

Post-Launch Lesson Plan

GRADE 3, PLANET R | FIND THE HIDDEN REALISTIC CAREERS

Objectives

- Students identify some of the many realistic careers associated with various items.
- Students identify the many settings and conditions under which work takes place.

Preparation & Materials Needed

- Pictures of the following items (or the actual items):
 - A packaged bagel, cookie, or other baked goods purchased at a store.
 - A smoke alarm or fire extinguisher.
 - A cereal box.

Lesson Plan

Total Time: 18-25 minutes

INTRODUCTION

4-6 Minutes

Welcome students back from their visit to Planet R. Initiate a classroom discussion to allow students time to reflect on what they learned on their visit. Ask the class to tell you what individuals in realistic occupations enjoy doing (and write responses on the chalk/whiteboard or chart paper). Responses may include:

- Enjoy working with their hands
- Like to make or fix things
- Like being active, moving around, accomplishing things

See if the class can help you list some of the work conditions and settings of persons working in realistic occupations. The list may include:

- Working outside or inside – forests, waterways, farms, zoos, roads
- Using tools, machinery, and/or equipment
- Working with animals or plants

Tell students that the women and men who enjoy realistic occupations make thousands of items. Ask students to name any occupational titles they can think of associated with the realistic work environment, such as:



<p>INTRODUCTION (continued) 4-6 Minutes</p>	<ul style="list-style-type: none"> • Forester • Rancher, farmer • Auto mechanic • Truck driver • Engineer • Zoologist
<p>ACTIVITY 2-3 Minutes</p>	<p>Ask the class to play a quick game with you. Point to the doorframe in the classroom and ask, “What realistic occupations do you think are associated with this door and door frame?” See if students can come up with some of the following realistic occupations.</p> <ul style="list-style-type: none"> • Architect. An architect designed where the door goes and which way it opens. • Carpenter. A skilled carpenter installed the door, the door frame and the door hardware. • Locksmith. A locksmith made keys to operate the lock on the door. • Manufacturer. A manufacturer made the door at a windows/doors factory. • Repairperson. The individual who oils the door hinges and makes sure it continues to work.
<p>ACTIVITY 6-9 Minutes</p>	<p>Show students the following items (or pictures of the items) and ask them to identify at least three realistic occupations associated with each item. Then share with students the three realistic careers listed below each of the items on the next page. Feel free to add more. Extend the discussion by asking students what additional realistic occupations they can identify.</p> <p>CEREAL BOX</p> <ul style="list-style-type: none"> • Farmer. A grain farmer raised and harvested the grain that became the cereal in the cereal box. • Forester. A forester grew the trees that were used to make the cereal box. • Manufacturer. A factory worker created and constructed the cereal box. <p>SMOKE ALARM or FIRE EXTINGUISHER</p> <ul style="list-style-type: none"> • Firefighter. A firefighter uses a fire extinguisher when a smoke alarm goes off in a building. • Manufacturer/Assembler. An assembler at a manufacturing facility assembled the smoke alarm/fire extinguisher. • Builder/Construction worker. A builder or construction worker installs the smoke alarm/fire extinguisher. • <p>PACKAGED BAGEL, COOKIE OR OTHER BAKED GOODS PURCHASED AT A STORE</p> <ul style="list-style-type: none"> • Baker. A baker combined the ingredients and made the bagel/cookie • Truck driver. A truck driver transported the baked goods from where they were baked to the grocery store. • Farmer. A farmer grew the grains and sugar used in the bagel/cookie



ACTIVITY**6-8 Minutes**

If time remains, divide students into groups of 2 or 3 and give each team a piece of paper and pencil/pen. Ask the teams to identify an item in the room and think of as many realistic occupations that are associated with the item as they can, then write their list on the paper. Some possibilities include:

- Student desks
- Shoes
- A hat or backpack
- A computer and/or notebook
- Classroom lights
- Heating/air conditioning vents
- A cell phone

Process as a class or have teams report out on one or two items and the associated occupations they identified. See how many total realistic occupations the entire class can come up with for various items in the room.

CONCLUSION**1 Minute**

Conclude the lesson by asking students to “keep an eye out” for hidden realistic careers associated with other items they may see during the rest of the school day or on their way home.