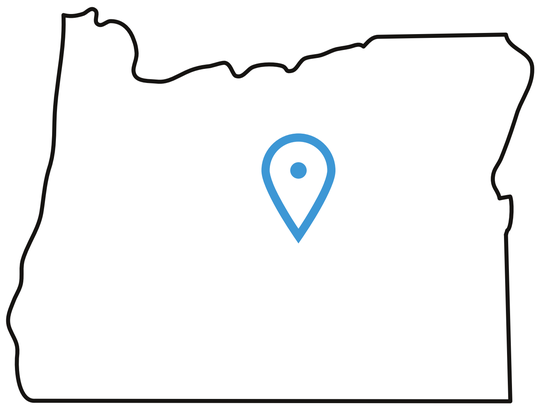
CAREER JOURNEYS

Lesson 21

Miranda Allen

Park Guide



John Day, OR

About Miranda

Miranda Allen is a park guide at the John Day Fossil Beds National Monument in Eastern Oregon. With hundreds visiting daily, she's ready to answer any question a curious visitor has about the area's natural and cultural history.

Allen grew up in Southern California where a high school field trip to the La Brea Tar Pits first sparked her interest in fossils. But it was volunteering at a local aquarium that made Allen pursue a career in park service. After graduating college with an environmental studies degree, she interned at the Lava Beds National Monument, before landing in John Day.

Whether it's recommending a hiking trail, or awarding a junior ranger a badge, Allen loves interacting with different people and working in an area with a rich 40-million year fossil record.

Objectives

Students will:

- Learn about potential career paths in the National Park Service.
- Understand skills and requirements for being a park guide.
- Learn some of the challenges and benefits of working for the National Park Service.

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Resources

1. Career Journeys Video: Miranda Allen – Park Guide (time)

2. Career Journeys Video: Q&A with Miranda Allen (time)

3. Career Journey Lesson Plan Guidebook

Teacher Prep

Preview the 2 videos listed in the resources section at left.

Instructor's Note

The videos can be screened for groups of students or assigned individually for self-guided study.

Instructors should be prepared to have a conversation about supporting and affirming students with immigration status. This may include explaining aspects of historical and current discrimination and biases, including cultural, systemic, institutional, and interpersonal factors. Instructors should also make sure to facilitate a strengths-based conversation, centering on the resilience and contributions of those who have immigrated to the United States. They should be prepared to interrupt harmful comments that may be discriminatory, including stereotypes, and/or derogatory slang. Instructors are encouraged to have some familiarity with terms, definitions, research, and review of Civil Rights law and immigration laws to provide age-appropriate concepts for students on various services and employment experiences.

Lesson Plan

WARM-UP

Share the following:

Miranda Allen is a park guide at the John Day Fossil Beds National Monument in Eastern Oregon. With hundreds visiting daily, she's ready to answer any question a curious visitor has about the area's natural and cultural history.

To focus student engagement, provide the following grounding questions prior to viewing the Profile Video:

- What comes to mind when you think of the National Park Service?
- When you think of park guides, what comes to mind?
- Why might someone choose in the National Park Service?

Provide students with the Profile Video (linked above) for synchronous or asynchronous viewing.

After viewing the Profile Video, ask students to engage in a brief dialogue, quick write, or table talk on the grounding questions provided.

INSTRUCTION

Provide students with the following discussion questions prior to viewing the Q&A Video:

- What are some of Allen's job responsibilities?
- What does she do on a day-to-day basis?
- What questions do you still have about Allen's job?
- What are some skills you think would be useful in her job?
- Why might someone choose to work in an area like the John Day Fossil Beds?
- What are the advantages to working for the National Park Service?

Provide students with the Q&A Video for synchronous or asynchronous viewing.

After viewing the Q&A Video, ask students to engage in a dialogue based upon the discussion questions as a class, group or partner.

Ask students to complete a Quick/Extended Write and/or Individual/Group Research project.

Quick/Extended Write

- Students can evaluate, analyze, or apply their understanding by completing a quick write-up based upon a topic from the above discussion items.
- Ask students to write a journalistic 250-350 word profile story that would introduce Allen and describe her career path to readers.
    - Here's a **useful link** you can use to help students craft their profiles.

Individual/Group Research

- Students can choose this career path or related field and complete research to determine necessary education, work experience, day in the life, core tasks, job availability, and salary range. Information can be shared back to the instructor or with other learners.
- What career terminology related to this video subject do individuals or groups need to further investigate to deepen their knowledge and understanding of this occupation?

