



DETECTIVE MATRIX (teacher copy)

This lesson addresses the following Maine Learning Results & Guiding Principles

A4 Career and Life Roles

Learning about and Exploring Education and *Career and Life Roles*: Students identify, demonstrate, analyze, and evaluate:

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- the ability to identify and use education and career information for lifelong learning to achieve success.

E. An integrative and informed thinker

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

Grade Levels: Middle and High School

Teacher Instructions:

Inform students that you will assign videos for them to watch on Destination Occupation. As they watch each video, they need to use “detective skills” to look for evidence of skills needed to do each job (*Hard skills and Soft skills*).

They will use the Matrix (provided on pages 3 and 4) to track evidence of different skills that are needed to do a given job. Some skills are *obvious and clearly stated or illustrated*, others are more *“hidden” and not clearly stated...*they will need to be a detective and look for clues.

While students watch the videos, they will look for **evidence of and document** any of the skills each person needs to be successful in their job. A list of sample skills, scope and sequence and sample matrix answers are provided on the next page.

Categories of Skills Sets Needed (you can get more specific and detailed)

Hard Skills (skills that help you GET you the job)	Soft skills (skills that help you to KEEP the job)
<ul style="list-style-type: none"> ● Math ● Reading/Writing ● Social Studies/History ● Science/Technology ● Other: _____ 	<ul style="list-style-type: none"> ● Speaking/Communicating ● Time Management ● Collaboration ● Problem Solving ● Following Directions

Scope and Sequence Suggestions:

1. Watch any company introduction to get a brief glimpse into the company.
2. Pick one of the featured employees and use the Detective Matrix .
3. Repeat using other career exploration videos.

Sample of Matrix and Answers

Name of Person and Job Title	Obviously stated or illustrated skills needed	“Hidden” skills or not clearly stated, look for clues
Corey CDL Driver (Hancock Lumber)	Speaking/Communicating, Collaboration, Problem Solving, Following Directions	Math, Science/Technology, Reading/Writing
Christian Cutter (SIGCO)	Reading & Writing, Technology, Speaking/Communicating, Time Management	Math, Science, Collaboration, Following Directions
Briana General Laborer (GDBIW)	Science, Technology, Speaking/Communicating, Problem Solving	Reading/Writing, Math, Collaboration



Detective Matrix (student copy)

Detective skills are needed here! Your task is look for different skills that are needed to do a given job. Some skills are *obvious and clearly stated or illustrated*, others are more *“hidden” and not clearly stated...you will need to be a detective and look for clues*.

While you watch, look for **evidence of** and **document** any of the following skills this person needs to be successful in their job and fill out the matrix below.

Hard Skills (gets you the job) <ul style="list-style-type: none"> ● Math ● Reading/Writing ● Social Studies/History ● Science/Technology ● Other: _____ 	Soft Skills (helps you keep the job) <ul style="list-style-type: none"> ● Speaking/Communicating ● Time Management ● Collaboration ● Problem Solving ● Following Directions
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Name of Person and Job Title	Obvious/clearly stated or illustrated skills needed	“Hidden” skills or not clearly stated, look for clues
	Hard skills: Soft skills:	Hard skills: Soft skills:

