

Post-Launch Lesson Plan

GRADE 4, PLANET A | CONSIDERING ASSOCIATE'S DEGREES

Objectives

- Students can explain how different kinds of career training and levels of education prepare people for different types of occupations.
- Students can describe a range of career training programs and education pathways.
- Students are aware that some training programs and education options cost more than others.

Preparation & Materials Needed

- Copies of the *Considering Associate's Degrees* worksheet for each student team.
- Chalkboard/whiteboard or chart paper with markers.

Lesson Plan

Total Time: 14-18 minutes

INTRODUCTION

6-8 Minutes

Welcome students back from their journey to Planet A. Take a few minutes to process their visit by asking the class what they learned:

- *What new things did you find out about two-year associate's degrees?*
- *Can students who are enrolled in two-year programs go on to get a four-year degree? Do you remember the term used to describe students who go from a two-year school to a four-year school? (transfer students)*
- *What are some typical occupations those with associate's degrees have?*

Recall for students that the Planet A narrator talked about many types of institutions for those interested in artistic careers. Remind them that these special schools included two-year colleges but also a fashion design school, an acting academy, and a music conservatory. Discuss whether students have heard about or seen any of these educational programs or know of someone who may be enrolled in a related program.

Explain to the class that the costs of these programs can vary quite a bit. That's because some institutions are public, nonprofit institutions and others are private, for-profit schools. Relay that it's important for individuals who are interested in unique education and training programs to examine all of the costs before they enroll.



ACTIVITY

7-9 Minutes

Pair or group students into teams and give each team the *Considering Associate's Degrees* worksheet. Alternatively, print and cut out the three scenarios and give one scenario to each group.

Ask student teams to read each scenario and then discuss in their groups what they suggest the person should do.

Process student team responses as a whole class. Expand student discussions where possible to include consideration of program costs, program quality, and individuals' long-term and short-term goals.

CONCLUSION

1-2 Minutes

Share with students that they will be learning about other options for education and training after high school in their next Galaxy planetary visit.

4A ACTIVITY | CONSIDERING ASSOCIATE'S DEGREES

Team Members: _____

Read the scenario below, then use the blank box to write your suggestions.

<p>1. Sleb likes to make very precise drawings. Sleb would like to be a drafter because drafters draw the blueprints for buildings. Construction workers use the blueprints to make sure buildings are built properly. Sleb would like to go to college but would also like to start working soon as a blueprint drafter. What would you suggest that Sleb do?</p>	
<p>2. Squeelo loves to dance and is getting ready to graduate from high school. There is a private dance studio near Squeelo's home that prepares individuals for dancing on stage but it is expensive. Students who complete the dance studio program receive a certificate that proves that they have the skills to dance well. There is also a dance program at the state university which costs less but takes more time to complete. Squeelo is unsure what to do. What would you suggest that Squeelo do?</p>	
<p>3. Stimp and Stomp are planning to go to four-year universities, but they have no idea what career to do in the future. They are considering going to a two-year community college first to earn an Associate of Applied Sciences Degree. That way they could take some courses to figure out which career areas they like. Then, if they like the program, they would transfer their credits to four-year colleges. But all of their friends are going to universities. What would you suggest that Stimp and Stomp do?</p>	