

# The 5 Whys

## Theme and Level

**Theme:** Evaluate Options

**Level:** Getting Started

## At a Glance

Students compare and evaluate occupations, identifying factors and core values that are important to them.

**Time:** 75 minutes.

## Essential Questions

- Which of my core values do I evidence in the occupations that appeal to me?

## Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Print *The 5 Whys Worksheet*, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goals of this lesson are for them to identify occupational characteristics that make certain occupations appealing to them, and to help them understand the values they hold and why they are attracted to certain occupational characteristics.
2. Show PPT Slide 2. Read the quote on the slide by Edward Hodnett, a 17th century illustrator, author, philosopher, and poet: "If you don't ask the right questions, you don't get the right answers."
3. Ask the class to discuss what this quote means to them. Mention the following points if students do not mention them: asking several questions may be necessary to solve problems and asking the *right* questions often leads to *better* answers.
4. Tell students that factors that might seem trivial in a decision might be of the utmost importance. Explain that this activity will look at the factors that matter to them individually when comparing occupations and identify why these factors are important to the students.
5. Explain that this lesson will use an abbreviated version of a famous problem-solving process called "The 5 Whys."
6. Show PPT Slide 3, and introduce the 5 Whys.
7. Show PPT Slide 4. Demonstrate the 5 Whys. Be sure to note how the 5th "Why" really gets at the root concern in this example. Point out to students that each time the person asks why, they get at deeper, more pertinent information.
8. Divide the class into pairs and ask them to create scenarios using the 5 Whys process.
9. Ask for volunteers to share their examples with the class.
10. Show PPT Slide 5. Provide an overview of how students will use an abbreviated version of the 5 Whys process in this lesson to identify key occupational factors and the values associated with these factors. They will:
  - Identify and compare four occupations of interest
  - Identify common factors of interest in these occupations
  - Identify why these factors are important to them
  - Identify why they feel this way
  - Identify core values that they reveal by their self-questioning
11. Show PPT Slides 6 and 7. Distribute *The 5 Whys Worksheet* and review the instructions. Show students how to use the Compare feature in CIS. Discuss each step and answer any questions associated with each step of the assignment.
12. Use the remainder of class time for students to use CIS to conduct the research piece for Step 1 on their worksheets.

13. Walk around and assist students with this assignment.
14. Assign worksheet completion as homework.
15. Ask students to discuss this assignment with a parent or an adult, sharing any learning about preferred occupational factors and the values behind those preferences.
16. In a subsequent class discuss what students learned in this activity.

## Variations and Accommodations

- Complete worksheet in subsequent class period.
- For the factors, use only the Preparation information and the Helpful High School Courses associated with each CIS occupation and use this information for worksheet completion. This will allow students to evaluate preparation differences and requirements of occupations of interest.
- Work one-on one with any student needing special assistance.

## Assessment

Use *The 5 Whys Scoring Guide* to evaluate student work.

## Portfolio

Students enter reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

## Materials

Computer lab with overhead projector and CIS access

[The 5 Whys \(PPTX\)](#)

[The 5 Whys Worksheet \(PDF\)](#)

[The 5 Whys Worksheet \(DOCX\)](#)

[The 5 Whys Scoring Guide \(PDF\)](#)

[The 5 Whys Scoring Guide \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening
- English and Language Arts Career Anchor: Language

### *National Career Development Guidelines*

- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *American School Counselor Association*

- Career Development

*Bloom's Taxonomy*: Understanding, Analyzing, Creating

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed

- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Create Relationships with Adults that Support Success
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment