

# THE INTERN

## Active Learning Tool

[www.takechargetoday.arizona.edu](http://www.takechargetoday.arizona.edu)

| RECOMMENDED GRADE LEVELS | AVERAGE TIME TO COMPLETE  | EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED “BY EDUCATORS, FOR EDUCATORS.” THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING COMPONENTS OF THIS LESSON PLAN. |
|--------------------------|---|---|
| 10-12                    | <b>Anticipatory Set &amp; Facilitation:</b><br>140 minutes<br><b>Conclusion/Assessment Options:</b><br>30 minutes | <ul style="list-style-type: none"> <li>Jessica Culver, Civics and Economics, Ozark, Arkansas</li> </ul>   |

| NATIONAL STANDARDS   | LESSON PLAN OBJECTIVES  |
|--|---|
| See the lesson plan from which you are integrating concepts for an applicable list of standards. | Upon completion of this lesson, participants will be able to: <ul style="list-style-type: none"> <li>Understand that we can expect to change careers during our lifetimes</li> <li>Recognize the special skills and abilities that we each bring to our careers, and also recognize how those special skills and abilities make us employable</li> <li>Reflect upon the ways in which people can approach career changes, including the education and skills that assist in those career changes</li> <li>Discuss and share approaches to changing careers, and how those approaches can assist in finding employment and building your skills</li> </ul> |

| MATERIALS  |   |  |
|--|---|--|
| MATERIALS PROVIDED IN THIS LESSON PLAN   | MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD       | MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT  |
| <ul style="list-style-type: none"> <li>Careers, Employment, and Your Well-Being 3.0.59.A1</li> <li>Skills and Abilities: Everyone Has Them! 3.0.59.A2</li> <li>A Change Is Sure To Come 3.0.59.H1</li> </ul> | <ul style="list-style-type: none"> <li>The Intern Answer Key 3.0.59.C1</li> </ul> | <ul style="list-style-type: none"> <li><i>The Intern</i> movie</li> <li>Large Post-It Notes</li> <li>Balloons or plastic eggs</li> <li>Small pieces of paper</li> <li>Art supplies (crayons, markers, or colored pencils)</li> </ul> |

| RESOURCES  |
|--|
| EXTERNAL RESOURCES   |
| <b>External resources referenced in this lesson plan:</b> <ul style="list-style-type: none"> <li>None available</li> </ul> |

### TAKE CHARGE TODAY RESOURCES

#### Similar lesson plan at a different level:

- None available

#### Optional lesson plan resources:

- Setting Financial Goals 2.1.4
- Invest In Yourself 2.3.1
- What Does Your Future Hold? 1.3.2
- The Places You Will Go! 1.3.3
- Career Exploration 2.3.2
- Get A Job 2.3.6
- Getting Paid 2.3.9
- Lifelong Employment 2.3.7
- Paycheck Basics 1.3.4

### CONTENT

Statistics say that the average American will switch careers up to 7 times in their lifetimes and sometimes up to five generations of workers share their workspaces. How can we prepare for possible career changes that we will deal with during our working lives? The movie “The Intern” looks at a 70-year-old man who is re-entering the workforce from retirement and is beginning a brand new career as an intern for an online clothing company. What can this movie teach us about how to prepare for career changes? What can we learn about our future careers from this video? This lesson studies the ways we can all prepare for our working lives, and it also looks at the ways in which our abilities and skills can help us build great careers for our future.

