

Post-Launch Lesson Plan

GRADE 4, PLANET S | STACKABLE CREDENTIALS

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 name and describe six different kinds of training and education: apprenticeships, advanced degrees, associate's degrees, certificates and specialized career credentials, bachelor's degrees, and technical training.

Preparation & Materials Needed

- Copies of the *Stackable Credentials* worksheet with the two sets of scenarios cut into strips and each set randomly sorted.
- Chalkboard/whiteboard or chart paper with markers.

Lesson Plan

Total Time: 15-20 minutes

INTRODUCTION

4-5 Minutes

Introduce the lesson by asking students about their visit to Kuder Galaxy Planet S. Use the prompts below to engage the class in processing what they learned:

- *What did you learn about certificates and specialized career credentials? Have any of you earned a certificate or credential for something you have done in the past? (e.g. a sport, musical competition, etc.)*
- *Why do you think some older students prefer to get certificates or credentials instead of going to college?*
- *Do you remember what types of occupations are associated with credentials? (e.g. nurse's aide, computer language coder, childcare center worker, etc.)*

Remind students that earning one or more certificates can help workers learn about new technology, new skills and new ideas. Earning credentials can also help employees take on more responsibility and perhaps earn more money.



PRE-ACTIVITY

2-3 Minutes

Ask students if they remember the narrator talking about stackable credentials during their visit to Planet S. If so, ask students if they can define what stackable credentials are.

Explain that stackable credentials are like building blocks that “stack up” as more blocks are added. They are also like the levels of a video game. As a person gains knowledge and skills at one level, this helps them move up to the next level where they will learn additional knowledge and skills.

Ask students if they remember from their visit what the benefits are of having stackable credentials. Discuss that the benefits might include:

- *The ability to earn new skills and try new things.*
- *The possibility of moving up to a better career position and better pay.*
- *Showing the employer that you are preparing for the future.*

Share that students’ report cards are like stackable credentials. Every year students learn more knowledge and new skills which are reflected on their report cards. If they continue building on their knowledge and skills at each grade level, they will eventually earn a high school diploma which is an important credential that indicates that a graduate has a certain level of knowledge and skills.

Introduce the activity by placing the descriptions below on a chalkboard, whiteboard or chart paper as an example of stackable credentials. Start with the information at the bottom of the ‘stack’ and describe how the knowledge and skills Squib learns at each step helps her reach the next level.

Squib earns a bachelor’s degree in computer programming.

Squib graduates from high school with a diploma and applies to a four-year college program on computer programming.

Squib is accepted into a junior/senior year high school program on computers and computer coding where he earns a certificate on computer coding.

Squib enrolls in a high school computer class and earns a B+ in the course.

Squib completes a two-day summer camp on computers in middle school.

ACTIVITY

7-9 Minutes



ACTIVITY

(continued)

7-9 Minutes

Make copies of the *Stackable Credentials* worksheet then cut and randomly sort the strips into two sets. Pair students and give each pair one set of strips with instructions to order the strips in the same way as the example, in a bottom-to-top “stackable order” that indicates what came first, second, third, and so on.

Discuss the stacks that students came up with in their teams. Even if the order is not the same, ask students if they have a better understanding of how stackable credentials work.

Give the second set of strips to students and have them repeat the activity. Once again, process students’ results as a class.

CONCLUSION

1-2 Minutes

Explain that as students get older, they will learn more and more about credentials and certificates. And that they will be learning more about other education options after high school during their next Kuder Galaxy visit.

4S ACTIVITY | STACKABLE CREDENTIALS

Scenario 1



Jet Stream takes a 9th grade high school class about working with metal.

Jet Stream enrolls in an 11th and 12th grade high school program and learns the basics of welding and working with metal.

Jet Stream graduates from high school after completing two courses in welding.

Jet Stream attends a 6-month program after high school and earns a national welding certification credential.

Jet Stream gets a job at a local manufacturing facility that is hiring welders who have a national welding certification credential.

4S ACTIVITY | STACKABLE CREDENTIALS

Scenario 2



Squeelo enrolls in a high school course on how to groom animals.

Squeelo earns a high school diploma.

Squeelo enrolls in a one-year program and earns a veterinary technician certificate.

Squeelo enrolls in a community college pre-veterinary medicine program and earns a two-year associate's degree.

Squeelo applies and gets accepted into a four-year university veterinary medicine program where he earns a doctoral degree.