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INTRODUCTION

Twenty-four Tech Prep consortium teachers, counselors and administrators took part in the tenth year of the Tech Prep Summer Internship Program. The ten-year program, allowed these educators to intern for a one-week period in a wide range of metropolitan area businesses, learning more about the local job market, observing the skills needed for success in the workplace, and making valuable contacts.

As a result of the one-week internships, educators developed lesson plans and/or activities that incorporated the skills they identified as needed and used in the workplace. This booklet contains those lesson plans and/or activities. The booklet is available at no cost to educators in the Tech Prep Consortium.

2004 SUMMER INTERNS

INTERN

Anderson, Vicki
8th Grade Business/Comp Teacher

Bair, Robert
Language Arts/Journalism Teacher

Baker, Kristi
Business/Computer Teacher

Bang, Connie
Health/Science Teacher

Buscher, Kelly
Family & Consumer Science Teacher

Fuchser, Kenny
Science Teacher

Goldenstein, Diana
High School Resource Teacher

Gould, Charles
English Teacher

Hansen, Janet
Guidance Counselor

Henkel, Lynne
Counselor

McMenamin, Joseph
Physical Education/Athletics Teacher

McMenamin, Kimberly
Physical Education/Athletics Teacher

Messerly, Marlys
Business Teacher

Meyer, Kevin
Physical Education Teacher

Millard, Scott
Physical Education Teacher

Mowinkel, Pamela
School-to-Career Coordinator

Ronan, Michelle
Special Education Teacher

SCHOOL

Fremont Middle School

Blair High School

Blair High School

Elkhorn High School

Millard West High School

Fremont High School

Gretna High School

Millard South High School

Bellevue East High School

Bellevue West High School

Omaha Central High School

Omaha Northwest High School

Fremont Middle School

Fremont High School

Fremont High School

Elkhorn High School

Millard North High School

BUSINESS

Fremont Area Medical Center

Metropolitan Community College
Marketing & Public Relations Dept.

AIM Institute

Bellevue Fire Department

Mulhall's Landscaping

Fremont Department of Utilities

Nature's Garden

RK Digital

Catholic Social Charities
(Campus for Hope)

First National Bank

Integrity Electric Service, Inc.

Creighton University

Fremont Area Medical Center

University of Nebraska at Lincoln

Omaha Royals
(Johnny Rosenblatt Stadium)

NE Workforce Dev Ctr - Fremont

Sarpy YMCA

INTERN

Schutte, Troy
Business/Computer Teacher

Sellon, David
Biology & Chemistry Teacher

Shillinglaw, David
Marketing Teacher

Van Meeteren, Suzanne
Substitute and GED Teacher

Wiemer, Dawn
Biology Teacher

Woodside, Patsy
English Teacher

Zach, Kenneth
Special Education Teacher

SCHOOL

Elkhorn High School

Fremont High School

Bellevue West High School

Fremont High School

Fremont High School

Omaha Northwest High School

Elkhorn High School

BUSINESS

Northern Natural Gas Company

Fremont Area Medical Center

21st Image

Fremont Area Medical Center

Fremont Area Medical Center

Journal Broadcast Group

Pella Windows & Doors

BUSINESSES AND AGENCIES PARTICIPATING

Companies that sponsored one-week interns and the jobs/positions the interns profiled included:

Company/Organization

Position/Department

21st Image

Sales Director
Industry Systems
Embroidery Machinery
Computer/Accounting

AIM Institute

VP, Instructional Technology
Technical Coordinator

Bellevue Fire Department

Data Entry
Secretary
Fire Investigator
Fire Chief

Catholic Social Charities/Campus for Hope

Program Directors

Creighton University

Pediatrics

First National Bank of Omaha

Manager
Attorney
Paralegal

Fremont Area Medical Center

Clinical Education Specialist
Training/Development Manager
Employment/Employee Relation Manager
Director of Health Information Management
MIS Manager

Patient Accounts Manager
Financial Service Manager
Director of Management Information System
Dir of Public Relations, Mrktng & Volunteer Srv
Clinical Information Services Specialist

Medical Technologists

Community Health/Outreach Services
Registered Dietician

Perioperative
Labor & Delivery
Pediatrics

Company/Organization

Position/Department

Fremont Area Medical Center (*con't*)

Intensive Care
Joint Care
Laboratory/Pathology/Morgue
Radiology
Oncology
Pharmacy
Rehabilitation
Cardiopulmonary Care

Fremont Department of Utilities

Water treatment facility
Water analysis
Water Serviceman
Electric metering
Power Plant
City engineering

Integrity Electric Services, Inc.