### LESSON FACILITATION

#### PREPARE

*Visual indicators to help prepare the lesson*

#### INSTRUCT

*Instructions to conduct the lesson facilitation*

#### CUSTOMIZE

*Potential modifications to lesson facilitation*

#### ANTICIPATORY SET

#### A Change Is Sure to Come

Approximate time: 20 minutes

Materials to prepare:



- *A Change Is Sure To Come* 3.0.59.H1
- Large Post-It Notes
- Markers

1. Divide participants into small groups of 2-3, and give each group one *A Change Is Sure To Come* card 3.0.59.H1. Each of these cards explains a scenario in which a career change could occur. Have each group read their card to themselves.
2. Give each group a Post-It note. Make sure this Post-It note is a large size, to allow for participants to share all information on the note.
3. Have each group write down the card’s scenario on their Post-It note and explain the following:
  - a. How will you approach this career change?
  - b. Will this career change require any new education?
  - c. How can you prepare yourself for this career change?
  - d. What skills can you bring from your old career to your new career?
  - e. How you would approach such a possible career change?
4. Have each group place their completed Post-It note anywhere they wish in the room (it should be able to stick to the wall).

Cards can be laminated to ensure longer durability; they may be printed in different colors as well.

You can have participants place their Post-Its on butcher paper or the white board if you wish for all answers to be in one central location.



5. Tell all participants to walk around the room and read what their classmates put on their Post-Its.
6. Finish this Anticipatory Set with a discussion, asking participants these questions:
  - a. Have you known someone who has faced a major career change?
  - b. Why might we need to be prepared to possibly change careers during our lifetimes?
  - c. Do you think you will personally stick with one career for your entire life? Why/why not?
  - d. What could be scary and/or nerve-wracking about switching careers?
  - e. Can you think of any careers that are growing and looking for new workers? Can you think of any careers that are downsizing and therefore causing people to look for new employment?
  - f. What skills might people develop at one career that could help them to find employment in a new career?

#### RECOMMENDED FACILITATION

There are two facilitation options provided for this lesson:

1. Option 1: Careers, Employment, and Your Well-Being
2. Option 2: Skills and Abilities: Everyone Has Them!

#### **Option 1: Careers, Employment, and Your Well-Being**

Approximate time: 120 minutes (*The Intern* is 120 minutes in length, and this option is to be completed while watching the movie.)

Materials to prepare:

- *The Intern* movie
- *Careers, Employment, and Your Well-Being* 3.0.59.A1 per participant

1. As a group, watch *The Intern*.
2. While watching *The Intern*, have participants complete the *Careers, Employment, and Your Well-Being* worksheet 3.0.59.A1.

*The Intern* is rated PG-13. It is recommended that you preview this movie to make sure it is appropriate for your audience.



If you have an Interactive WhiteBoard or SmartBoard, this works great as a projection tool for the movie.

#### **Option 2: Skills and Abilities: Everyone Has Them!**

Approximate time: 120 minutes (*The Intern* is 120 minutes in length, and this option is to be completed while watching the movie.)

Materials to prepare:

- *The Intern* movie
- *Skills and Abilities: Everyone Has Them!* 3.0.59.A2 per participant

1. As a group, watch *The Intern*.
2. While watching *The Intern*, have participants complete the *Skills and Abilities: Everyone Has Them!* worksheet 3.0.59.A2

#### ASSESSMENT

#### **Art Assessment**

Approximate time: 20 minutes

Materials to prepare:



- One plastic egg per participant
  - One small piece of paper for every participant
  - Art supplies (crayons, markers, or colored pencils)
1. Give every participant one plastic egg, one small piece of paper, and art supplies (crayons, markers, or colored pencils).
  2. Have participants imagine what career they hope to have in the future and think about what skills and abilities are needed to help achieve this career goal.
  3. Ask participants to draw a picture of themselves working in the career that they personally hope to have when they are an adult. Participants can draw stick figures, word art, and/or any type of drawing that expresses their hopes for their future career. Tell participants not to put their name on this drawing.
  4. Tell participants to place this piece of paper into the plastic egg.
  5. Instruct participants to toss their plastic eggs across the room and pick up someone else's plastic egg. Everyone should now have an egg that is not their own original egg.
  6. At the same time, have everyone open their eggs they ended up with and take the paper out and ask participants to share the following:
    - a. What is the drawing of that you received in the balloon?
    - b. What career does it look like this classmate selected?
    - c. What can you learn about your classmate(s) from the picture you ended up with?
    - d. Can you tell anything about your classmates' skills, abilities, and future career choice?
    - e. It is fun to integrate balloons into this discussion about careers. Could your future career choice possibly be fun? Can careers bring you happiness? Share your opinions.

