



Post-Launch Lesson Plan

GRADE 3, PLANET A | ARTISTIC & WORKPLACE SKILLS

Objectives

- Students will identify additional occupations related to the artistic environment.
- Students will discuss the importance of workplace skills.
- Students will be able to name and define six work environments.

Preparation & Materials Needed

- Chalkboard/whiteboard or chart paper.

Lesson Plan

Total Time: 24-30 minutes

INTRODUCTION 6-8 Minutes	<p>Check for student understanding of the visit to Planet A by engaging the class in a discussion using the following prompts:</p> <ul style="list-style-type: none">• <i>What did you learn about the artistic work environment?</i>• <i>What were some of the common components of those who work in artistic careers?</i><ul style="list-style-type: none">◦ <i>Creativity</i>◦ <i>Independence</i>◦ <i>Sometimes the work looks like play</i>◦ <i>Various work settings</i>• <i>What were some of the work settings and conditions of individuals in artistic occupations?</i> <p>Gauge student understanding and provide clarification or additional information about artistic careers where needed.</p>
DISCUSSION 4-6 Minutes	<p>Ask students if they know of anyone in an artistic career and to explain who they are and what they do.</p> <p>Continue the conversation by asking students to raise their hand if they enjoy completing projects or activities that might be considered artistic and have them briefly explain their artistic interests and/or skills.</p> <p>Convey that artistic skills are very important in succeeding in an artistic career but ALL occupations also require additional skills, sometimes called Workplace Skills.</p>



ACTIVITY 8-10 Minutes	<p>Explain that Workplace Skills include things such as showing up to work on time, doing the work you are supposed to do, communicating well with others, listening to co-workers and to your supervisor, and controlling your emotions.</p> <p>Write the heading “Workplace Skills” on the top left side of the board or chart paper and list several of the workplace skills mentioned. Ask students to suggest additional Workplace Skills that might be important and add to the list as appropriate.</p> <p>When you have completed a list of 10-12 items, ask students if these skills are also some of the same skills they need to be successful in school. Draw a line on the right side of your list and start a new column with the heading “School Skills” on the board or chart paper. For each of the Workplace Skills listed, ask students to identify a corresponding School Skill. See the examples below.</p>
EXTENSION 5-7 Minutes	<p>Extend the lesson by asking students to participate in an activity in which you will read each of the School Skills listed, one at a time. As you read the list, they will either raise their LEFT hand if they already possess or practice that skill, or raise their RIGHT hand if it is a skill they are still working on developing. Inform students that almost everyone has skills that they are still developing, so it is expected that students will raise their right hand at some points and their left hand at others.</p>
CONCLUSION 1-2 Minutes	<p>As a conclusion, tell students they will be hearing more about workplace skills and artistic occupations in future lessons. Remind them that the Artistic work environment is one of six work environments identified in Kuder Galaxy including Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.</p>

Workplace Skills	School Skills
Show up for work on time.	Show up for school on time (not tardy).
Work hard.	Work hard.
Communicate well with co-workers.	Communicate well with teachers & other students.
Act and behave appropriately.	Act and behave appropriately.
Listen well and speak clearly.	Listen well and speak clearly.
Be considerate of others.	Be considerate of others.
Control your emotions.	Control your emotions.