



JOB SHADOWING AND INTERVIEWING LESSON PLAN

GRADE: 9-12

Key Idea

Students explore a career in which they are interested and discover realistic qualities of working in that environment as well as advice of how to achieve their career goals.

Essential Question

What is it like to actually work in a career field you are interested in?

Evaluation

Students will present their findings to their peers and their teacher in a round robin gallery walk. They will also turn in a written report of their experience and findings.

Adaptations

Students with learning disabilities may work with a partner and/or have extra time to complete their written report. Students with anxiety or other mental health conditions may choose to present to the teacher alone rather than presenting to their peers in the round robin gallery walk.

Resources and Technology

Student computers or other devices with internet access, poster paper or a large whiteboard for each student/pair, student handout (below lesson plan).

Timeframe

3-5 class periods, spread out over a 4-6 week period.



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	LEARNING ACTIVITY	TIME
Warm-Up	Ask students to think about their dream job. For students who do not know what their dream job is yet, ask them to think about one job that could be interesting. Instruct students to do a quick write for 2 minutes about what they think working in that field is like on a daily basis. If time allows, the student can also write what they think they would do to get started with that job: what to study, any requirements they would need to meet, etc.	3 min
Group Practice	Students share their quick write with a partner and then go around the room and have each student share which job they wrote about. This will be useful for students to determine if they want to work with a partner for the career exploration task.	5 min
Direct Instruction	<p>Instruct students about options for career exploration. They will need to choose one option to help them learn about a typical day of working at their dream job (or a job of interest). Students will write a report that includes a list of Pros and Cons for choosing this career, an explanation of how to get started in this career, and a reflection of what else they learn from the experience. As a culmination of the project, students will present their findings to their class in a Round Robin Gallery Walk format.</p> <p>Options for Career Exploration:</p> <ul style="list-style-type: none"> • Connect with a professional who will let the student/pair do a job shadow with them. This could be a full day job shadow, or just a couple hours. • Connect with a company who will give the student/pair a tour of their business and explain what working there is like on a daily basis. • Interview a professional, in person or virtually. • If you haven't yet, check out Next Steps Idaho Connections as a potential subscription based resource to connect to professionals: nextstepsidahoconnections.nepris.com Idaho has negotiated a special deal for you. <p>Highlight to the students the Job Shadow option as being the best for gaining an authentic view of what the job is like. However, it may not be easy or realistic to do a job shadow for all careers, so the other options are available.</p>	10 min
Modeling	Demonstrate to students how to research local businesses and professionals and begin the process of brainstorming questions to ask of the professionals. Model how to craft a respectful email or phone call script to ask a professional about a job shadow, tour, or interview.	10 min
Independent/Group Practice	<p>Students may work alone or with a partner. Encourage students to find a partner who is interested in a similar career. Having a partner can also be valuable for easing student anxiety about going to a job site and/or interviewing a stranger. Some students may choose to work in pairs even if they are interested in different fields of work. Alone, or in pairs, students research local companies and/or professionals. They reach out via email and/or phone call to request a job shadow, tour, or interview.</p> <p>Some students will need assistance in finding connections, so it will be valuable to have career and/or guidance counselors available to help make suggestions and provide support.</p> <p>It is possible that some students' dream jobs do not have a local company, so a virtual interview may be the best option. If the student is struggling to get a response, you may consider a separate option of searching for a video interview with someone in that field or looking for a video of a virtual tour of a company in that field. You also may qualify for a trial membership with Next Steps Idaho Connections powered by Nepris. With this platform you can make requests for virtual involvement, and Nepris will seek out the right professionals.</p>	Remainder of Class Period and Possibly the Next Class Period

	LEARNING ACTIVITY	TIME
Feedback	Request that students turn in their plan within a week: they should identify which option they are choosing, identify when the job shadow, tour, or interview is scheduled, and provide the list of questions they plan to ask the professional. Provide feedback on the students' plans before they meet with the professional. Students may need some flexibility on this deadline, as some companies may take longer to respond or schedule a specific date. Some students may need feedback sooner than a week after the initial assignment, if they are able to get their job shadow/tour/interview scheduled quickly.	~A few days to a week later
Checkpoint Evaluation	Check in with students throughout the project timeframe to ensure that they are following their plan, that they are aware of professional expectations when visiting a job site or interacting with a professional, that they follow-up with a thank-you message after the event, and that they understand the requirements for their report and presentation.	4-6 weeks (students individually work on project during this time frame)
Independent/Group Practice	<p>Round Robin Gallery Walk:</p> <p>This presentation event should take place 4-6 weeks after the initial assignment is given, so that students have time to get a job shadow/tour/interview scheduled and completed.</p> <p>The class period before the Round Robin Gallery Walk:</p> <p>Students should have their reports written and they use the class period to build a visual display, either on poster paper or a large whiteboard. Things to include on the visual display:</p> <ul style="list-style-type: none"> • Title, which includes the career/job they explored • A list of pros/cons about working in this job • A brief synopsis about what a day in this field is like • A few interesting and/or surprising facts that they learned • A list of steps for pursuing this career • Multiple colors, neat handwriting, supplementary sketches <p>The day of the Round Robin Gallery Walk:</p> <ul style="list-style-type: none"> • Students set their visual displays up around the classroom. If the classroom is quite small, consider doing this in the library, cafeteria, or even the hallway. • Half of the students will stand with their visual display to present their findings while the other half walk around the room to observe and discuss the others' findings. After half of the time has elapsed, students switch roles, so that everyone participates in both activities. • While a student is standing at their poster/whiteboard, they should: <ul style="list-style-type: none"> • Have a few key talking points to share with students coming to their station • Answer any questions to the best of their ability. • Display positive energy to engage those in conversation with them. • While a student is visiting other stations, they should: <ul style="list-style-type: none"> • Read the info on the poster/whiteboard • Ask questions of the presenter there • Jot down some notes or key points 	<p>1 Class Period</p> <p>1-2 Class Periods</p>



	LEARNING ACTIVITY	TIME
Closing	<p>Final Reflection</p> <p>After the Round Robin Gallery Walk, students should take some time to individually reflect on what they have learned.</p> <p>Some reflection prompts they can write about:</p> <ul style="list-style-type: none"> • After going through this career exploration activity, are you more or less likely to pursue the career you chose? Explain why/why not. • After experiencing the Round Robin, which career(s) did you find most interesting? Explain why. • After experiencing the Round Robin, what further information do you want to find out about a career you are interested in? How can you go about doing that? • What next steps do you want to take to achieve your career goals, such as classes to enroll in, schools to visit, certifications to pursue, etc? <p>Students should turn in their:</p> <ul style="list-style-type: none"> • Reflection • Written report • Poster (or photo of their poster/whiteboard turned in digitally) 	20 minutes or homework assignment



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