



World of Work Podcast | Carrie Cessna, Paralegal Listening Guide

Growth Mindset Challenge:

Are you ready for our Growth Mindset Challenge of the Week? This episode, we talked about the importance of being a lifelong learner. What is one thing that you have been meaning to learn more about? Ask your grown ups what they know on this topic, and create a graphic organizer or list showing the new things you have learned. Then, with your grown up's help, do some research! Use books, the internet, or your local library to expand your learning on this new topic!

Teaching Tips

- Students can write down examples of what they think a growth mindset is before listening to the clips
- We all learn new things every single day. Ask your students to think about and talk to each other about one new thing that they've learned in the past week.
- Talk to your students about how change is okay and that sometimes it can be an excellent thing. Ask them to share what they have learned from personal changes and how they handle them.
- What are ways that you can implement soft skills in your classroom?
- Explain to your students what a paralegal does and what the process of obtaining that degree looks like. Timestamp 01:20 - 04:31 helps explain this.
- Explain to your students what critical thinking is. Timestamp 06:23 - 7:38 helps explain this.

The Importance of Being Organized

- Show students a section of your classroom and explain why it is important that it's organized. Ask your students if they organize their toys or clothes and why. Are they easier or harder to find that way?
- Why is it important to stay organized in school and in a professional environment?

Pre-Listening Activity

(K) Winning and Losing

Winning and losing can be very hard for younger students to understand. An excellent way to show that winning and losing is okay is to have kids vote on something in their classroom, such as what to have for a snack, what activity to do on that day, or what game to play at recess. Explain what voting means and how it works. Then, present them with two options and have them raise their hands for whatever option they would prefer out of the two. You can reassure them that the other option will happen on another day and that both options are good! Once you have tallied all of the votes, discuss with them the results and ask them these questions:

- How did it feel if their choice got the most votes?
- Is it hard to go along with the group decision when it differs from your choice?
- Ask if anyone remembers a time when they lost in a game, like running a race, catching a ball, or playing a board game. How did they feel?
- Reminding students that making decisions is a group effort and another way of demonstrating teamwork is essential.

(K) Balance and Bounce

Show students that some of the best games are those in which everyone works together! Together, hold the corners of a blanket or sheet. Put a ball in the middle and work together to make it bounce gently up and down without falling off. Talk about specific ways that you worked together to keep the ball bouncing.

(K-2) Blow up one balloon (or more if you want to make it more challenging) and have your students stand in a circle around the classroom. Explain to them that the goal is to work together to prevent the balloon from touching the ground. No running is allowed, and if it touches the ground, the game must restart. This is a great way to show them that there are some things that would be very hard to do alone.

(3-5) Have your students try to line themselves up in order of height (shortest to tallest) without talking or making any noise. Explain to them that this demonstrates how working with others may be tricky sometimes, but by finding creative ways to communicate, it can be done!

Post-Listening Activity

(K-2: have adults help; 3-5: have them do their own research)

After reflecting on the growth mindset challenge, create a graphic organizer or list showing the new things that you have learned. Then, do some research on what you want to learn more about!

(K-2) “How do we get from here to there?”

Give children mats, towels, etc. Have kids work together to try and make it across the room without stepping on the floor (i.e., they may step only on the mats or towels). Give them time to figure out that the solution is to lay down the mats and have people standing in all but the first one. Then, pick up and pass along the first (empty) hoop, put it in front, and repeat this procedure until they reach the end of the room.

Discussion Questions

1. Think about a time when you worked independently and a time when you worked in a team. What did you prefer?
2. Why is it important to be part of a team? What are some things that you can do in a team that are not possible to do by yourself?
3. How can you manage your time and workload? Why is that an essential part of a job?
4. What is the difference between critical thinking and uncritical (emotional, lateral, biased) thinking?

Creature Categorization Activity

There are many popular games and puzzles circulating these days that would be perfect for teaching organization and critical thinking skills to your students. Learning to classify and organize information is a cross-curricular skill that lends itself to all content areas. Here is a fun and creative way to help students practice organizing information.

Curriculum tie-ins: Science, creative writing, research skills

Materials Needed:

- Drawing paper and coloring materials
- A list of animals (optional)
- Books or computer access to research animals (optional)

How to Use This Activity:

1. Students will begin this activity by designing a make-believe creature, and coming up with three “facts” about their creature.
2. Once every student has designed their creature and given it some characteristics that make it unique, task students with organizing the creatures into different classifications by working together. Will all animals with wings be in the same group, or perhaps all animals that eat pizza?
3. Encourage students to organize the creatures into four or five different categories that they have defined themselves. Then, have them explain why the creatures were categorized in this way.

Activity Variations:

1. Provide students with a list of real animals.
2. Have students use their own knowledge, or do some research, to categorize these animals into four different groups.
3. Additionally, students may work independently to categorize the creatures, either make-believe or real, independently, then share their process with one another.

Activity Wrap-Up:

Depending on the activity variation used, discussions may focus on:

- The research process
- Working together to organize information
- Reflecting on their individual process in organizing information
- Why organization is important in everyday life, and how organization skills help us on our path to being a lifelong learner

Timestamps

Made possible by... 00:00 - 00:17

Introduction: 00:18 - 01:17

Interviewing Carrie Cessna - Journey 01:18 - 10:59

- What drew you to this career? 01:18 - 02:21
- What training is needed to become a paralegal? 02:22 - 04:31
- What environments can a paralegal work in? 04:32 - 06:22
- What are important skills that helped you become successful? /critical thinking: 06:23 - 7:38
- Working in a team/working independently: 07:38 - 08:25
- Lifelong learning: 08:26 - 10:42
- Interview ending: 10:43 - 10:59

Growth Mindset challenge: What is one thing that you've been meaning to learn more about?
11:00 - 11:38

Introducing the panel of educators: 11:39 - 12:07

Panel of educators Q&A 12:09 - 24:29

- How can we instill a love of learning in children? 12:09 - 14:59
- What are some ways you use organization/critical thinking? 15:00 - 17:08
- What are some ways teachers can help build soft skills? 17:09 - 20:40
- How can parents work on soft skills with children? 20:41 - 24:07

Outro: 24:30 - 25:03