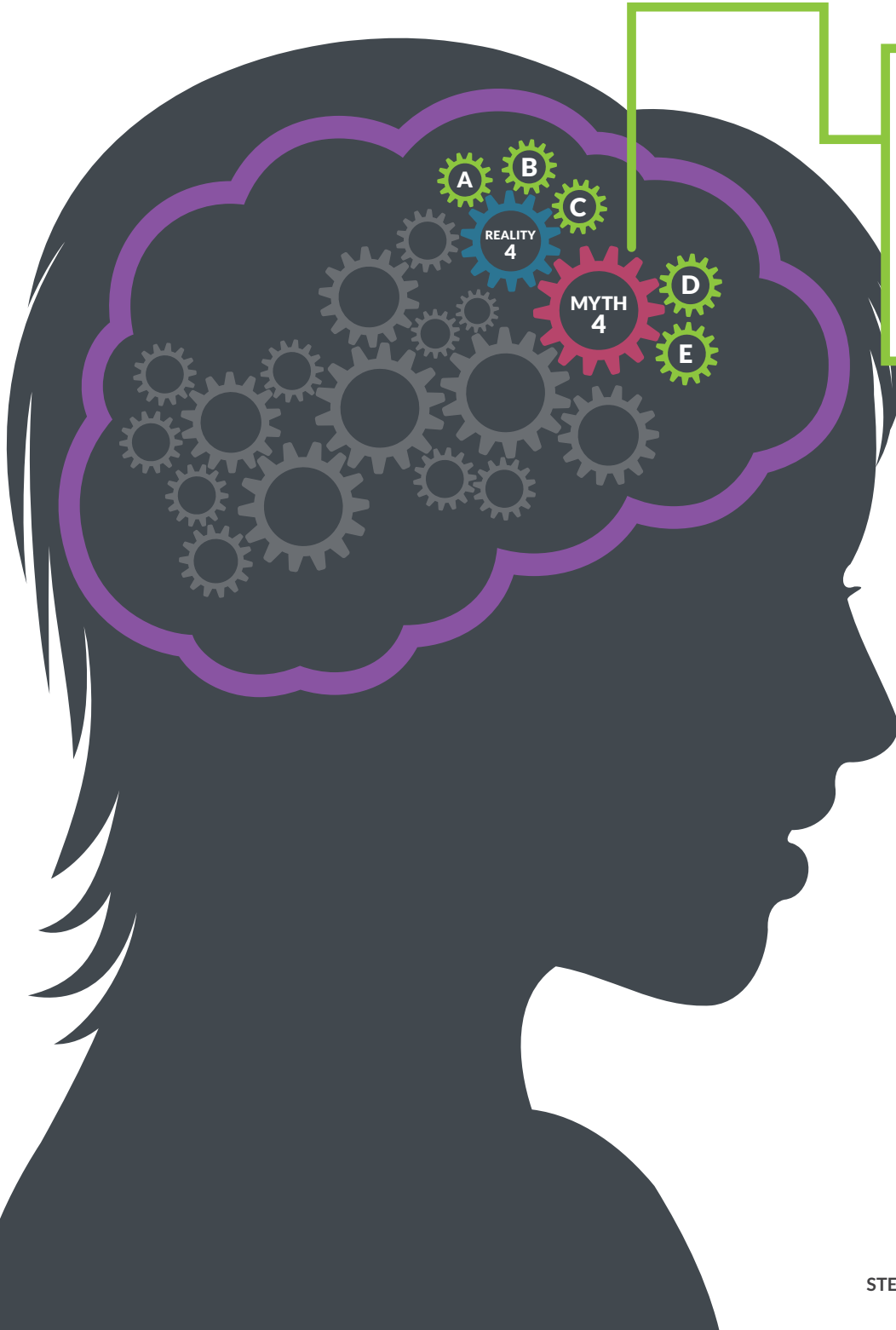


5-E CLASSROOM STEM ACTIVITY:
EXPLORING STEM CAREERS:
MANUFACTURING, MEDICINE, MONEY, AND MUSIC

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STEM MYTHS BUSTED



There are a lot of myths out there about STEM careers and the path students should take after high school. These myths are accepted as fact and feed into each other - causing students to miss out on opportunities to do what they love. Let's bust some common STEM myths.

MYTH 4:

Everyone has student loans. It is necessary to go into debt to get a good job.

REALITY:

If your dream career requires a four-year or advanced degree, you might need to take out student loans. But 70 percent of STEM careers do not require a four-year or higher degree.

FACTS:

A: Certificate programs can qualify you for a wide variety of STEM careers, including website designer, massage therapist, auto mechanic, emergency medical technician (EMT), and many more.

B: Apprenticeships pay you for on-the-job training. They prepare you for careers in areas like construction, energy, and health care.

C: Many careers require only a two-year degree, such as radiologic technologists, avionics technicians, registered nurses, nuclear technicians, and air traffic controllers—oh, and all of these jobs had a median annual salary between \$54,600 and \$122,500 in 2012.

D: Some STEM careers do require advanced degrees. Investigate scholarship options. Some employers will even pay for you to go back to school to get another degree.

