

Gallery Walk – Teacher Version

Grade level: 10

Suggested Duration: 2 hours or 2 class periods

Target Audience: Students still searching for their career choice

§110.32. English Language Arts and Reading, English II

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and

(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

In the video, Alex seemed to know what his interests and abilities were, but he had some trouble translating them into a career. Maybe he should have explored some alternatives before he selected his school and major.

<p>Teacher will introduce the idea of a “gallery walk.” In this activity, small groups of students will cycle through presentations given by other students and learn about career opportunities. The presentations should be persuasive in nature, designed to recruit students to a profession. Although the activity is designed to be delivered on PowerPoint or other presentation software, it could be done as a series of poster sessions. Teacher can assign students into a cluster or students can self-select, but the teams should be close to even in size.</p> <p>Each team will alternate between presenting and attending presentations, until everyone has been to all the gallery stations. For example, if you have six groups of four students, you could have two rotating while the other four are presenting. Limit the number of students viewing each presentation at any one time to two or three as needed to prevent distraction (moderate</p>	<p>Students will research a career pathway and create an attractive and persuasive presentation with voice-over.</p>
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this number for time constraints).

Take the Discover You quiz:

<http://www.texasgearup.com/discover>

They can also browse careers:

<http://www.texasgearup.com/discover/browse>

An additional resource for teachers is the Career Clusters and Pathways list:

<http://www.careertech.org/sites/default/files/CareerClustersPathways.pdf>

There are many possible careers. Now you will do some research and find one you are interested in, and see if you can make it interesting for your classmates. Following your teacher's directions, form your team and begin researching a pathway within one of the 16 career clusters. You can begin your research by clicking on these links:

<http://www.careertech.org/sites/default/files/CareerClustersPathways.pdf>

<http://www.glencoe.com/sec/careers/cclusters/student/introclusters.shtml>

You can personalize your research by taking the Discover You quiz:

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Then, according to your teacher's directions, prepare a brief presentation on your cluster. Each presentation should have the following elements:

- A brief description of what talents and interests are needed in the pathway
- The educational requirements for the pathway, including relevant high school coursework
- An overview of the work—maybe a day-in-the-life of a professional in the pathway
- Visual representations of the career and work

According to instructions given by your teacher, you will alternate presenting your work and observing the work of others.

Create a brief written summary:

- What you learned from your personal research
- The top three pathways you learned about from your classmates' presentations, and what most interested you about each.

Gallery Walk – Student Version

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