Owner
Bookkeeping
Electrical Workers

Journal Broadcast Group

Production Manager
Program Directors
Sales Personnel/Manager
Traffic Managers

Metropolitan Community College
(Marketing & Public Relations Department)

Communication Specialist
Assistant Director

Mulhall's Landscaping

Home Furnishings Director
Home Furnishings Assistant
Fresh Flowers Florist
Silk Designer

NE Workforce Development Center/Fremont

Employment Services Manager
Workforce Coordinator
AARP Sr Community Service Employment

Specialist

Vocational Rehabilitation Specialist
Employment Specialist

Nature's Garden

Retail Sales
Inventory Management

Northern Natural Gas Company

Network Administrator

Omaha Royals - Johnny Rosenblatt Stadium

Community Relations Manager
Assistant Director of Group Sales
Ticket Manager

Company/Organization

Pella Windows & Doors

RK Digital

Sarpy YMCA

University of Nebraska at Lincoln

Ticket Account Executive

Position/Department

Service Technician

Production and Warehouse

New Construction Sales

Installers

Office Workers

Production Workers - Large format

Production Workers - Regular format

Production Workers - Color Sign making

Front Desk

Daycare

Summer Kid's Club/Camps

Teen Discovery

Head Strength Coach (Football)

Assistant Strength Coach (Football)

In Lieu of lesson plans for my school since I am not a teacher, I was able to comprise a list of ten practical ideas that will hopefully be used by various clubs and organizations to give high school students ways in which they can serve their community and fellow man. I find that students are always looking for community service ideas that they can personally follow through with, but often they do not have an avenue for those needs. These ten ideas will hopefully give students what they need, but also help serve the people that Catholic Charities serves.

1. The Juan Diego Center in South Omaha could use books, especially children's books, for the children of the many Hispanic families served there. I believe a children's book drive would be a feasible project for perhaps Key Club or National Honor Society.
2. There is a need for people to read to the children of Hispanic families who come to take part in the various programs at Juan Diego. I believe the Spanish teachers would be very interested in having their students read to and converse with Hispanic children at the center.
3. Toys could be donated to both Juan Diego and St. Martens for their Christmas programs. Individuals and/or clubs could adopt a family at Christmas and shop for them. Both centers enjoy involving young people in the delivery of the gifts.
4. Grade Sundermeier, Project Director of Children's Services, would be happy to come to our school to speak to my support group for young mothers about all aspects of unplanned pregnancy. She could probably also speak to the Child and Parenting class or the Child Development classes.
5. The St. Martens de Porres food pantry could always use donations in the form of money, food, or personal products for women and children. Grounds need to be cleaned in the spring. Students could also volunteer, a few at a time, to sack groceries and carry them to people's car.
6. Coats, hats, boots, gloves, and all warm clothing, as well as blankets, would be appreciated by St. Martens in the fall.
7. The Shelter for Women and Children in Domestic Abuse could use toys, especially educational toys, in the children's playroom. There is also a need for young babies and children's clothing, as well as personal items for mothers, such as shampoo, deodorant, lotions, hair spray, etc. in the shelter. Any club or organization could conduct a drive.
8. Karen Scott, Program Director for Journeys, a substance abuse treatment center for youth, would be happy to come and speak to classrooms, or assemblies about abuse prevention programs, especially since DARE has been discontinued, and there is such a need for this type of thing.
9. There is a need at Journeys for school supplies and art supplies to be used in educational therapy. Also, clients are treated to movie passes, zoo passes, and the like, as part of success in their treatment, but money is needed to purchase rewards.
10. The "Giving Gardner" program at Juan Diego would appreciate any fresh fruits and vegetables donations any afternoon at the center from people's gardens, for

they need to pick up. There are many gardeners who become inundated with veggies more than they can use at harvest time. If a connection could be made between the two, it would be a blessing to all.

