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| **Water Dawgs Lesson Plan**  **Topic: Professional Development**  **Learning Module #10** | | | |
| **Lesson Objectives(s):** | | * SWBAT reflect on own skill set and ambitions. * SWBAT describe careers related to freshwater ecology/STEM. * SWBAT explain how own career ambitions/interests may be able to relate to freshwater ecology/STEM. | |
| **Associated NGSS Standard(s):** | | NA | |
| **Associated A.P. Environmental Science Standard(s):** | | N/A | |
| **Materials:** | | * PowerPoint * Printed materials:   + Lesson worksheets (WS) – 1 copy per student   + Career Interest Survey (H1) – 1 copy per student   + Mid-program Survey (WaterDawgs\_Survey\_MidTraining.docx) – 1 copy per student     - This document can be found in the folder titled “Instructor Files” | |
| **Instructor to do before lesson:** | | * Print:   + Lesson worksheets (WS) – 1 copy per student   + Career Interest Survey (H1) – 1 copy per student   + Mid-program Survey (WaterDawgs\_Survey\_MidTraining.docx) – 1 copy per student     - This document can be found in the folder titled “Instructor Files” * Look over PPT/Lesson plan * Set up career panel – this would include emailing and securing participants, sending out pre-arranged questions (see below for potential questions), etc.   + Ideally, you will have arranged a diverse group of panel participants from a diverse set of careers. It may be most efficient if this panel takes place over Zoom. Potential professions to invite to participate in the panel could be:     - Professor     - Someone that works in health (CDC)     - Environmental Lawyer/Environmental law     - Someone that works for governmental agency (USGS, EPA)     - Someone that works for NGO     - Landscape architecture (i.e., creating green spaces)     - Doctor/Nurse practitioner – why is clean water important to health? * If panel is conducted over Zoom, make sure you test video, audio, etc. | |
| **Part of Lesson** | **Time** | **Duration** | **Lesson** |
| **ENGAGE** | 1:00 | 30 min | Opening Activity  \*\*Pass out lesson worksheets (WS).  \*\*Have the students answer the following questions on their lesson worksheets (WS) as a think, pair, share:  Question 1: What do you think are some of your greatest strengths?  Question 2: What are your job/career aspirations? (It’s OK if you don’t know right now – just list some things you might be interested in!)  ^^Allow 10 min for writing  ^^Allow 5 min for pairing/sharing with partner. **During pairing, partner should share one or more “strength” of their partner.**  ^^Allow 15 min for discussion with class.  \*\*During discussion, instructor should highlight that it is OK if you don’t know what you want to do for a career yet!! |
| **EXPLORE** | 1:30 | 1 hour | Career Panel  \*\*Explain that the Career Panel will highlight careers in STEM/freshwater ecology and careers related to STEM/freshwater ecology.  \*\*Start out the panel by having each person introduce themselves.  ^^Allow 10 min  \*\*Then, ask a set of pre-arranged questions (to be sent to panelists beforehand) Example questions could include:   * Describe your current job. * How does your career relate to freshwater ecology? * What did you want to be when you in high school? Is it the same or different than what you are doing now? * How and when did you find out about your current job/career path? * What degree or skills do you need to have your job? * Describe a typical day at work. What do you do? * What’s one piece of advice you would give to a high school student?   ^^Allow 30 min  \*\*Finally, open the floor up for students to ask questions to the panelists  ^^Allow 15-20 min |
| *BREAK* | 2:30 | 15 min | BREAK |
| **EXPLAIN** | 2:45 | 15 min | Career Panel Discussion  \*\*Lead students in brief discussion about career panel:   * What did you think about the career panel? * What was something that surprised you? * What career did you think was the most fascinating? * Other thoughts?   \*\*You should highlight that there are lots of ways to connect freshwater ecology/STEM to a career, even if you don’t pursue a career in ecology/STEM.  ^^Allow 15 min for discussion. |
| **ELABORATE** | 3:00 | 50 min | Career Clusters Interest Survey  \*\*Pass out pp. 1-4 of the Career Interest Survey (H1)  \*\*Lead student through Steps 1 and 2 of the Career Interest Survey:  1. Within each box number, circle as many (or as few!) statements/attributes that describe you.  Note: This survey is based completely off of interests!  2. After you have completed circling, add up the number of statements/attributes that you circled in each box. Write this number in the space on the right hand side of each box.  ^^Allow 25 min for students to take survey (steps 1-2)  \*\*Pass out pp. 5-6 of the Career Interest Survey (H1) – The Sixteen Career Clusters  \*\*Lead student through Steps 3-5 of the Career Interest Survey:  3. Now, you will receive ”The Sixteen Career Clusters” information page. Read through this.  4. Identify the three career clusters you scored highest with from your survey. Write these down on the last page.  5. Answer the two follow up questions on the lesson worksheet.  ^^Allow 15 min for steps 3-5  \*\*Have students share out one or all of their career clusters, and how they may be able to relate one to freshwater science.  ^^Allow 10 min for discussion  *🡪 Note: During the discussion, you should highlight that interests change over time!* |
| *BREAK* | 3:50 | 10 min | *BREAK* |
| **EVALUATE** | 4:00 | 30 min | Mid-Training Survey  \*\*Pass out the mid-program survey (WaterDawgs\_Survey\_MidTraining.docx)  \*Students will answer questions for a mid-training survey.  \*\*You should use responses to inform instruction/curriculum for the following week.  ^^Allow 30 min for the survey and collection. |