LEAP Infographic Lesson Plan (Year 9-10)

Career Exploration – the Professions

Aim of Lesson

The activities in this lesson, based on LEAP Profession Infographics, will provide an opportunity for students to think and share ideas about careers in one or more professions. It has the potential to help students learn how to argue, to use logic, and to analyse and interpret a range of career-related information.

The lesson is designed to help students distill the most important pieces of information from that provided and to form conclusions.

Students could be challenged to organise a hierarchy of information and learn that their decisions need to be grounded in evidence.

Resources needed for the lesson

1. Download an A3 copy (in colour) of one or more of the LEAP professions infographics from http://www.leap.vic.edu.au/teachers/resources/classroom-activities. Print sufficient copies for one per group of four in your class.

2. Print a copy of the handout per group of four students for the group activity (see page 5).

3. If you decide to use the TED Talk in Activity 1, download it and have it ready to play.

Suggested Timing – a double period

<table>
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<tr>
<th>Activity</th>
<th>Duration</th>
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<tr>
<td>Activity 1 – Introduction</td>
<td>10 minutes (30 minutes if using TED video)</td>
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<tr>
<td>Activity 2 – Group Analysis Activity - Discussion</td>
<td>15 – 20 minutes</td>
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<td>Activity 3 – Whole Class Activity – Feedback</td>
<td>15 – 20 minutes</td>
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<td>Activity 4 – Individual Activity - Essay</td>
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Activity 1

Introduction - creating a context by defining infographics

(10 minutes – however 30 minutes if including the TED talk)

Check to see whether your students know what infographics are.

Hand out one infographic to each group of four students. Ask them to view the document and among themselves come up with a definition for ‘infographic’.

Take feedback from the group. Write ideas on the board.

Once feedback from group has been completed, read the Wikipedia definition (below) to the class. Ask a student to come to the board and tick those elements that are the same or similar to the Wikipedia definition.

Wikipedia definition - Information graphics or infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly. They can improve cognition by utilising graphics to enhance the human visual system’s ability to see patterns and trends. The process of creating infographics can be referred to as data visualisation, information design, or information architecture.

Simply put an Infographic is the display of information in such a way that it can be easily understood at a glance.

Optional additional activity

If you have time (and feel it would be relevant or add to the lesson) you could show the following TED Talk (18 minutes) or another similar video which explores the benefits of presenting information visually:

http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization#

David McCandless turns complex data sets (like worldwide military spending, media buzz, Facebook status updates) into beautiful, simple diagrams that tease out unseen patterns and connections. Good design, he suggests, is the best way to navigate information glut — and it may just change the way we see the world.
Activity 2

Group Activity – Analysis of the Infographic

(15 – 20 minutes)

Provide each group with handout – tell them that the questions are designed to prompt them to evaluate the infographic for the profession they have been given and decide what conclusions they may be able to draw from it.

a. What surprises you about the information related to this profession?

b. What conclusions can you draw about opportunities in this profession from the information/data provided?

c. What do you think the person who made the graphic is trying to tell us about this profession?

d. How does this information make you feel about the profession and why?

e. What other information would you now like to know about this profession?

Debriefing activity: Ask students to nominate one person from their group to be the spokesperson for the group. Ask this person to take notes on the narratives and conclusions, noting evidence found to support these.

Then let the students go!

Activity 3

Whole Class Activity – Feedback

(15 – 20 minutes)

Debrief as a class by sharing ideas.

Ask the nominated spokesperson of each group to:

- share the narratives and conclusions their group drew from the graphic, and
- support their conclusions with evidence they found in the graphic and the background information.
Activity 4

Individual Activity – Essay

(20 – 30 minutes)

Have each of the students write a short essay on:

- their understanding of the nature of the workforce of the profession presented in their infographic, and
- what they perceive as potentially positive or negative aspects of the profession with evidence given the support their ideas.
Group Activity Handout

Analysis of the Infographic

Before you start this activity nominate one person from your group to be the spokesperson for the debriefing activity. This person will need to take notes on the narratives and conclusions, noting evidence the group found to support these.

**Using the following questions to guide your discussion**, evaluate the infographic for the profession you have been given and decide what conclusions you may be able to draw from it.

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<th>Answer</th>
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