If plastic eggs are not available, you can have participants draw their picture on a blank piece of paper, crumple it up, and toss it across the room.



## A Change is Sure to Come

3.0.59.H1

You have been an oilfield worker for fifteen years, but oil prices have decreased recently, and you would like a new career as a truck driver. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

You have worked as flight attendant for ten years, and you have decided you want to become an airline pilot. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

After being a nurse and working for a year at your local emergency room, you decide that you want to become a physician. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

After working as a third grade teacher, you decide that you want to write and illustrate children's books. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

After being a nurse and working for a year at your local emergency room, you decide that you want to become a physician. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

After graduating college, you work as a computer analyst for five years. You decide you want to start your own business selling computer software. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.



3.0.59.H1

After working as a cosmetologist for two years, you really want to work in fashion design. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

You have owned your own farm for eight years, but you want to sell the farm and use that money to start a new career owning your own auto body shop. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

You have worked as an insurance salesperson for all of your adult life, but you want to change your career and become an x-ray technician. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

3.0.59.H1

You work at your local post office as a mail carrier, but you would like to become a police officer for your town instead. How will you approach this career change? Will this career change require any new education? How can you prepare yourself for this career change? What skills can you bring from your old career to your new career? Explain.

## Careers, Employment and Your Well-Being

|    |                       |
|----|-----------------------|
|    | Total Points Earned   |
| 21 | Total Points Possible |
|    | Percentage            |

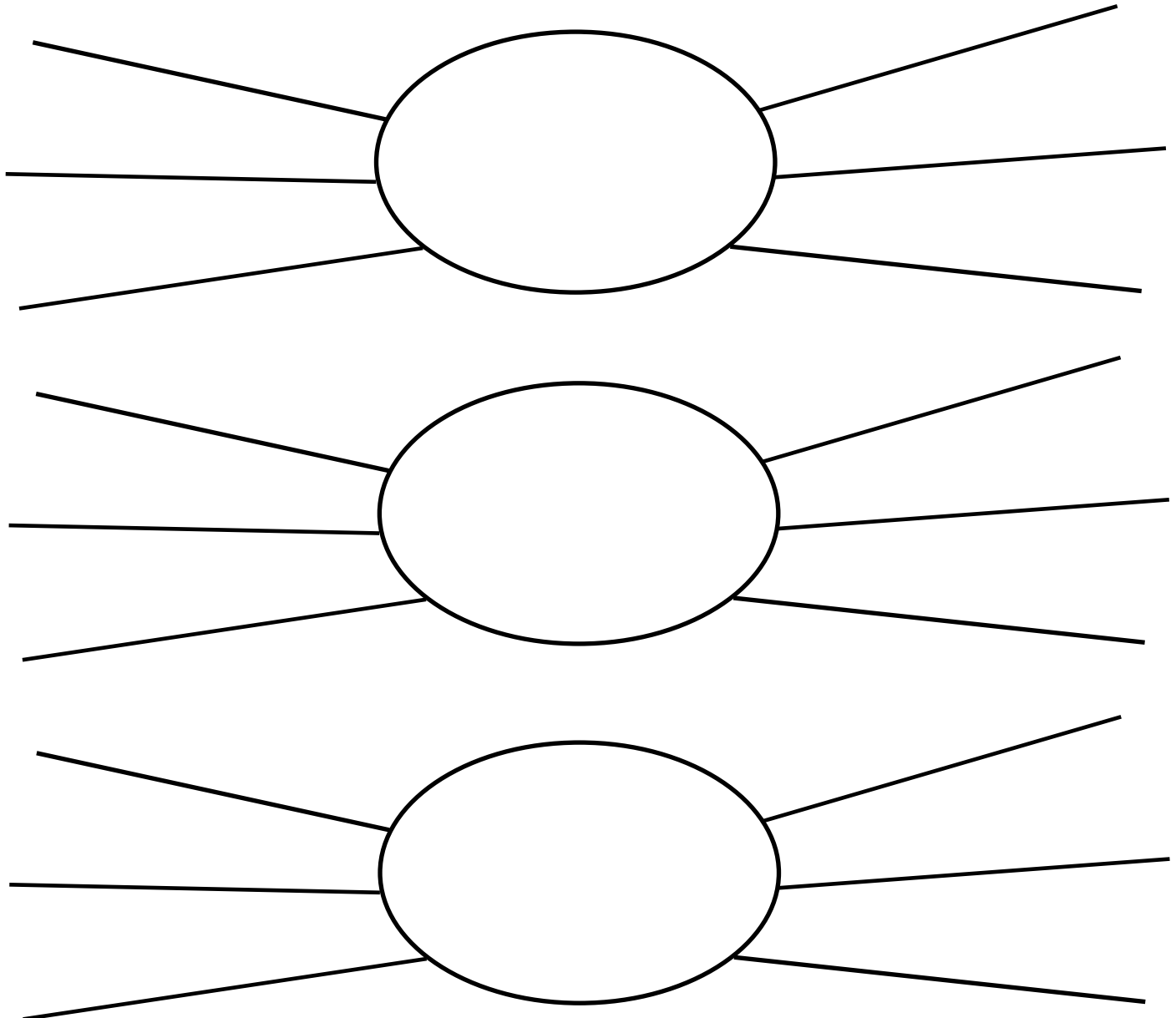
Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

