

## Post-Launch Lesson Plan

### PLANET R | TOOLS AND GOALS

#### Objectives

- Students describe different kinds of tools people use at work.
- Students understand the importance of cross-functional skills such as goal-setting.
- Students can name a skill that is important to all workers (goal-setting).

#### Preparation & Materials Needed

Chalkboard/whiteboard or chart paper.

#### Lesson Plan

*Total Time: 13-18 minutes*



#### INTRODUCTION

**5-7 Minutes**

Welcome students back from Planet R and engage the class in a discussion of what they liked and learned from the visit. Ask students:

- *Do you remember the name given to individuals on Planet R?*
- *("Doers") Why do you think they are called doers?*
- *Do you think of yourself as a doer?*
- *Can you recall some of the occupations that doers have?*
- *Besides being doers, what else was common among individuals who work in Realistic ("Doer") careers?*
  - *Like to work quickly*
  - *Enjoy fixing problems*
  - *They like to set goals*
  - *Enjoy getting things done*
- *What occupations did you hear about that sounded interesting to you?*

Ask students if they can remember some of the tools used by individuals who specifically work in Realistic ("Doer") occupations. List the tools on the chalkboard/whiteboard or chart paper. Encourage students to name additional tools they believe might be used by persons in Realistic ("Doer") careers.



**INSTRUCTION****3-4 Minutes**

Share with students that individuals on Planet R (those who enjoy “Doer” occupations) like doing things but also like setting goals. Ask if anyone can define what a goal is. Write on the chalkboard/whiteboard or chart paper the student’s definition of a goal, your own definition or the definition below:

- A GOAL is what we want to accomplish.

Explain that there are short-term goals and long-term goals. Short-term goals are those things we can accomplish in a short period of time – like a goal of getting up in the morning or doing homework – and long-term goals are things we want to accomplish over time – like completing the second grade or going on a trip.

Goals help people in all types of occupations get the work done that they want and need to do. If time allows, ask students to think of goals that they accomplish every day, for example:

- A goal to get to school each day on time.
- A goal to complete an assignment.
- A goal to play a game or talk to a friend.

Ask students to think of other goals they set and accomplish every day.

**ACTIVITY****6-8 Minutes**

Tell students they will be practicing setting a short-term goal in the next activity. Explain that you will read the name of a “Doer” occupation and their job is to think of the names of tools that a person in that occupation would use.

If they think they might be able to name just one tool per occupation, then their goal will be “to name one tool for each occupation.” If they think they can name more than one tool, then their goal is “to name X number of tools for each occupation.”

Ensure that students have a piece of paper and a pen or pencil, then instruct students to write down their goal as a number (1, 2, 3, 4, or 5) of tools they think they can name for each occupational name the instructor reads.

Begin the activity by reading the names of the occupations below. Once you read the occupation name, instruct students to write the name of as many tools as they can think of to reach their goal. Realistic (“Doer”) occupation prompts could include:

- Firefighter
- Diver
- Plumber
- Landscape gardener
- Truck driver



<p><b>ACTIVITY</b> <b>(continued)</b> <b>6-8 Minutes</b></p>	<p>To check whether students are reaching their goals, have them share the list of tools they wrote down and their goal with another student or with the entire class. Alternatively, students can self-assess their goal progress.</p> <p>Process the activity by asking students what they learned about setting goals. Was it easy or difficult to set goals? To reach their goals? Did they feel good when they reached their goal? Disappointed if they did not reach their goal?</p>
<p><b>CONCLUSION</b> <b>1-2 Minutes</b></p>	<p>Conclude the lesson by returning to the list of tools students identified at the beginning of the lesson. Explain that goal-setting is actually another tool that could be added to the list of what doers use. Share that not all workers on Planet R use the tools listed but almost everyone uses goal-setting tools to get their work done.</p> <p>Inform students that they will be learning more about tools used in other occupations on their next planetary visit.</p>