E: If you do have to take out student loans, be smart. Don't take out more than you actually need (which some schools will pressure you to do). Think about interest rates and start budgeting for your monthly payments. ☑

5-E CLASSROOM STEM ACTIVITY: EXPLORING STEM CAREERS

Here are some ideas for how high school teachers could use this story as a launching point for integrated STEM learning. Our activities follow the 5-E Learning Cycle Model.



Part 1: Engage

- ① Take an informal poll in your classroom:
 - a. How many of you feel like everyone has student loans and they're just a part of life if you want a good job?
 - b. How many of you know what you want to do as a career?
 - c. How many of you know the education path that trains you for that career and how much that path is likely to cost?
 - d. What conclusions can you draw from students' responses?
- ② Have students read "STEM Myths Busted" in the Late Spring 2017 issue of *STEM Jobs* magazine.
 - a. Did anything surprise them?
 - b. What are their thoughts about alternate routes like trade schools, apprenticeships, and associate degrees?
 - c. What do they think is the average cost of earning a bachelor's degree at a public (in-state) college? At a private (in-state) college? Do most students finish a degree in four years? If not, how does that affect the cost of getting a degree?



Part 2: Explore

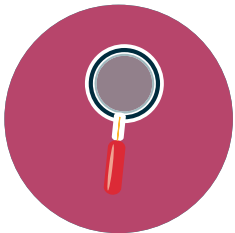
- ① Break students into pairs and assign each pair one of the job spreads that can be found in the magazine or online at edu.STEMjobs.com/teacher-resources. Teacher can determine whether to assign them randomly or based on student interest.
- ② Tell students that each pair will choose one job from their assigned job spread to investigate further. Teacher will monitor selections to avoid duplications. Students will research:
 - a. **Duties and Responsibilities**
 - i. What can someone in this career expect to do each day?
 - ii. What skills are used?
 - b. **Education Required**
 - i. What type of training is required to be qualified for this career?
 - ii. If formal schooling is required:
 1. Which program provides the best training? (computer science, communication, civil engineering, etc.)
 2. What schools in your area offer this program?
 3. What is the tuition cost for the applicable program at three of these schools?
 4. What is the graduation rate at these three schools?
 5. What is the job placement rate at these three schools?
 6. How long does it take the average student to complete the program at each of these three schools?
 - c. **Salary**
 - i. What is the average entry-level salary?
 - ii. What is the median salary?
 - iii. How long will you have to work to recoup tuition costs if you earn the entry-level salary? The median salary?
 - d. **Job Prospects**
 - i. Is there job growth projected for this career?
 - ii. What companies in your area are hiring for this career?
 1. Do they pay for continuing education?
 2. Are there opportunities for advancement and growth?
 3. Do they offer benefits?
 - a. How much do employees pay for health insurance?
 - b. Is there a retirement offering, like a 401K?

Recommended resources can be found at edu.STEMjobs.com/teacher-resources.



Part 3: Explain

- ① Students will create a PowerPoint or Google Slides presentation of their findings to share with the class. Both students in each pair should contribute to both the creation and delivery of the presentation. Pairs will be graded according to the rubric in the Evaluate section, which should be shared with students when the assignment is given.
- ② At the culmination of the presentations, poll students again:
 - a. Did anyone discover a career they never knew existed?
 - b. Did anyone discover a career they would consider pursuing?
 - c. Which career had the lowest education cost?
 - d. Which career had the highest salary?



Part 4: Elaborate

Students will submit a formal writing assignment responding to the following prompt:

*What career was the most appealing to you and why?
Was this a career you would have considered previously?
Why or why not?*



Part 5: Evaluate

Group presentations and individual contributions will be scored according to the following rubric. Individual writing assignments can be graded as desired.

5	4	3	2	1
The presentation was clear, concise, and thorough. It provided precise information and explanations.		The presentation was informative. It answered most of the questions posed in the prompt in an understandable way.		The presentation was unclear and only provided a small portion of the required information.
The student contributed to the group's research, understanding, and presentation in meaningful ways.		The student contributed somewhat to the group's research and/or presentation.		The student did not contribute to the group's research or presentation.

Standards Addressed:

Common Core State Standards - English and Language Arts

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

National Career Development Guidelines

CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.

CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Texas Essential Knowledge and Skills for Career Development

CPI.1.A identify employment opportunities

CPI.8.A analyze the future employment outlook in the occupational area

CPI.8.C compare rewards and demands for various levels of employment in a variety of careers

CPI.9.A evaluate and compare employment options, including salaries and benefits

CPI.9.B compare rewards and demands for various levels of employment in a variety of careers

CPI.9.D determine continuing education opportunities that enhance career advancement and promote lifelong learning

CPII.9.A research and identify current or emerging occupations

CPII.9.B analyze future employment outlook

CPII.9.E identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations

CPII.10.A evaluate and compare employment options such as salaries, benefits, and prerequisites

CPII.10.B compare rewards and demands for various levels of employment in a variety of careers

CPII.10.C determine continuing education opportunities that enhance career advancement and promote lifelong learning

CPII.10.D determine preparation requirements for levels of employment in a variety of careers