

Activity 15: Why Study This? A Cross-Curricular Game

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Continue to develop career exploration skills
- Reflect on the skills and content knowledge they're acquiring in a school subject area
- Make the connection between what they are learning in school and the world of work

Setting the Stage

Ask students to recap what they have been learning in class. Highlight not only content knowledge (key concepts related to your subject), but also transferable skills such as problem solving, decision making, teamwork, planning, researching, effective communication, and any others that they have acquired in your class. Explain to students that the subjects they're studying in school are providing them with the skills and knowledge they need to succeed in their future careers.

For the competition, students investigate two occupations: one for which the required skills and knowledge are subject specific (making the link between the occupation and the school subject clear), and one that requires slightly more lateral thinking about transferable skills. You can select your own sample occupations from Career Cruising or use these sample occupations:

- English (Language Arts) – print journalist and travel agent
- Math – personal financial planner and carpenter
- Science – veterinarian and baker
- Geography – forestry technician and parking enforcement officer
- Languages – interpreter and concierge
- Arts – art/music therapist and marketing specialist

As teams research, provide students with clues by drawing their attention to major skill areas or subject matter that they should consider in their responses. Prompt them with hints such as “*Have you thought about how someone in this occupation might need presentation skills/repair skills/time management skills?*” or any other skill or knowledge they've gained in your class. This will help them expand their enquiry beyond the most obvious connections.

Although this activity is designed to be completed in one class, you can alter its presentation to suit your schedule. If you feel that your class will need more time to research the occupations or complete the competition, you can set the stage for the activity the day before the competition. To extend this activity, you can devote a portion of class time throughout the semester or year to “bonus rounds” during which teams research additional occupations. Each successive occupation should be slightly more challenging and reflect new skills and content knowledge learned in class.

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Finally, while the competition teaches students to make connections between school subjects and pre-selected occupations, the optional extension portion of the activity encourages students to think about how what they're learning in class relates to an occupation that interests them.

Starting the Program

Go to **www.careercruising.com**. Enter your personal My Plan username and password in the spaces provided, and click on **Log In**.

Rules: Why Study This? A Cross-Curricular Game

What You Need:

- Activity Worksheets
- Internet access and login information for Career Cruising (or printed copies of the occupation profiles—all relevant sections—selected for this activity)
- Pen and paper/chalk and chalkboard for keeping score

Before You Start:

Players should be divided into teams of four or five. Team members will share the responsibility for researching the occupations and coming up with examples of how someone in each occupation uses class material and skills on the job. Each team member will keep a list of their team's answers, and we strongly suggest that students maintain a list of other teams' answers.

Each team elects a representative to join the presenters' panel to share their team's answers with the rest of the class. Team reps will present their team's answers, but will be unable to record other teams' answers (to prevent adding new examples to their existing list); therefore, other team members are responsible for providing the team rep with the complete list of examples and answers accumulated during the competition.

The Competition and Points:

Once teams have finalized their list of answers, a representative from each team joins the presenters' panel at the front of the class with the list. Each rep presents his or her team's answers to the class. (A time limit may be set by the teacher.) To discourage bluffing, reps should be prepared to submit their list of answers to the teacher for verification.

The teacher will keep track of the number of acceptable answers from each rep. There is no limit to the number of examples players can provide for each skill or concept they've identified (for example, players can offer several different examples of how a teacher uses problem-solving skills on the job). Each correct answer is worth one point.

Challenges:

After a team rep has presented his or her team's answers, another team can challenge the validity of one or more of the answers. Acceptable grounds for a challenge: The answer does not reflect the skills or content knowledge associated with the school subject, or the answer is not an example of how people in the occupation use the school subject on the job. *The teacher settles all challenges.*

When challenged, team reps can call on the rest of his or her team to help defend an answer.

Be judicious with your challenges! If the teacher decides that the team's answer is acceptable, the team that challenged the answer loses a point. The team that provided the correct answer is awarded one point for the answer, and an additional point for successfully defending the answer.

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If a team's answer is deemed unacceptable by the teacher, the team that successfully challenged the answer is awarded a point, and the team with the incorrect answer is not awarded a point.

Winning:

The team that earns the most points at the end of the competition wins!

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Occupation 2: _____

What skills and knowledge are you gaining in this class?	How does someone in this occupation use those skills and knowledge?
e.g. (English) persuasive writing (arguments)	(physicist) write articles and reports to defend theories
e.g. (math) logical thinking	(musician) use the correct tempo, pitch and style to arrange musical pieces
e.g. (science) interpreting data	(management consultant) analyze company reports to find ways to improve operations

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SUMMARY – YOUR VIEWS

1. What skills and/or information from this class do you think are most useful for each of the occupations you researched? Why?

2. What skills and/or information from this class were you surprised to learn that someone needs in order to work in each of the occupations you researched? Why?

3. What skills and/or information learned in this class are most important to you? Why?

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Extension

EXTENSION: A CAREER THAT INTERESTS YOU

Log in to Career Cruising and click on **Careers** in the menu bar at the top of the page. Search for a career that interests you.

Occupation: _____

Read the occupation profile and answer the following questions:

What does someone in this occupation do? (List three to five core tasks.)

If you were in this occupation, how would you use what you're learning in this class on the job? (e.g., *As a roofer, I would use math to calculate the number of shingles needed to finish a roof; As a nurse, I would use my speaking (communication) skills to explain procedures to patients.*)

What other school subjects do you think are important in this occupation? Are some more important than others? Why?

