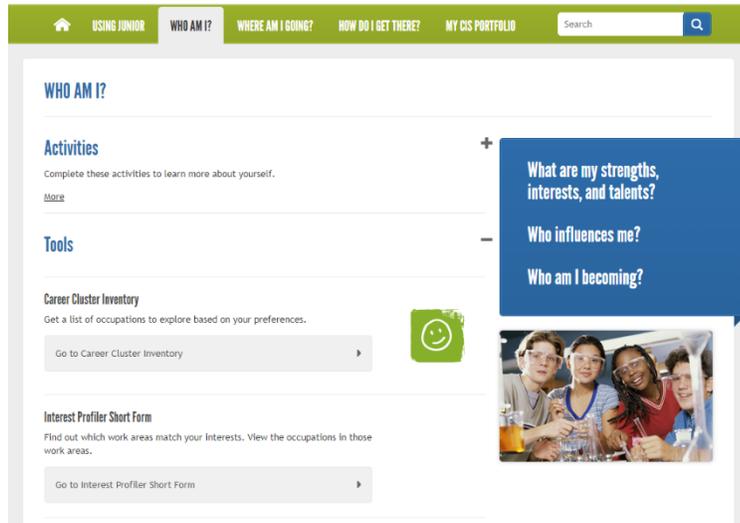
### 4. Elaborate/Extend:

#### Part 1

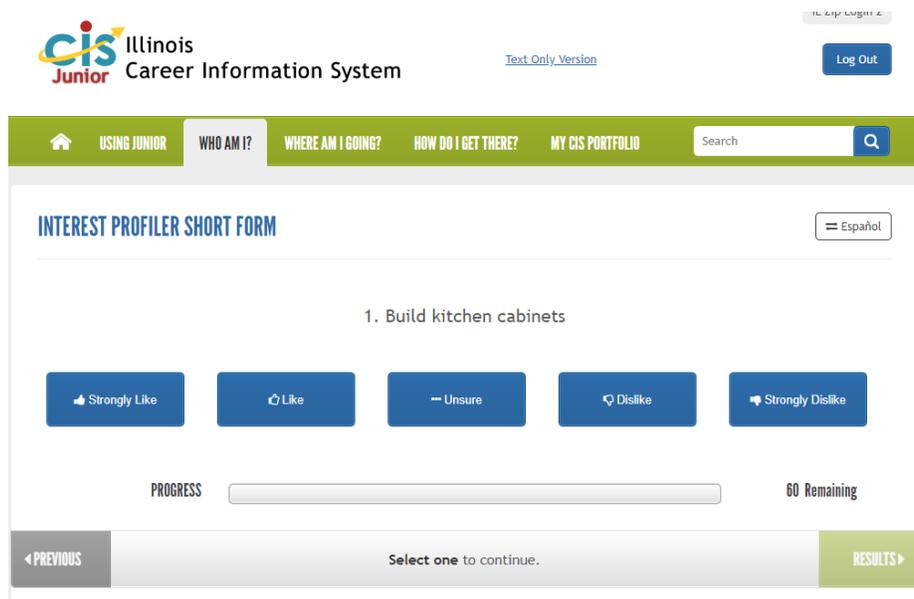
1. Sign in to your account at [Illinois Career Information System](#)



2. Click on the IL Residents tab in the middle of the screen and select CIS Junior.
3. Key in your Username and Password.
4. Click on the Who Am I tab on the top and then click on the + sign to the right of Tools to see this screen:

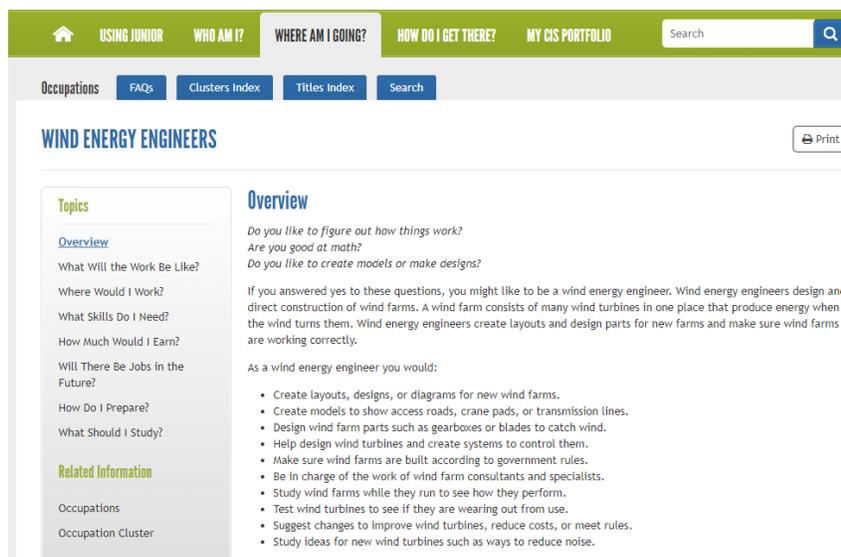


5. Click on the box “Go to Interest Profiler Short Form.”
6. You should see this screen.



7. Click on your best answer for each question, there will be 60 questions.
8. When you are done, select the Results button at the bottom right and you will get your **Using Your Interests to Explore Occupations** results.

