

Post-Launch Lesson Plan

GRADE 5, PLANET I | HANDS-ON INTERNSHIPS

Objectives

- Students can name and describe six ways to learn more about occupations that interest them: job shadowing, internships, informational interviews, volunteering and service learning, taking leadership roles, and library and online research.
- Students identify and evaluate resources for learning about occupations and job opportunities.
- Students reflect on and begin to express their own work-related interests and preferences and how that might affect their career choices.

Preparation & Materials Needed

- Copies of the *Hands-On Internships* worksheet for each student.
- Chalkboard/whiteboard or chart paper with markers.

Lesson Plan

Total Time: 14-18 minutes

INTRODUCTION

5-6 Minutes

After the class has completed its visit to Planet I, ask students to share what they learned about their experience using the following prompts:

- *How was your visit to Planet I?*
- *Can you help me list some of the investigative occupations that were discussed on Planet I? (e.g. mathematician, economist, aerospace engineer, meteorologist, veterinarian, chemical technician, doctor, agricultural engineer, dentist, and optometrist)*
- *How many of you think you might be interested in an investigative occupation? Which ones?*
- *What did you learn about internships?*

Process student responses about investigative careers and internships.



PRE-ACTIVITY**3-4 Minutes**

Tell the class you want to see how much they know about internships by asking them some true/false questions from their Planet I visit. After each question, probe a little deeper to gauge student understanding. You can have the entire class answer each question or call on individual students.

True/False

- True/False - *Internships are a good way to learn about careers.* (Ask students why this is true)
- True/False - *Internships are only open to college students.* (Internships are open to students in college and in high school and sometimes younger students too)
- True/False - *All students get paid for completing an internship.* (Some internships are paid while others are not)
- True/False - *Internships can be part-time or full-time, lasting only a few hours to lots of hours each week.*
- True/False - *Internships are like job shadowing, you get to watch other people work.* (Interns do not just watch others work, they do work themselves even though the work may be at an entry-level.)
- True/False - *Some internships can lead to a full time job.* (Yes! Companies will sometimes offer a job to an intern who has performed well)

Share with students that completing an internship is like trying on clothes to see if they fit before buying them. Similarly, internships are a good way to explore a career to see if it “fits” before deciding to pursue a career interest further.

ACTIVITY**5-7 Minutes**

Introduce the activity by reminding students that internships involve more than just observing someone at work, they involve hands-on activities. Ask students if they think they can match the names of careers with hands-on tasks that could help them learn about those careers.

Distribute the *Hands-On Internships* worksheet to each student. Read through the directions and complete an example if needed. Then, have students complete the worksheet.

Share the worksheet answers with the entire class. Process the answers. Discuss how some of the tasks align with more than one career.

CONCLUSION**1-2 Minutes**

Remind students that as they continue their visits to the Kuder Galaxy, they will be learning about more ways to explore careers in the future.



5I ACTIVITY | HANDS-ON INTERNSHIPS

My Name: _____

Draw a line connecting the investigative career listed on the left with the most appropriate hands-on internship activity on the right.

| |
|-----------------------------|
| Mathematician |
| Engineer |
| Surgeon |
| TV Weather Broadcaster |
| Economist |
| Astronomer |
| Food Scientist |
| Dentist |
| Computer Support Specialist |
| Environmental Specialist |

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|--|
| Practice standing and talking to an imaginary audience. |
| Using a telescope to look at the moon or calculating the distance to Mars. |
| Completing a math calculation. |
| Using a needle and thread to practice sewing or listening to a heartbeat. |
| Looking at graphs and charts to discover economic trends or patterns. |
| Solving a puzzle or practice using a wrench to fix a machine. |
| Examining how many people use a website and how often. |
| Measuring the amount of moisture and chemicals in a soil sample. |
| Looking in a person's mouth to count how many teeth they have. |
| Practice using a measuring cup to reach an exact amount of liquid. |

5I ACTIVITY | HANDS-ON INTERNSHIPS

ANSWER KEY

| | | |
|-----------------------------|--|--|
| Mathematician | | Practice standing and talking to an imaginary audience. |
| Engineer | | Using a telescope to look at the moon or calculating the distance to Mars. |
| Surgeon | | Completing a math calculation. |
| TV Weather Broadcaster | | Using a needle and thread to practice sewing or listening to a heartbeat. |
| Economist | | Looking at graphs and charts to discover economic trends or patterns. |
| Astronomer | | Solving a puzzle or practice using a wrench to fix a machine. |
| Food Scientist | | Examining how many people use a website and how often. |
| Dentist | | Measuring the amount of moisture and chemicals in a soil sample. |
| Computer Support Specialist | | Looking in a person's mouth to count how many teeth they have. |
| Environmental Specialist | | Practice using a measuring cup to reach an exact amount of liquid. |