

## Post-Launch Lesson Plan

### PLANET I | WORK QUESTIONS

#### Objectives

- Students can name a number of jobs people in the community have.
- Students can name reasons why people work, beyond satisfying basic needs.
- Students discuss ways in which different jobs satisfy different work values.

#### Preparation & Materials Needed

- Chalkboard/whiteboard or chart paper with markers.

#### Lesson Plan

Total Time: 10-15 minutes

#### INTRODUCTION

5-6 Minutes

When students complete their visit to Planet I, engage the class in a discussion about what they learned:

- *Do you remember what the people on Planet I like to do? (e.g. study, think, read books, explore, learn, ask questions, find answers, etc.)*
- *Do any of these activities sound interesting to you?*
- *Do you recall what the people on Planet I are called? (Answer: thinkers) Why do you think that is?*

Share with the class that workers on Planet I are like students, they enjoy asking questions because that helps them learn. Explain that asking questions is also an excellent way to learn about careers and the work that people do. Ask:

- *Who do you ask questions to when you want to learn something?*
- *Does asking questions help you to learn?*

Explain that asking good questions, especially to learn more about someone's work, is not always easy. Share that the next activity can help them practice their question-asking skills.

Tell the class that you are going to read a short paragraph about three different workers. After you finish reading the story, explain that they are to ask questions to learn more about the occupation of the worker.

**ACTIVITY**

5-7 Minutes

After the class finishes asking questions, give students the opportunity to guess the name of the occupation. Write student guesses on the chalkboard/whiteboard before revealing the name of the occupation.

Alternatively, have students guess the name of the occupation immediately after you finish reading the story. You could allow students only one guess or have students vote on which guess they feel is the most likely. Acknowledge that there may be more than one occupational title associated with each story.

**Worker 1**

*I like fixing meals for people. I truly enjoy seeing my customers every day. At breakfast, I fry bacon and eggs. In the afternoon and evening I make sandwiches and dinner dishes. Servers deliver the food that I make to the customers who enjoy eating it.*

- *What questions do you have about my work?*
- *What do you think my job title is? (Cook, chef, food preparer, etc.)*

**Worker 2**

*I own a small business in the community. My employees and I make small metal parts that are used in machines and other mechanical devices. We sell what we make to local customers and to customers who live far away. Some people would not like to do what we do because we sometimes work with oil and grease, but I really enjoy making things that are helpful to others.*

- *What questions do you have about my work?*
- *What do you think my job title is? (Manufacturer, small business owner, machinist, tool and die maker, worker, etc.)*

**Worker 3**

*I work inside a vehicle that travels to where people are injured or sick. When we pick up the injured individual, we then take them to a hospital. I wear a uniform and know a lot about medicine. The vehicle I ride in has flashing red and yellow lights.*

- *What questions do you have about the work I do?*
- *What do you think my job title is? (Nurse, emergency medical technician (EMT), ambulance driver, other health specialist, etc.)*

If time allows, process the activity by asking students follow-up questions:

- *Do you know anyone working in any of the jobs related to the stories? What do they do?*
- *Do you feel the workers that were described liked their work? What made you think this?*

**CONCLUSION**

1 Minutes

Thank students for being good thinkers and for asking good questions during the lesson. Remind them that they are practicing the skills that the people on Planet I use every day.