Dr. Scot Adams, Executive Director of Catholic Charities, when asked about employability skills we should be emphasizing in our schools, praised liberal arts learning, stressed the teaching of reading, critical thinking, writing, listening, and critical analysis. He believes it would be wise to try to combat television and teach the importance of balance, values, and well-roundedness in life. Additionally, I noticed the need for the ability to crunch numbers and know about all areas of business. Knowledge about law and legal matters is crucial, attention to detail and timeliness are essential, and there is always a need for the visionaries. I sincerely hope that I can "make things happen" for my students and for Catholic Charities as a result of my week there. My thanks to Erika Volker and Sandra McManus for making this match. It was a week that changed my life!

LESSON PLANS/ACTIVITIES

(Lynne Henkel)

Objective

To help students gain an understanding of their qualifications and abilities that would enhance their chances for being employed.

Expected Outcomes

1. Students will utilize reading, writing, and presentation skills to share information with the class.
2. Students will be able to effectively communicate information about themselves to their group and class.
3. Students will utilize grammar such as action verbs, past tense, present tense and communication skills.

Activities

1. **Intrapersonal** - students will make a list of their own abilities, skills, and qualifications that would make them attractive to an employer.
2. **Interpersonal** - students will share their lists with a group and combine lists to design a group resume that would enhance their chances of being employed.
3. **Verbal/Linguistic** - students will present their group resume to the rest of the class to be critiqued before submitting a formal resume to the teacher.

Adaptation: Learning Disabled - students can work with a partner to come up with individual strengths and abilities.

Student Comprehension/Evaluation Method

When writing a resume, it is important to have an understanding about your own abilities and skills and how to present them in the best light possible. Students will need to examine their own activities and abilities (analysis) that would make them attractive to employers. Students will need to creatively maximize (synthesis) their potential so their resume can stand out in a crowd. Students will need to evaluate and judge (evaluation) each group's resume and give feedback on the positives and negatives of each resume so that each group can turn in a final draft.

This lesson can be incorporated into any career unit or English unit that would be working on persuasive language.

LESSON PLANS/ACTIVITIES

(David Shillinglaw)

Objective

To create a business or perform an activity that involves the sales and marketing of specialty apparel and premium items.

Expected Outcomes

1. Students will develop math skills necessary for the operation of a business.
2. Students will develop negotiation skills necessary to increase profits for a business.
3. Students will develop teamwork skills necessary to operate a business while working with others.
4. Students will demonstrate leadership skills by being assigned job title/positions within the business.
5. Students will identify the different aspects of running a business.
6. Students will gain basic business math skills and involve Markup's and Mark Downs.
7. Students will identify how math can be used in the real world and applied to something they can relate with. (True Cross Curriculum Integration).

Activities

1. Students will develop a spreadsheet of all items in their inventory and update it daily to reflect the sales.
2. Students in leadership positions will hold weekly meetings in which all members of the class or business will be required to attend.
 - a. Students will create agenda for each meeting and post it on the school website for students and parents to review each week.
3. Students in leadership positions will get to select the employees that they want to work with in their division.
4. Each student will interview and apply to the teacher/club advisor for leadership positions within the company.
5. Students with special needs may be assigned to stocking and visual merchandising or tasks within the business that allow them to showcase their special talents.
6. Students will contact vendors, make appointment with them to show off their products and choose from them which products and prices they feel will make the most profit for the business.

Student Comprehensive/Evaluation Method

If you were made President of the apparel and premium business identify the most

successful aspects of this years business and explain what changes you would make to improve it. Evaluate how the current leadership has performed over the past year and make recommendations to make the leadership staff work efficiently. When recommending changes, be prepared to back them up.

I see this being incorporated as a co-curricular activity ASAP. It will take the cooperation of our principal and activities director to allow us to do this, but I think it has a great chance of being okayed.

On top of it being a great school business and co-curricular activity, it will also be a fundraiser for the club or class that implements it.