9. Scroll through the 6 areas (Conventional, Enterprising, Social, Realistic, Artistic, and Investigative), read through each description and click on the one that has the highest score.
10. That link will display a list of occupations that match that the interests you selected during the Interest Profiler Short Form. Read the description on the top of this webpage. Does it describe you? If so, click on an occupation to learn more. If not, click the BACK arrow and choose a different area, maybe the one you had the second highest score. Now choose an occupation to learn more.
11. Read through the careers listed and choose one to learn more about that occupation. (Notice you have now advanced to the **WHERE AM I GOING?** Tab. Explore each topic in the Overview section: What will the Work Be Like?, Where Would I Work?, What Skills Do I Need?, How Much Would I Earn?, Will There Be Jobs in the Future?, How Do I Prepare?, What Should I Study?



The screenshot shows a career website page for 'WIND ENERGY ENGINEERS'. The page has a green navigation bar with tabs: 'USING JUNIOR', 'WHO AM I?', 'WHERE AM I GOING?' (selected), 'HOW DO I GET THERE?', and 'MY CIS PORTFOLIO'. Below the navigation bar are links for 'Occupations', 'FAQs', 'Clusters Index', 'Titles Index', and 'Search'. The main content area is titled 'WIND ENERGY ENGINEERS' and includes a 'Print' button. The 'Overview' section contains a 'Topics' sidebar with links to 'Overview', 'What Will the Work Be Like?', 'Where Would I Work?', 'What Skills Do I Need?', 'How Much Would I Earn?', 'Will There Be Jobs in the Future?', 'How Do I Prepare?', and 'What Should I Study?'. The 'Overview' text includes a quiz: 'Do you like to figure out how things work? Are you good at math? Do you like to create models or make designs?' and a list of tasks for a wind energy engineer, such as 'Create layouts, designs, or diagrams for new wind farms.' and 'Design wind farm parts such as gearboxes or blades to catch wind.'

12. Consider what you have read online about an occupation/career. Take a few minutes to explain your answers to the following questions in the format/method your teacher instructs:
  1. Did you notice anything interesting?
  2. Are you seeing any connections with the tasks and information presented?
  3. Did you learn anything new?
  4. Are there any conflicts with your personal values or interests within this career?
  5. How does following a career path is like a jet flying fast, high and far?

## Part 2: Optional

The following is found on pages 14 and 15 of the [Illinois State Board of Education Career Guide](#).

### CAREER ASSESSMENT

Discover what you are interested in by taking this simple assessment. Your personality, interests, abilities, talents, skills and values all make up who you are. This can be a big help in determining what type of career path you'd like to pursue.

#### STEP 1

<b>DOER</b> <ul style="list-style-type: none"> <li>Fix mechanical things</li> <li>Take a woodworking class</li> <li>Take an auto mechanics class</li> <li>Work outdoors</li> <li>Operate motorized machines or equipment</li> <li>Build things</li> <li>Work alone</li> <li>Tend/train animals</li> <li>Solve mechanical puzzles</li> <li>Plant a garden</li> <li>Read a blueprint</li> <li>Play a sport</li> </ul> <input type="checkbox"/> Total	<b>CREATOR</b> <ul style="list-style-type: none"> <li>Sketch, draw or paint by hand or computer</li> <li>Play in a band or orchestra</li> <li>Create photographs</li> <li>Act in a play</li> <li>Design fashions or interiors</li> <li>Read fiction or poetry</li> <li>Attend concerts, theater, or art exhibits</li> <li>Work on crafts</li> <li>Work according to your own rules</li> <li>Use your imagination to do something original</li> <li>Write stories and poetry</li> </ul> <input type="checkbox"/> Total	<b>THINKER</b> <ul style="list-style-type: none"> <li>Perform scientific projects</li> <li>Study the stars</li> <li>Solve a problem</li> <li>Investigate something</li> <li>Read scientific books or magazines</li> <li>Use logic and analytics</li> <li>Use a microscope</li> <li>Do complicated calculations</li> <li>Understand physics laws and theories</li> <li>Learn about a new subject area</li> <li>Do lab experiments</li> <li>Create software, websites, or videogames</li> </ul> <input type="checkbox"/> Total
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#### STEP 2

<b>DOER CAREER PATHS</b> Agriculture, Food and Natural Resources Information Technology Architecture and Construction Energy Manufacturing Transportation, Distribution and Logistics	<b>CREATOR CAREER PATHS</b> Arts, A/V Technology and Communications Human Services Marketing, Sales and Service Education and Training Architecture and Construction Science, Technology, Engineering and Mathematics	<b>THINKER CAREER PATHS</b> Agriculture, Food and Natural Resources Business, Management and Administration Finance Health Science Information Technology Energy Manufacturing Science, Technology, Engineering and Mathematics
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#### STEP 1

Check all activities below that interest you. Count the number of marked activities in each group, and write the total in the box provided.

