**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 list at least 20 jobs at SeaTac Airport

The student will research a career of interest to them

The student will identify why a particular career would be a good fit for them

The student will analyze information and predict what will happen to job growth in their chosen career

The student will create a PowerPoint to describe their findings

The student will present their findings to the class

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

**CTE Common Career Technical Core Skills**

2. Apply appropriate academic technical skills

4. Communicate clearly, effectively and with reason

6. Demonstrate creativity and innovation

7. Employ valid and reliable research strategies

11. Use technology to enhance productivity

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

**ISTE Standards:**

Standard 6: Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

Standard 7: Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

**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 Writing**

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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.

SL. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Soft Skills**

**21st Century Skills**

1. Learning and Innovation

* Creativity and Innovation
* Critical Thinking and problem solving
* Communication and collaboration

1. Information, Media and Technology

* Information Literacy
* Media literacy
* Technology literacy

1. Life and Career
   * Initiative and self-direction
   * Productivity and accountability
2. Core Subjects and 21st Century Themes
   * Global awareness
   * Financial, economic, business and entrepreneurial literacy

**Locally and/or personally relevant for students:** SeaTac Airport “provides more than 151,400 jobs (87,300 direct jobs) with 24,000 badged employees” (Five Fast Facts about SeaTac Airport, Port of Seattle). The changes in travel and the economy will likely reduce the number of people working at SeaTac Airport, which will make finding jobs in the area more difficult. Students will benefit from understanding how a recession will change finding employment.

**Connections to career and education pathways:** SeaTac Airport is like a small city, with jobs in almost every area. This lesson will help students understand the potential careers there, and what might happen to the economy (and local jobs) as a result of the pandemic.

**Materials:**

SeaTac Airport Organizational Chart Handout

SeaTac Airport Case Study Handout

PowerPoint Case Study Template for presentation

**Lesson preparation:** Copy handouts (Organizational chart and case study handouts) for students, sample presentation PowerPoint. Quote of the board: “I want my books sold on airport bookstalls.” Stephen Hawking.

**Time required:** Two periods

**Grouping of students for instruction:** Whole class, elbow partners, pairs or small groups based on career pathways

**What is the instruction? Consider the PBL Procedure that is being addressed here:** Discuss SeaTac Airport, how huge it is and how it’s like a small city. Go over airport organization and point out all of the careers in the various pathways. Have students make connections to their own careers, then research a career with a partner or in a small group. Included in their general research of a career is a place for them to problem-solve what they think will happen to this career in the next five years (due to the changes we’re seeing the world and locally due to COVID-19). Will the number of people employed in their careers increase, stay about the same or decrease? Why?

**Understanding the Problem**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| SeaTac Airport is a huge employer in our region. Think about what you see, hear and do at an airport.  With your elbow partner, brainstorm the different jobs that exist at an airport. Who can get the most?  Give students 5 minutes, then come together as a class and write the different jobs on the board. | Students work with elbow partner to come up with as many different jobs at the airport they can think of.  After discussion, students should have at lease 20 jobs at the airport listed on their papers |
| Give out SeaTac Organizational Chart Handout. Have students write their own top three career options on the chart.  Go over the chart aloud and discuss each of the areas, highlighting jobs in each strand.  Point out how SeaTac Airport has jobs in almost every area, just like a small city.  Have students circle the strand linked to their own career path that they want to research, | Students write their own top three career options on the chart.  Students participate in discussion about the vast array of careers at the part.  Students circle the strand liked to their own career path that they want to research. |
| Have students break into pairs or small groups who are in the same career strand to research. Give out and go over SeaTac Airport Case Study Handout | Students get into pairs or small groups who are in the same strand to research.  Give out and go over SeaTac Airport Case Study Handout |
| Students spend the rest of the period and the first half of the next period researching their career and filling out SeaTac Airport Case Study Handout.  From that, students create a short PowerPoint to share with the class | Students spend the rest of the period and the first half of the next period researching their career and filling out SeaTac Airport Case Study Handout.  From that, students create a short PowerPoint to share with the class |
| The last half of the next day, students share their PowerPoint with the class explaining their careers and anticipated job growth in their industry in the next five years. | The last half of the next day, students share their PowerPoint with the class explaining their careers and anticipated job growth in their industry in the next five years. |

**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. Materials are scaffolded with fill-in areas on the SeaTac Airport Organizational Chart and SeaTac Airport Case Study Handout. PowerPoint Case Study template (scaffolding) for presentation is provided. Students could present to teacher only or smaller portion of the class. The assignment could be modified (shortened) to meet specific needs of students.

**Extensions:** Students could research additional career(s) to determine the impacts on employment in the Puget Sound region. Students could create a short video report or podcast summarizing their research findings. Guest speakers from a variety of careers, field trips to SeaTac Airport.

**Assessment:**

**Formative Assessment in the Lessons:** Completion of handouts, completion of PowerPoint, presentation to class of findings, effective group participation by members of class

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

**References/Resources:** SeaTac Airport Organizational Chart Handout and SeaTac Airport Case Study Handout. PowerPoint Case Study template for presentations.