LESSON PLANS/ACTIVITIES

“Writing for the Web”

(Robert “Bob” Bair)

Objective

To demonstrate to students the difference between writing for print and writing for the Web.

Expected Outcomes

1. Students will demonstrate effective communication skills.
2. Students will demonstrate creative thinking skills.
3. Students will demonstrate organizational responsibility.

Activities

1. Interpersonal - students will organize data and thoughts in order to emphasize the most important information for Web text.
2. Verbal-Linguistic - students will write and/or edit previously written text for the Web.
3. Spatial - students will create a pleasing and effective Web layout to make the information readily available to the reader.

**Activities 1 and 3 can be adapted to a child with a learning disability by offering assistance and by providing the child additional time.*

Student Comprehensive/Evaluation Method

1. Students will list 10 of the 15 tips for creating an online newsletter that gets read. (Knowledge)
2. Students will condense by 50% a news story written for print. (Application)
3. Students will compare the readability of writing for print to the readability of writing for the Web. (Evaluation)

This lesson plan will be incorporated into the curriculum of the newspaper production class whose members will assist with the online newspaper until a proposed class on digital media becomes a reality. The less will be given in the first month of instruction.

Online Resources:

- *Web-writing links: <http://www.capcollege.bc.ca/magic/cmns/Webwrite.html>
- *Style guides: <http://www.w3.org/hypertext/WWW/Provider/Style/Overview.html>
http://www.bc.edu/bc_org/avp/ulib/sys/html/spin.html
- *Review of online-writing texts: <http://www.ojr.org/ojr/education/1032308680.php>
- *For further study: <http://useit.com/alertbox/>

<http://useit.com/papers/webwriting/writing.html>
<http://www.wyliecomm.com/resources/articles.shtml>
<http://www.wyliecomm.com/newsletter.shtml>
http://www.wyliecomm.com/learning_tools/rro.shtml
<http://www.wyliecomm.com/trainign/modulesbizcomm.shtml>
<http://www.poynter.org/tidbits/index.htm>
<http://209.241.184/51/et/i.htm>
<http://world.std.com/~uieweb/moreart.htm>

LESSON PLANS/ACTIVITIES

Objective

The objective of this lesson is to expose Blair High School students to another platform not as easily known as PC and Mac platforms. This platform is Linux. Using a CD called Knoppix, students will be able to simulate and work in the Linux environment.

Expected Outcomes

1. Students will utilize problem solving and creating thinking skills.
2. Students will utilize reading and writing skills.
3. Students will be able to show their understanding of Linux and be able to list and describe the similarities and differences of Linux to that of a PC or Mac format.

Activities

1. **Bodily/Kinesthetic** - students will have to be able to physically put software in the CD drive and be able to restart their computers to be able to run the software.
2. **Visual/Spatial** - student will draw an example of what the desktop in Knoppix looks like.
3. **Musical/Rhythmic** - students will be able to hear the software booting onto their computer and be able to hear the CD running. Because the simulations runs from the CD only and doesn't effect the hard drive of the computer students will be able to hear every time they open a new program and they will see how the speed of the program is slowed down because it is running from the CD and not the hard drive.
4. **Interpersonal** - students will be able to identify the differences in the different platforms.
5. **Intrapersonal** - students will be able to identify which style/look they like using/working with best.
6. **Verbal/Linguistic** - students will interpret terminology that is new to them using Linux. A worksheet identifying key terms on Knoppix will be used.
7. **Scientific/Mathematical** - students will do research on the Internet and other sources to find the statistics of the number of users using the various platforms used. Students will then be able to hypothesize reasons why people use the platform they do.
8. **Naturalist** - students will be exposed to a new service/platform they may have not been aware of before. This will help them to become better-rounded individuals in the field of technology.

Any student with a special disability will have an extended period of time to complete their project (an additional 30 minutes).

Student Comprehensive/Evaluation Method

Students will be evaluated on the data that they collect during the lesson. Students will also present their likes/dislikes to the rest of the class. Students will have also gained a greater appreciation of what other technology is available to them that they may not have been aware of before.

