

▶ Activity 2:

Trading Card Activity Instructions:

1. Split the class into small groups of 3–5 students.
2. Give each group a different trading card, found on pages 8–12. (The trading cards each feature one of the professionals who appeared in the video.) If you have more groups than there are cards, it's okay for multiple groups to use the same trading card.
3. Explain the activity to students:
 - a. Each group will spend 10–15 minutes filling out the worksheet (on page 7) based on the person featured on their assigned trading card. The group members should select a note-taker to complete the worksheet.

EXAMPLE WORKSHEET:

<p>Featured Professional:</p> <p><i>Example:</i> LANGSTON ALLSTON</p>	<p>What skill or skills does the person mention in their quote?</p> <p><i>Example:</i> CRITICAL THINKING</p>
<p>How do you think the person might use that skill(s) in their career?</p> <p><i>Example:</i> Langston has to make decisions about a lot of things as an artist, including where he wants his art to appear and if that place fits with the message and vision of his painting.</p>	<p>Give an example of when you used that skill or multiple skills in one of your classes. Be specific!</p> <p><i>Example:</i> In English class, we used critical thinking when we had to analyze a quote from the character Atticus Finch in the novel <i>To Kill a Mockingbird</i>: "You never really understand a person until you consider things from his point of view."</p> <p>We had to provide specific examples from the book to support the analysis of how this quote reflects a central theme. In order to do this, we spent time examining not only the plot and characters but also the underlying themes, symbolism, and author's intent. We were told to ask questions, challenge assumptions, and consider alternative perspectives.</p>

EXAMPLE WORKSHEET:

<p>What is a career each member of your group is interested in?</p> <p><i>Examples:</i></p> <ol style="list-style-type: none">1. Mateo: Video game designer2. Charlotte: Lawyer3. Graham: Entrepreneur4. Mia: Speech language pathologist5. Noah: Auto mechanic	<p>How will the skill(s) help you in the careers your group is interested in?</p> <p><i>Example:</i></p> <p>As a speech language pathologist I will have to review all of the symptoms someone is having and try to figure out what the problem is and then decide what the best therapy will be. I will have to weigh a lot of different factors and think critically about what is the most likely cause of a problem.</p>
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- b. At the end of the allotted time, each group will take turns presenting to the whole class what they discussed and learned. The group members will be expected to:
- i. Share the skill that was featured on their trading card and how the professional likely uses that skill in their career.
 - ii. Share at least one example of how the group members use that skill in their classwork.
 - iii. Share the careers each group member is interested in.
 - vi. Share at least one example of how the skill will be beneficial in one of the career paths.
 - v. Explain how the group filled out the worksheet and describe the skills used. **Example:** *We used critical thinking to think about the career and how the skill might be used beyond just what was included in the quote. We used written communication to fill out the worksheet with our thoughts. We're working on our verbal communication skills now to present our findings!*

TRADING CARD WORKSHEET

<p>Featured Professional:</p>	<p>What skill or skills does the person mention in their quote?</p>
<p>How do you think the person might use that skill(s) in their career?</p>	<p>Give an example of when you used that skill or multiple skills in one of your classes. Be specific!</p>
<p>What is a career each member of your group is interested in?</p>	<p>How will the skill(s) help you in the careers your group is interested in?</p>

Trading Card Add-On Activities:

The trading cards can be used in many other ways to get students thinking about careers they're interested in and how higher-order skills will help them achieve their goals. Here are two ideas for longer projects that could be completed over several weeks.

1. Who's Your Favorite Professional?

1. Split the class into small groups of 3–5 students.
2. Give a complete set of trading cards to each group.
3. Ask students to review all of the cards. Then, as a group, have them pick the trading card/professional that resonates the most with all members.
4. Give the group time in and out of class to create a presentation about the profession.
 - a. Students should research the profession or area of study and identify the steps and qualifications needed to pursue that career.
 - b. As a group, have students discuss why the skill(s) featured on the trading card is so important to that profession. Also have them brainstorm how other higher-order skills are used.
 - c. Encourage students to use charts, multimedia, and other fun presentation methods to showcase what they learned about the profession. Have students conclude their presentation by each stating whether they are interested in the featured career and explaining why or why not.

2. Take a Deep Dive into a Profession

1. After students watch the video, have them pick the trading card of the professional who most captures their interest.
2. Ask students to come up with additional questions they might ask this professional regarding their career path.
 - a. **Examples include:** *How did they pursue this profession? What steps did they take to enter this profession? What kind of postsecondary education and training was required? What is their average salary? How in-demand is this particular career? How hard was it to find a job in the field?*
3. Students will then research the potential answers and may even interview someone in their local community to learn more.
4. Role play! In pairs, have students take turns asking each other questions and responding as if they were the professional. Here, students will have the opportunity to “walk in the shoes” of the professional they chose while working on their verbal communication skills and practicing interview techniques.
5. **Optional:** Have student pairs interview each other in front of class. After each interview, engage the classroom in a full discussion about the profession and ask students to call out potential missing elements that might be pertinent to the career path.