EXTENDED LEARNING ACTIVITES

Provide students with Extended Learning Activities for deeper engagement through the following ways:

- Small group discussion
- Socratic Seminar
- Word Walls
- Gallery Walk
- Career path and/or career vision poster
- Resumes: what are they, how to build them
- How to fill out a job application
- Mock Interviews

REFLECTION OF LEARNING

Students should be able to reflect upon, and:

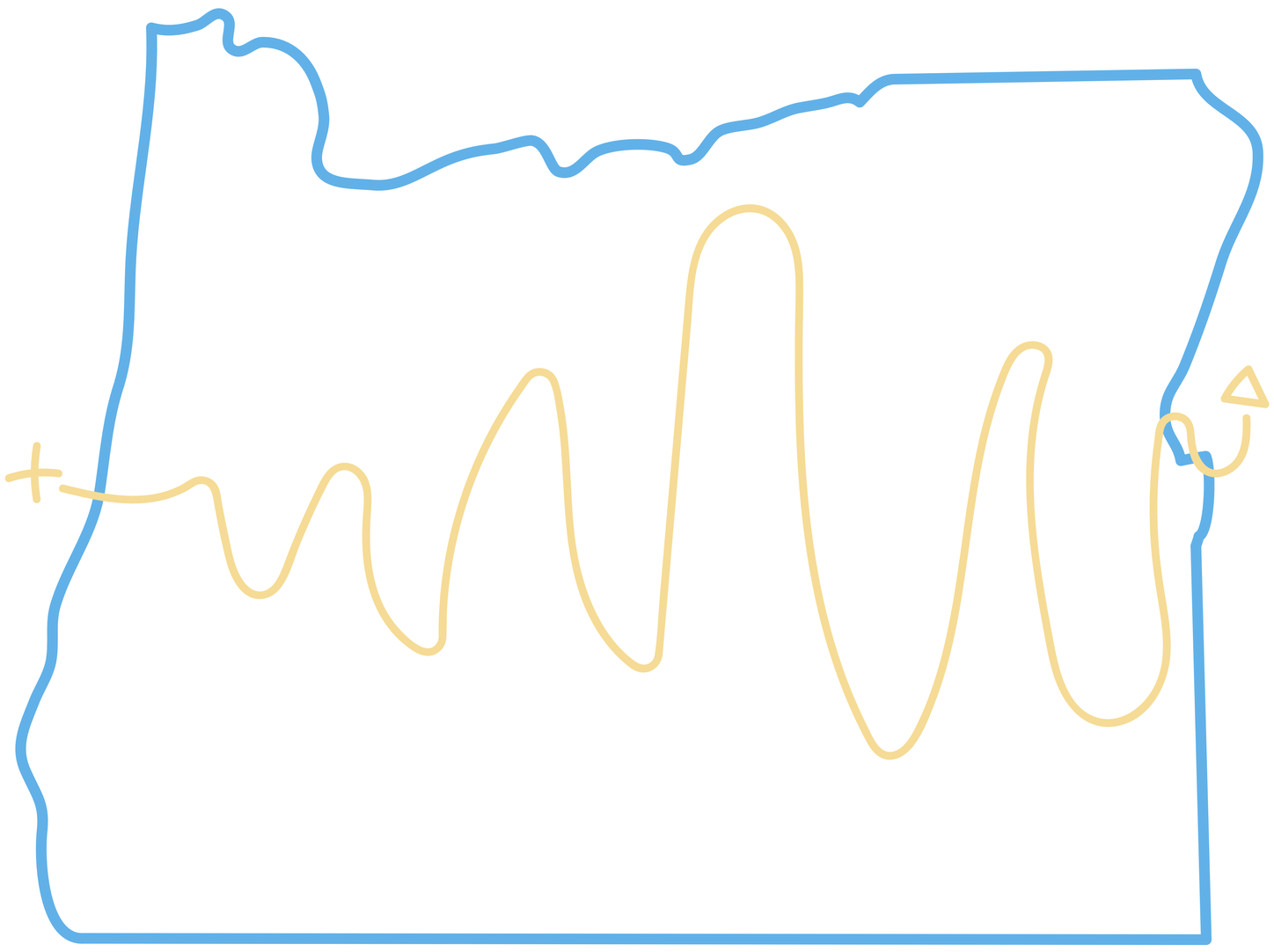
- Identify the skills needed to work as a park service. This includes academic, technical and essential employability skills that students can learn about, explore, and develop in their middle school and high school environments.

- Identify and describe careers that are related to or share similarities to the career in this video.

- Categorize this career into the CTE Career Clusters and determine the academic courses, experiences, and opportunities that are available to them at their school and region.

- Envision themselves in this career area and consider if they would have the desire to pursue opportunities to further explore and prepare for this occupation.

Thank you for following us on this journey!



Share with us!

Join **Oregon Open Learning** and become a member of the **Oregon Career Awareness and Exploration Group**!

Share your unique lesson plans and units developed around the Career Journeys Video Series with educators, counselors, mentors and families around the state.

A collaboration between the Journalistic Learning Initiative, the Oregon Department of Education and the University of Oregon School of Journalism and Communication

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