Which group had the highest number of marked activities? Find that group below, and explore the various career paths within that group.

#### STEP 2

<b>HELPER</b> <ul style="list-style-type: none"> <li>Work as a volunteer for a charity</li> <li>Help others with their personal problems</li> <li>Care for others</li> <li>Teach someone something</li> <li>Lead a group discussion</li> <li>Play a team sport</li> <li>Help others resolve a dispute</li> <li>Participate in a meeting</li> <li>Enjoy talking to people</li> <li>Work with young people</li> <li>Plan and supervise an activity</li> </ul> <input type="checkbox"/> Total	<b>PERSUADER</b> <ul style="list-style-type: none"> <li>Operate own business</li> <li>Serve as a group officer</li> <li>Supervise others' work</li> <li>Lead a group to accomplish a goal</li> <li>Meet important people</li> <li>Give a talk or speech</li> <li>Promote an idea</li> <li>Take on responsibility</li> <li>Participate in a political campaign</li> <li>Defend your position through social media or debate</li> <li>Read business publications</li> <li>Sell things</li> </ul> <input type="checkbox"/> Total	<b>ORGANIZER</b> <ul style="list-style-type: none"> <li>Operate office machines</li> <li>Compute business figures</li> <li>Take an accounting class</li> <li>Work in an office</li> <li>Write a business letter</li> <li>Use a computer</li> <li>Keep accurate records</li> <li>Be responsible for details</li> <li>Type or use word processing software</li> <li>Be very well organized</li> <li>Set up a system for doing something</li> <li>Work with numbers</li> </ul> <input type="checkbox"/> Total
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<b>HELPER CAREER PATHS</b> Hospitality and Tourism Health Science Education and Training Government and Public Administration Human Services Law, Public Safety, Corrections and Security	<b>PERSUADER CAREER PATHS</b> Arts, A/V Technology and Communications Business, Management and Administration Hospitality and Tourism Marketing, Sales and Service Education and Training Law, Public Service, Corrections and Security	<b>ORGANIZER CAREER PATHS</b> Business, Management and Administration Finance Government and Public Adm. Information Technology Architecture and Construction Transportation, Distribution and Logistics Agriculture, Food and Natural Resources
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Students: Complete this Interest Survey to organize your interests by actions you enjoy: Doer, Creator, Thinker, Helper, Persuader, and Organizer. Write your results in the matter your teacher instructs you.

## **5. Evaluate:**

Your teacher may use the following rubric to evaluate your understanding of the information presented in the lesson.

(3) Exceeds Expectations/ Accomplished	(2) Meets Expectations/ Competent	(1) Developing Toward Expectations
<p>The student followed directions carefully and diligently to complete the jet aircraft project.</p> <p>The student helped by encouraging and assisting others while problem solving during construction, while considering other students' suggestions.</p> <p>The student demonstrated a strong understanding of topic and texts in their responses from the Explain sections of the lesson and conveyed ideas and information very clear.</p> <p>The student made the connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson.</p> <p>The student was self-directed and took this lesson seriously, putting forth exceptional effort and a positive attitude.</p>	<p>The student followed most of the directions with a few minor errors and completed the jet aircraft project.</p> <p>The student tried other students' suggestions while problem solving during construction without being a distraction of others.</p> <p>The student demonstrated an understanding of the topic and texts in their responses from the Explain sections of the lesson and conveyed clear ideas and information.</p> <p>The connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson was prompted after discussion with the instructor.</p> <p>The student focused on the tasks and needed guidance to be successful.</p>	<p>The student followed a few directions and was unable to completely finish the jet aircraft project.</p> <p>The student tried but had some difficulty solving problems during construction OR did not take an opportunity to help others and may have been a distraction to others.</p> <p>The student demonstrated limited understanding of the topic and texts in their responses from the Explain sections of the lesson</p> <p>The student struggled to see the connection or was unable to make the connection between matching their values and interests with a career within their responses from the Elaborate section of the lesson.</p> <p>The student chose not to participate at times and needed to be reminded to return to the task.</p>