

Lesson 2: Exploring CAREERS

Essential question: What are some health-related jobs I might be drawn to?

Overall goal: To guide students to make connections between careers and Healthy NewsWorks books.

Target skills: Main idea, key details, inference, evidence.

Objectives for Beginning Health Advocates:

SWBAT:

- Generate and illustrate a list of key ideas and terms in a reading.
- Make personal connections to select key ideas.

Beginning Health Advocates activity outline

1. After reading a selected chapter, help students identify the big ideas, including (but not limited to) possible careers implied or stated in the text. This can be a whole-class, small group, or partner activity. For grades 2-3, you can ask students to pay attention to nouns.
2. List these ideas on chart paper, and have students identify the careers on the list, as well as make inferences about careers related to this Health Leader's work (e.g., the mention of "Sports Illustrated" in the Steve Bandura chapter could generate interest in careers such as sports writer, athlete, or photographer)
3. Have students identify and illustrate a job or implied activity on the poster which they would enjoy, and mark it on the poster with a sticker or star.
4. You can also work with student lists by going to Wordle and creating a Word Splash, which students could also annotate. www.wordle.net

Healthy NewsWorks-provided resources

1. Careers activity model/handout.

Web resources

Wordle: www.wordle.net

Select CCSS/PA Core ELA Alignment:

- CCSS.ELA-LITERACY.W.2.8/ PA CC.1.4.2.W: GATHER INFO
- CCSS.ELA-LITERACY.SL.2.2/ PA CC.1.5.2.B: IDENTIFY KEY IDEAS IN READ-ALOUDS
- CCSS.ELA-LITERACY.SL.2.5/PA CC.1.5.2.F USE VISUALS TO CLARIFY IDEAS

National Health Standards Alignment:

- STANDARD 1: Healthy Living
- STANDARD 7: Avoid health risks

Objectives for Advanced Health Advocates:

SWBAT:

- Write a composition about volunteering with a Health Leader or at a featured health organization.

Advanced Health Advocates activity outline

1. After reading a selected chapter, help students identify the big ideas including (but not limited to) possible careers implied or stated in the text. This can be a whole-class, small group, or partner activity.
2. Several Health Leaders' work is depicted in an age-appropriate YouTube. The videos can help students connect to the readings.
3. Students and/or teacher may use Wordle program described in the Beginning Health Advocates lesson to help brainstorm compositions.
4. Use the scaffolded health careers essay template as needed, to help students draft compositions that have clear main ideas substantiated with evidence. You can use this as a persuasive writing activity. The compositions may take letter form.

Provide resources

1. Health careers essay template (scaffolded).

Web resources

- **Kaseir Archie** (Alliance for a Healthier Generation) www.youtube.com/watch?v=3t14Ahmm50w
- **Marla Davis Bellamy** (Philadelphia CeaseFire; moving, "heavy" video, appropriate only for grades 7/8): www.youtube.com/watch?v=bgWXplZYNN0
- **Trude Haecker** (Reach Out and Read): www.youtube.com/watch?v=t539wFBnss
- **Cy Maramangalam** (Cadence Youth Cycling) www.youtube.com/watch?v=tfxfurnDaQ
- **Lily Yeh** (Village of Arts and Humanities) www.youtube.com/watch?v=xps8kcZ_WDU

Select CCSS/PA Core ELA Alignment:

- CCSS.ELA-LITERACY.RI.6.3/ PA CC.1.2.6.C: ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G: WRITE ARGUMENTS
- CCSS.ELA-LITERACY.W.6.4: WRITE APPROPRIATELY FOR TASK, AUDIENCE, PURPOSE
- CCSS.ELA-LITERACY.W.6.9/ PA CC.1.4.6.S: GET EVIDENCE FROM TEXTS

National Health Standards Alignment:

- STANDARD 4: Communicate for health
- STANDARD 7: Avoid health risks