

Lesson Plan 1. Reasons to Consider a Health Career



ACTIVITY DESCRIPTION DETAILS

INTRO

1. Graffiti Board - As students arrive have them each add to a white board or newsprint as many different health careers as they can think of. Start the graffiti board with “doctor” and “nurse” before they arrive.
2. Show the Video <https://youtu.be/dOSqKEfJ44s> (Kaiser - Student Immersion Day, 2:52). Then discuss with students their reactions to the video. Possible teacher prompts:
 - a. Which of the students featured in the video do you relate to the most? Why?
 - b. What elements of the students’ career exploration event did you think were most valuable?
 - c. Are there entities in your community (hospitals, health centers, colleges?) that you think might want to engage with Vermont teens in this way?

PRE-ASSESSMENT – Sticky-note Probe

1. Individually, imagine and write on sticky notes three possible reasons/benefits of a career in health care.
2. Create groups of 3 to 5 students and place everyone’s sticky notes on a wall.
3. Combine duplicate ideas.
4. Organize a list to show all unique ideas from the group.
5. Select a speaker to share the list with all groups.
6. Combine duplicate ideas again from the class.
7. Create a final list on newsprint.

ACTIVITIES

1. REASONS Group Card Sort
 - a. Students stay in their small groups.
 - b. Each group is given a set of cards; 7 cards are printed on one color paper, and another 7 are printed on a different color paper.
 - c. The first color is devoted to one of the seven REASONS words.
 - d. The second color is devoted to a statement that matches one of the seven REASONS words.
 - e. Students work as a team to match the words with the statements.
 - f. When finished, students are provided with the REASONS one-page document to confirm the matching.

2. Discussion & Reflection

- a. To transition to a reflection, the teacher guides students to elaborate on the seven REASONS, clarify meaning, and provide rationale as to why people differ in their motivations to pursue a career.
- b. Revisit the probe ideas list on newsprint. Consider what careers relate, in students' experience, to the REASONS.
- c. Consider ideas not listed on the REASONS cards or other motivators students suggest.
- d. Students consider the REASONS one page handout and reflect on what the top three personal motivators might be for them to consider a career in health sciences. They may choose to circle or number on their handout.
- e. Around the perimeter of the room are posted the seven REASONS wall words. Students choose ONE and walk to that posted word and discuss with "like-minded" peers why this reason was the most motivating to them.
- f. To close, ask students to consider which of the REASONS was *least* motivating.

3. Closure Option: Video Choice from Intro & where you can find out more

- Video - Ophthalmologist Geoff Tabin <http://www.pbs.org/wgbh/nova/blogs/secretlife/health-science/geoff-tabin/> (3:18)
- Video - Medical Researcher Lauren Donnelly https://www.youtube.com/watch?time_continue=26&v=vOAKFnT4KQw (UVM LabTV, 4:58)