30 SECONDS

MATH TEKS OBJECTIVES	
§111.22	6b.1 (C) use integers to represent real-life situations
	6b.2 (B) use addition and subtraction to solve problems involving fractions and decimals
	6b.8 (A) estimate measurements (including circumference) and evaluate reasonableness of results
	6b.8 (B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight
	6b.10 (A) select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot
	6b.10 (B) identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data
	6b.10 (D) solve problems by collecting, organizing, displaying, and interpreting data

§111.23	7b.1 (A) apply mathematics to problems arising in everyday life, society, and the workplace
	7b.3 (A) add, subtract, multiply, and divide rational numbers fluently
	7b.12 (B) use data from a random sample to make inferences about a population

CAREER EXPLORATION AND PORTALS TEKS OBJECTIVES	
§127.3 c	4. The student evaluates skills for personal success. The student is expected to: (B) use interpersonal skills to facilitate effective teamwork; (D) use effective time-management and goal-setting strategies
	7. The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; (F) complete activities using project- and time-management techniques.
§127.4 c	3. The student explores programs of study. The student is expected to: (C) develop a personal program of study for at least one career.
	4. The student explores the professional skills needed for college and career success. The student is expected to: (A) articulate the importance of strong academic skills to meet personal academic and career goals; (B) explore the importance of curricular, extracurricular, career preparation, and extended learning experiences; and (D) explore the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities.
	7. The student explores job-seeking skills. The student is expected to: (C) participate in a mock interview.

Instructional Directions

This activity is designed to take 25–90 minutes based on chosen depth of activity.

1. Decide whether or not you want to give students time to prepare their 30-second commercial ,or if you want them to be able to do it without much thought (just like if they were meeting the CEO in the elevator unexpectedly).

2. Instruct students that they will be holding their conversation using the "30-Second Commercial" while their back is to the clock and their partner watches time for them.

3. Once a student thinks they have been talking for 30 seconds, they can ask their partner to stop the clock. The students will then record the actual time on the table.

4. The student recording the time can ask questions of their partner for a true conversation to take place. Partners will then switch roles and record the second time.

5. Once all students are done, have students announce their times for all students to record on table. Be sure students understand how to correctly create a stem and leaf plot as well as calculating central tendencies and range.

Workforce Solutions

30 SECONDS

Learning Outcome(s)	Students will be able to estimate time and use the collected data to appropriately display data in Stem and Leaf Plot as well as find mean, median, mode, and range.
Deliverables	Completed Blackline Master M2
Resources Needed	• Blackline Master M2 • Clock/stop watch • Writing utensil

Vocabulary or Concepts (New and /or Challenging)

- Stem and leaf plot
- Mean
- Median
- Mode

- Range
- Outlier
- Shape of data: symmetrical, skewed, peaks

MODIFICATIONS & EXTENSIONS

- **Simplify:** Use only whole numbers with rounding if needed; use a calculator

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Workforce Solutions

Name _____

Period _____

Date _____

30-SECOND COMMERCIAL

What would you say if you were about to interview for a job and you ended up meeting the CEO of the company on the elevator ride up to the office?

People looking for a job are often asked to summarize their experience and interests in a short speech. Sometimes this is called an "elevator speech" or "30-second commercial" because it is the short time recruiters or other hiring managers allow applicants to "sell" themselves before their attention is distracted or disinterest occurs.

Practice your own 30 -second commercial with a partner and make sure you include the following details:

- Information about your education (what you have completed and where you want to go)
- Three unique skills
- At least one notable accomplishment related to the job you might want
- Details on what would make you a good match for this ideal job

_____

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Workforce Solutions

Name _____

Period _____

Date _____

30-SECOND COMMERCIAL

How well can people judge the time it takes for 30 seconds to pass?

Instructions: Work with a partner to engage in a conversation about your careers, using your 30-second commercial as material. One partner should watch the clock and the other should speak. Once the speaker thinks 30 seconds have passed, he/she should stop speaking and let the timer know when he/she is done.

The timer should record how much time actually passed here: _____. Switch roles so each has had a turn.

Record data from the entire class:

Student	Actual Time	Student	Actual Time

Workforce Solutions

Name _____

30-SECOND COMMERCIAL
Record data on the Stem & Leaf chart below.

STEM	LEAF

KEY:

1. **Analyze data:** What is the center of the data: mean, median and mode?

2. **Analyze data:** What is the variability of the data (also known as range)? Identify any outliers.

3. **Analyze data:** Describe the shape of the data using symmetry, skewed and/or number of peaks.

4. **Interpret the results:** Give two descriptive statements that could provide an answer to the question "How well can people judge the time it takes for 30 seconds to pass?"

5. **Analyze the results:** Did you use your 30 seconds as efficiently as possible? If not, what might you add or remove to deliver the best commercial for yourself during this time?

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Blackline Master M2.3