### Part 1: Career Skills

**Directions:** As you watch *The Intern*, select three careers that are showcased in the movie. In the graphic organizer below, write the name of the career in the center circle (1 point each). On the lines coming off of the circle, list skills and abilities that are needed to succeed in that career (1 point each).





## **Part 2: Careers and Well-Being**

**Directions:** While watching *The Intern*, think about the ways in which your career choice impacts your well-being. Explain examples from the movie of how characters' career choices have impacted their overall well-being. Include at least three characters in this explanation (6 points).





## Skills and Abilities: Everyone Has Them!

|    |                       |
|----|-----------------------|
|    | Total Points Earned   |
| 24 | Total Points Possible |
|    | Percentage            |

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

### Part 1: Characters

**Directions:** Complete this worksheet while watching *The Intern*. Select three characters from the movie that you think have special skills and abilities that make them good at their chosen career.

Character 1 Name (1 point):

List 5 special skills and abilities that this character has that makes them good at their chosen career (5 points).

Character 2 Name (1 point):

List 5 special skills and abilities that this character has that makes them good at their chosen career (5 points).

Character 3 Name (1 point):

List 5 special skills and abilities that this character has that makes them good at their chosen career (5 points).

## Part 2: New Employment

**Directions:** Using the skills and abilities you listed for these three chosen characters, explain how that character's skills and abilities could help them gain new employment if they wanted to change careers.

Character 1: Using this character's special skills and abilities that you listed on the previous page, what is one other career this character could do? Consider this character's special skills and abilities (1 point).

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Why would this character's special skills and abilities help them in this alternative career choice? Explain in a sentence (1 point).

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Character 2: Using this character's special skills and abilities that you listed on the previous page, what is one other career this character could do? Consider this character's special skills and abilities (1 point).

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Why would this character's special skills and abilities help them in this alternative career choice? Explain in a sentence (1 point).

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Character 3: Using this character's special skills and abilities that you listed on the previous page, what is one other career this character could do? Consider this character's special skills and abilities (1 point).

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Why would this character's special skills and abilities help them in this alternative career choice? Explain in a sentence (1 point).

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