



The Center for Women &
Information Technology

You Can Be Anything Teacher Guide to PowerPoint

Part 1: PowerPoint Lesson

Directions:

1. Hand out student worksheet to class.
2. Follow speaking points for the PowerPoint Presentation.

Slide 1:

Teacher Questions:

1. *Let us talk about the pictures you see on the screen. What do you think each picture represents?*

Possible Student Responses: a doctor, nurse, researcher, scientist, computer lab, robot, and a computer (video) game.

2. *Let us get a little bit more creative. What could each of the individuals you see be doing? (Give clues that lead to possible student responses below.)*

Possible Student Responses:

- The scientist in upper left had corner could be inventing a cure for cancer.
- The doctor or nurse in the right hand corner could be analyzing DNA.
- The researcher/scientist looking through the microscope could be looking at crime scene evidence.
- The doctor is reviewing lab results.
- The doctor is helping a patient after an MRI scan.
- The scientist is testing or designing a robot.
- The businesswomen are researching, testing computer equipment, programming, etc.

3. *Look at the video game and the computer lab. Raise your hand if you have ever played a video game or worked on a computer before?*

4. *We have just talked about what we think are the characters' jobs on the first slide. What kinds of equipment or tools do they need to do their jobs?*

5. *Raise your hand if you think you need to know how to use a computer or types of equipment in many types of jobs. Call on students and have them explain their thoughts.*

6. *Let me ask you a few more questions about your personal use and familiarity with computers.*

(Transition to next slide)

Slide 2:

Where do you most often use a computer?

Possible Student Responses:

- at home, school, library, a friend's house

How often do you use a computer?

- (various answers)

In what capacity do you use the computer?

- emailing, surfing the Web, watching movies, researching, listening to music, instant messaging

Slide 3

Teacher Action/Question:

Hold up each piece of hardware and ask students if they know what it is? Pass the objects around to the students. Remind students to make notes on their worksheets. (Use the PowerPoint slide to define each item as you discuss them.)

(Transition to Next Slide)

Slide 4:

Teacher Question:

We just talked about computers and we looked at a slide with people using the specific tools of their trade as they worked on tasks in their career pathways. When we think about computers and the tools people use in their career areas, what word comes to your mind? Think about it for a moment and take a look at the next slide for a clue.

Answer: *Technology*

Slide 5:

Teacher Question:

What is technology? How would you define it? Write responses on the chalkboard.

Possible Student Responses: (Technical definitions are below. Accept simplified versions of these definitions. Help shape student responses as they answer.)

Technology is...

- Human innovations that can solve problems and extend human capabilities.
- The innovation, change, or modification of the natural environment to satisfy perceived human needs and wants.
- The practical application of knowledge, especially in a particular area such as engineering.
- A manner of accomplishing a task especially using technical processes, methods, or knowledge.

Slide 6:

Teacher Questions:

1. *What other types of technology do you use? (Give clues)*

Possible Student Responses:

- Cell Phone
- Digital TV
- X-Box
- CD player
- MP3 player
- Digital Camera
- Palm Pilot
- Microwave
- TIVO

2. Show CWIT's, **You Can Be Anything**, Video

Ask students to view a music video and keep an eye out for other types of technology and career areas they had or had not mentioned in their earlier discussions.

Teacher Question:

What are your reactions to the video? What did you like about it? What kinds of career pathways did you see? What career paths looked interesting to you? What types of technology did you see that you had or had not mentioned earlier?

(Transition back to PowerPoint)

Slide 7:

Teacher Question:

We have already talked about types of technology we have used or observed others using. Have you ever thought about being a creator of technology? What ideas have you had? What types of technology would make your life easier – more fun?

Slide 8:

Teacher Questions:

- 1. In what ways do you think you will use technology in the future in any career you have?*
- 2. Let us switch gears. Can you imagine a job where people do not need to use any technology at all?*

Possible Student Responses:

Students may only be able to think of low skill, low wage jobs. (Make a point of mentioning this.)

Slide 9:

Teacher Comments/Questions:

Can you believe that the top fastest growing jobs are technology-related? However; enrollment in technology-related programs is declining and women, minorities and the disabled are the least likely to go into a technology-related field

Other Facts:

**Explain that women hold only 15% of jobs in technology fields.*

**Ask students to tell you how many women out of every 100 people would be women in technology fields. Ask students to explain their math calculation.*

Answer: There are only 15 women out of every 100 employed in a technology field.

**Ask students for their reactions to the information.*

Slide 10:

Teacher Questions:

- 1. What career areas would you like to know more about?*
- 2. Hand out a document listing numerous career pathways. (Use current research – document not provided in this packet.)*
- 3. Explain that students will research their chosen career pathways and present their findings in a research paper and a speech to the class. (Create a rubric for this assignment so students may see the criteria to receive an A or B on the project.)*
- 4. Review assignment criteria (rubric) with students.*

PART II:

Partner with the media specialist and have students begin researching career areas on computers. Continue research in technology education classes or with other content area teachers involved in the project.

Part III:

Students complete a writing assignment (defined by a rubric).

Part IV:

Students make presentations to the class (defined by a rubric).

Part V:

Follow-up: After students complete their research and give their speeches to the class, ask students if they heard about any other career pathways from other students' presentations that may have interested them.

Part VI:

Book the guidance counselor to talk to classes/individual students regarding:

- Programs /courses students should complete in order to pursue a particular career area and be college ready.
- How much postsecondary education is needed for a particular career pathway.
- Signing up for high school courses in advance.
- Developing a four-year education plan for students.