**Problem statement:** School was cancelled in mid-March. Everyone was told to stay home to keep from spreading a new virus: the COVID-19. Teachers try to keep school going online. Spring sports, prom and graduation ceremonies are cancelled. Essential businesses such as grocery stores, pharmacies, health care are open in a limited capacity, with vastly altered requirements such as social distancing. Most non essential businesses across the state (and around the world) are closed and when possible, employees can work from home. In the past month, 25 million unemployment claims have been filed and no one knows how far the unemployment rate will climb. You are about to graduate. Even though you had a HSBP, now everything has changed. How has this impacted the environment? **How does this impact your future and the career you choose?** How do we use what we have learned during this pandemic to inform others?

**Learning Objectives:**

The student will explain three ways that COVID-19 might impact their future career

**Lesson Standards (NGSS, CCSS, CTE):**

**CTE Common Career Technical Core Skills**

2. Apply appropriate academic technical skills

4. Communicate clearly, effectively and with reason

12. Work productively in teams while using cultural/global competence

**CCSS Reading**

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS Speaking and Listening**

SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Soft Skills**

**21st Century Skills**

1. Learning and Innovation

* Critical thinking and problem solving
* Communication and collaboration

1. Life and Career

* Leadership and responsibility

**Locally and/or personally relevant for students:** Each of us is living through these drastic life changes, and most of us need to work to afford to live. How can students learn and think about changes to the world so they make more informed decisions about how to proceed?

**Connections to career and education pathways:** Most students will need to work in the future. How can they learn more information to make good choices about their future careers?

**Materials:**

**Video:**

* [When it Comes to the Economy, There’s no Going Back to Normal After COVID-19 Trauma, by Matt Driscoll, 05/13/2020, The New Tribune (3 minutes, 17 seconds)](https://www.thenewstribune.com/news/local/news-columns-blogs/matt-driscoll/article242685831.html)

**Handouts:**

* Lesson 2-Article Review Handout document (make copies for small groups, or individuals)
* Optional-Make small poster that can be hung up with info from the above handout

**Articles: (students can view online, or teacher can make photocopies for small groups):**

* [The Coronavirus Pandemic is Changing Work Forever, by Bill George, 04/10/2020, Fortune](https://fortune.com/2020/04/10/coronavirus-pandemic-changing-work/)
* [COVID-19: Young Workers in the US are Likely to be Hit the Hardest, by Rakesh Kochlar, 04/01/2020, World Economic Forum](https://www.weforum.org/agenda/2020/04/young-workers-covid19-economics-united-states-service-industry-coronavirus/)
* [Eight Tips for Job Hunting During the Recession, by Margot Carmichael Lester, undated, Monster](https://www.monster.com/career-advice/article/recession-job-hunting-tips)
* [How Gen Z can Succeed During a Recession, from a Millennial Who’s Been There, by Elizabeth Segran, 03/27/2020, Fast Company](https://www.fastcompany.com/90480980/i-started-my-career-in-the-great-recession-heres-my-advice-to-entry-level-workers)
* [Making Sense: Understanding the Financial Impact of COVID-19, by Junior Achievement, Spring 2020, Junior Achievement of Washington](https://www.juniorachievement.org/documents/20009/0/JA+Making+Sense-Understanding+COVID.pdf)
* [Millennials were Just Starting to Feel Economically Stable. Now We’re Being Hit with Another Recession, by Rainesford Stauffer, 04/08/2020, Vox](https://www.vox.com/first-person/2020/4/8/21211993/coronavirus-recession-millennials-covid-19)
* [The Places a COVID-19 Recession will Likely Hit Hardest, by Mark Muro, Robert Maxim and Jacob Whiton, 03/17/2020, Brookings Institution](https://www.brookings.edu/blog/the-avenue/2020/03/17/the-places-a-covid-19-recession-will-likely-hit-hardest/)
* [Top 27 Recession-Proof Jobs & Careers-Do They Exist?, by G. Brian Davis, 03/24/2020, Money Crashers](https://www.moneycrashers.com/recession-proof-jobs/)
* [What Does the Coronavirus Pandemic Mean for Your Job Search? By Lisa Rabasca Roepe, undated, the muse](https://www.themuse.com/advice/job-search-coronavirus)

**Lesson preparation:** Quote on the board: “I the midst of every crisis, lies great opportunity ~Albert Einstein. Make copies of Article Review Handout (or gather poster materials) for small groups of students. Cue up video on presentation computer. Make copies of articles for small groups of students, or allow for online access of articles.

**Time required:** One class period

**Grouping of students for instruction:** Whole class, elbow partner, small group for articles

**What is the instruction? Consider the PBL Procedure that is being addressed here:** Show the video that describes some of the impacts of the virus on the economy and on individual families. Discuss. Break the class into small groups to read articles, summarize, brainstorm impacts then share with whole class

**Understanding the Problem**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Read problem statement and show video, then discuss. Questions to consider: What impacts will the virus has on the economy? How will it impact jobs? How can people be safe at work? How can we adapt to change and survive? [Video: When it comes to the economy, there’s no going back to normal after COVID019 trauma](https://www.thenewstribune.com/news/local/news-columns-blogs/matt-driscoll/article242685831.html) | Pairs then whole group-Students brainstorm how they think the pandemic might impact their lives and careers in the future |
| Break students into small groups, give each group an article to read. Groups read then summarize top three key points, and three ways it will impact their future careers. Groups share out with the class at the end of the period  Students can write their summaries and impacts on a page per group, or a quick poster to hang in the room | Students read articles in small groups, then share out to the whole class the three most important ideas and three ways it will impact their future careers  Students can write their summaries and impacts on a page per group, or a quick poster to hang in the room |

**Accommodations:** Extra time accommodations and alternate format (oral instead of written, text to speech, large print, etc) are always an option. Teachers can use flexibility in grouping, that meets their needs of their students. Scaffolding is provided in the Article Review Handout. This article (included in the article list above under Materials) is very short and could be used for students who struggle with reading: [Eight Tips for Job Hunting During the Recession, by Margot Carmichael Lester, undated, Monster](https://www.monster.com/career-advice/article/recession-job-hunting-tips)

**Extensions:**

Additional time for students to dig deep into impacts on them and their future careers and lives, with time to create more detailed posters and presentations

**Assessment:**

**Formative Assessment in the Lessons:** Student participation during small group discussion and presentation to class, Article Review Handout (or poster) completed

**Summative Assessment for the Unit:** Creating an effective PSA

**References/Resources:**

**Video:**

* [When it Comes to the Economy, There’s no Going Back to Normal After COVID-19 Trauma, by Matt Driscoll, 05/13/2020, The New Tribune (3 minutes, 17 seconds)](https://www.thenewstribune.com/news/local/news-columns-blogs/matt-driscoll/article242685831.html)

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* [How Gen Z can Succeed During a Recession, from a Millennial Who’s Been There, by Elizabeth Segran, 03/27/2020, Fast Company](https://www.fastcompany.com/90480980/i-started-my-career-in-the-great-recession-heres-my-advice-to-entry-level-workers)
* [Making Sense: Understanding the Financial Impact of COVID-19, by Junior Achievement, Spring 2020, Junior Achievement of Washington](https://www.juniorachievement.org/documents/20009/0/JA+Making+Sense-Understanding+COVID.pdf)
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