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Name: _____

Date: ____ / ____ / ____ Class Hour: ____

EXPLORING A JOB IN THE ENERGY INDUSTRY

Instructor's Guide

Learning Goals:

For a job in the energy industry of their choosing, students will investigate its:

- compensation potential
- qualifications
- demands
- career advancement potential



Materials, Resources, and Technology Required:

There are no materials, resources, or technology needed beyond those commonly found in most classrooms.

Activity and Teacher's Notes:

Exploring a Job In the Energy Industry gives students an interesting opportunity to look ahead in their lives and consider a potential future in the energy industry. The career maps embedded in the lesson make that opportunity much easier to do without having to perform lots of original research.

Before using the lesson read the **Student Lesson** carefully. There is where you will find most of what you need to know about how to use the lesson. Then you'll have to make a few choices and communicate some information to your students.

You'll have to decide how to use the career maps that are the focal point of the lesson. As written, students select an energy career map, then choose a mid-level job within that career map to investigate in depth. However, many teachers choose to use the lesson a bit differently, restricting their students to one or two career maps. How you decide to use the career maps will need to be communicated to your class.

It is recommended that you have students check in with you once they've chosen their mid-level position or job to investigate. Track their choices. This will allow you to manage their choices if you choose to do so. For example, you may not want to have too many students selecting the same job to investigate. Or, you may allow two different students to select the same job but require each of them to investigate different writing prompts. Information like this will need to be communicated up front as well.

Exploring a Job In the Energy Industry gives you the opportunity to emphasize well thought out quality writing. Talk about this with your class, making your quality expectations clear.

Communicate the lesson timeline, where and how to submit, and anything you may want to do as a follow-up to student writing. For example, you might have each student report informally on what they learned while completing the lesson. You could have each student do a short, formal presentation.

You may also choose to have students write on three or all four of the writing prompts. The lesson authorship team decided to keep the lesson shorter. Also, we felt sure students would learn a lot about the two prompts they didn't choose while writing about the two prompts they did choose to investigate.

Finally, it is worth mentioning that with a little adaptation, this could easily be changed to a lesson with a student presentation from a visual product.

Exploring a Job In the Energy Industry is a straightforward lesson for students to use once you've communicated the information, above.

Introducing **Exploring a Job** should be easy. Since students will be using a digital device, consider having everyone in the class help you introduce the lesson. Ask them to do an internet search on job potential in the years ahead in the energy industry (energy sector). Be assured that no matter where students land in that search, they will report the employment outlook in the energy and renewable energy industries is excellent. Employment in energy will be varied and interesting. Also it will be personally, professionally, and financially rewarding. Consider having your students tell you all about this as they introduce the lesson to themselves.

Once your expectations are clear and the lesson is underway, promote the best in student success by actively monitoring their progress and providing formative feedback.