

Lesson Title: What's My "Role"?

Career Cluster: Health Science

Essential Knowledge and Skills: Employability and Career Development

Career Concept: Extended Learning Opportunities

Summary: Students will research Health Science careers with regard to pathways and career specialties in this cluster, review Essential Knowledge and Skills, investigate career opportunities in the Health Science cluster, interview school organization sponsors and officers to investigate skills developed within these organizations, prepare and present role play situations to display well developed Essential Knowledge and Skills needed in the health science career cluster.

Course Objectives:

- 2.3 Students will be able to evaluate their own Essential knowledge and skills in relationship to their goals for learning, earning and living.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Essential knowledge and skills.
- 3.2 Students will be able to use information gathered from the career field/cluster model, Essential knowledge and skills, career exploration, and goal setting to develop a Personal Learning Plan.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.
- 5.3 Students will be able to talk to people to access career resources.

Lesson Objectives:

Students will...

- Identify numerous career pathways and specialties within the health science career cluster.
- Identify Essential Knowledge and Skills in the health science career cluster.
- Compare Essential Knowledge and Skills in the health science career cluster with those in the science, technology, engineering and math career cluster.
- Interview school organization sponsors or officers in health related groups i.e. FFA, FCCLA, DECA, FBLA, 4-H, Boy's/Girl's Scouts etc.
- Assess their leadership skills on the CALS assessment.
- Practice Essential Knowledge and Skills by writing and presenting role play situations which display a specific skill needed in the health science career cluster.
- Write journal entry to document personal plans for improving Essential Knowledge and Skills.

Time: Four class periods

Required Materials: Nebraska Career Education Model, Nebraska Career Connections at www.nebraskacareerconnections.org, list of all school organizations, list of career clusters and Essential Knowledge and Skills, school organization sponsors and officers, and a list of questions to ask school organization representatives.

Optional Resources: Career information in the career library, Nebraska Career Information System at ncis.unl.edu, States Career Clusters at www.careerclusters.org, U.S. Department of Labor at www.bls.gov/oco/cg/cgs035.htm, United States Department of Health and Human Services, www.hhs.gov, Nebraska Rural Health Education Network, www.unmc.edu/dept/rhen/

Guest presenters: Field trip to local nursing home with speaker from supervisory staff or panel of health career professionals (veterinarian, dentist, administrator, custodial, LPN) in the classroom to talk about the wide variety of health science careers or panel of school organization sponsors and officers

Content and Teaching Strategies:

Anticipatory Set



As a class, students should discuss the following talking points.

- What skills are needed to work with people?
- What skills could you develop in each of the organizations we have at our school?
- What will you watch for as you see each role play?
How will this help you?

Lesson Components

1. Students will participate in one of the following options:
 - a. A field trip to local nursing home to visit with residents and read students' own short story or poem to or with the resident
 - b. Listen to a panel of health career professionals (dietary technician, medical records technician, fitness trainer, lab technician, LPN or RN) in the classroom to talk about the wide variety of health science careers.
2. Identify Essential Knowledge and Skills needed to work in health science cluster based on field trip or panel presentation
3. Research further skills and variety of career options needed in health science careers through Nebraska Career Education Model charts and other career information sources.
4. Provide a round table discussion with school organization sponsors and officers related to Essential Knowledge and Skills developed within these organizations or have each student contact a school sponsor or school organization officer to determine benefits derived from school organization membership.

Questions to consider when interviewing school organization sponsors and/or officers:

- What service projects and learning activities does your organization plan and carry out?
- What are the tasks for each officer in your organization?
- What opportunities do members have to plan and participate in projects and learning sponsored by your organization?



5. Students should have a class discussion after students conduct interviews. Use these talking points:
 - What opportunities are available when you are a member of a school organization?
 - How could school organizations help develop your skills?
6. Identify Essential Knowledge and Skills needed to work in health science career cluster based on Nebraska Career Education charts.





7. Compare Essential Knowledge and Skills (EKS) needed to work in health science career cluster based on Nebraska Career Education charts with the EKS in the science, technology, engineering and science career cluster.



8. Each pair of students will select one skill needed in the health science career cluster and create a role play to properly display that skill. The role play will demonstrate a skill well done that will be necessary in a health science career. Students should receive approval from instructor for each script to encourage a variety of skills to be used. Students should then present role play to classmates and have a brief question and answer session using these talking points:

- What skills from the health science career cluster are the same as the skills in a career cluster of your choice?
- Name three careers you discovered in the health science career cluster.



9. Complete an entry in your student notebook which includes a plan for your own extended learning through school organizations, a plan to research Essential Knowledge and Skills in a career cluster of your choice, and a list of ten careers in the health science career cluster.

10. Optional Activity: Have students investigate local opportunities in Health Services. Consider having students deliver Meals on Wheels, conducting an activity at a local nursing home/assisted living facility.

Lesson Closure: Students should take about two minutes to discuss the skills which could be gained if they were a member of one school organization. They should then tell their partner what school organizations will help them improve their Essential Knowledge and Skills. How will these skills help them in their own career choice?

Essential Knowledge & Skills Connection

The components of this lesson emphasize **career development**. Choose one of the following activities to help students connect the activities with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the EKS used in this lesson connected to home, school and work.

Have students use the model to identify EKS used during the activity.

Formative Assessment:

Write and present a role play which demonstrates a skill well done that will be necessary in the health science career cluster.

