

## Pre-Launch Lesson Plan

### GRADE 3, PLANET A | PLANNING THE TRIP TO PLANET A

#### Objectives

- Students will identify additional occupations related to the artistic environment.
- Students will be able to describe different kinds of work settings and conditions for various careers.
- Students will understand how the selection of setting or work conditions affects a person's satisfaction with work.

#### Preparation & Materials Needed

- Chalkboard/whiteboard or chart paper and markers.

#### Lesson Plan

*Total Time: 24-30 minutes*

#### INTRODUCTION

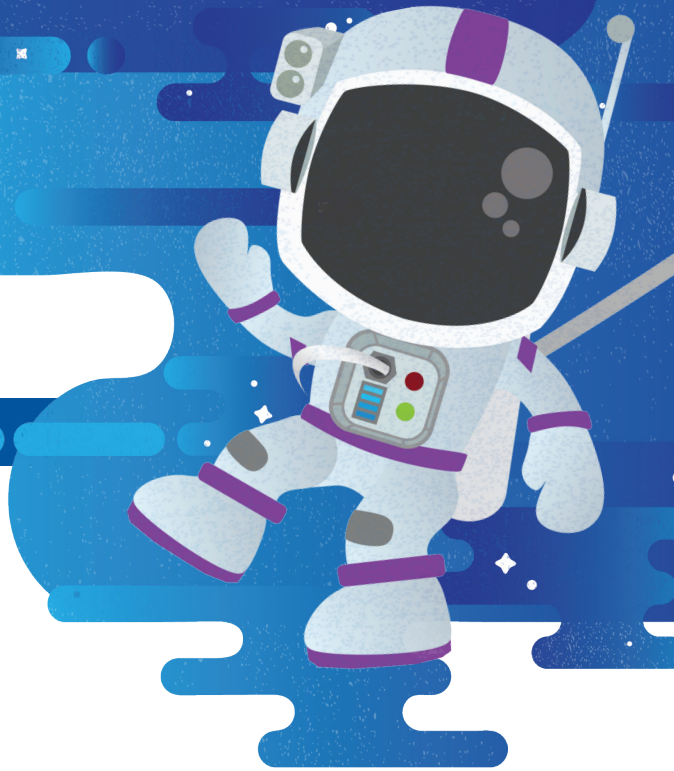
**2-3 Minutes**

Introduce this lesson by informing students that they will soon be taking another virtual trip, this time to Planet A.

If students do not already know what the letter "A" stands for with Planet A, ask the class to guess what occupations the "A" represents by reading the following list of individuals who work in this occupational area:

- An actor
- A person who writes poems
- A graphic artist
- A sculptor
- A hair stylist
- An architect
- A singer

Explain that "Artistic" is the word that encompasses all of these occupations and that individuals in artistic careers are often creative, like to work independently and use various ways to express their skills and interests. Relay to students that the Artistic environment is one of six work environments along with the Realistic and Investigative environments (and any others they have already explored).



**ACTIVITY****8-10 Minutes**

Draw a line down the middle of a white board or chart paper and ask students to identify additional artistic occupational titles. List each title on the left side of the board or chart paper up to 8 or 10 occupational titles.

The list might include:

- Painter/Drawer
- TV personality
- Orchestra member/piano player
- Writer
- Videographer/video editor

Starting with the first occupational title on your list, tell students you would like their help in guessing the work settings and conditions of individuals in each of the job titles listed. For example, use the following prompts:

- Painter/Drawer
  - *Do you think a painter or drawer would work inside or outside, or both?*
  - *Would they use any tools? (e.g. paintbrush, computer, etc.)*
  - *Would they work alone or with others?*
  - *How else would you describe the work settings of a painter/drawer?*

List the work settings and conditions that students identify on the right side of the white board or chart paper beside each occupation. Remind students that using their imaginations to picture the work settings of individuals in artistic careers is, itself, an artistic practice (being creative!).

**ACTIVITY****8-10 Minutes**

Engage students in a conversation about the importance of work settings and conditions. For example:

- Painter/Drawer
  - *How would a painter or drawer feel if they could ONLY work inside? Only outside?*
  - *What if they had only one paintbrush or one pencil?*
  - *Would it make a difference if the work setting was loud or cold?*

Discuss how work settings and conditions can impact job satisfaction. Connect the impact of work settings and conditions to those at your school. Ask students:

- *What work settings here at school are helpful to you?*
- *What conditions at home help you study and do your homework?*
- *Are these different than the settings you want when you are not in school or doing homework?*



**EXTENSION**

**5-7 Minutes**

Have students raise their hands if they know of someone who works in an artistic career. Ask the student to explain who the individual is, what they do and have them discuss the individual's work setting(s) and conditions.

**CONCLUSION**

**1-2 Minutes**

To wrap-up the activity, explain that students will be travelling to Planet A to learn more about the attributes and the work settings of individuals who are employed in artistic careers.