This lesson will be incorporated into a unit my Basic Computer Programming and Advanced Computer Concepts course this next year. I expect spending 2-4 class periods on this lesson in Basic Computer Programming and maybe 2 class periods in Advanced Computer Concepts. The reason for only 2 class periods in Advanced Computer Concepts is that all students have taken Basic Computer Programming before taking Advanced Computer Concepts, so if they took Basic Computer Programming the first semester, they would have already been exposed to the information. The reason I want to restate the lesson in Advanced Computer Concepts is because some students may not have taken the fist semester this year so this way they will still be exposed to Linux.

LESSON PLANS/ACTIVITIES

“Volunteering: An Act of Kindness”

(Connie Bang)

Objective

To educate health students about the importance of volunteering in the community and provide them with an opportunity to volunteer.

Expected Outcomes

1. Students will be able to use their listening skills by having area employers provide instruction.
2. Students will utilize reading, writing and computation skills.
3. To establish teamwork, producing a higher level of work and increase self-esteem.

Activities

1. Bodily/Kinesthetic - students will move around picking up trash, shoveling sidewalk for the elderly, etc.
2. Interpersonal - students will work together in teams to find projects and complete the work utilizing their time.
3. Naturalist - students will have the opportunity to work on outside projects such as raking leaves, mowing, snow removal, etc.

**Students with physical disabilities could be in charge of finding the projects and the organization of the activity while the other students actually accomplishing the work.*

Student Comprehensive/Evaluation Method

Students will be divided into teams. the teams will choose their own volunteer work project, they will organize (*analysis*) and contact the patrons involved in their community service. Students will be required to create a plan (*synthesis*) of their community service and present their ideas to the entire class. After the students complete their volunteer work, they will summarize (*evaluation*) their experience and make recommendations for future community service projects.

This lesson plan will be incorporated into 9th grade health, it will be discussed during the CPR unit as well as the community health unit.

LESSON PLANS/ACTIVITIES

“Exploring Jobs and Career Training in Nebraska”

(Pamela Mowinkel)

Objective

The learner will gain an understanding of the jobs that are available in the Metro Area in his/her career field of interest and the training options available in Nebraska that relate to those jobs.

Expected Outcomes

1. The students will explore jobs in their career field of interest. (This process will aid them in their Career Development Plan).
2. The students will utilize reading, writing, and computation skills.
3. The students will utilize creative thinking, problem solving, and computer and communication skills.

Activities:

Preliminary Assignment for All Students:

Using Nebraska Workforce Development's Joblink (On line Job Listings), students will outline five (5) available jobs within their career field of interest. Using Nebraska Workforce Development's Traininglink, students will outline three (3) training options available in Nebraska that would prepare them for those jobs. All the information will be compiled in a data base to be evaluated by the teacher BEFORE proceeding to the next activity.

Assignment - Students will select ONE of the Application Assignments below:

1. **Bodily/Kinesthetic:** Create a board game (similar to the board game LIFE) that includes information on the five researched jobs, the training options, and challenges faced in the workplace. (Students are encouraged to use more information found on Joblink to make the game for informational and challenging).
2. **Verbal/Linguistic:** Write a creative and entertaining short story about how a teen prepared themselves for one of the jobs researched on Joblink. The story must be at least 1000 words long and include the possible challenges and frustrations of career preparation.
3. **Math/Logic:** After doing additional research on Nebraska Workforce Development's Career Compass, create a bar graph illustrating the job openings in the Metro Area for at least ten careers. (Extra Credit will be awarded to students that organize the career fields by the training required).
4. **Spatial/Musical:** Create a PowerPoint presentation that includes music/sound effects and pictures/animations. The presentation must explain at least three

- jobs in a related career field and their training requirements.
5. **Interpersonal:** Contact one of the worksites advertising a job opening and set up an informational interview. Share your findings from the interview with the class in a 5-minute presentation.
 6. **Intrapersonal:** Research one of the jobs/career fields in the Occupational Outlook Handbook and one other career resource. Prepare a three or more page paper on that career field and its training requirements.

Adaptation: A teacher assistant would help slower learner's use the Joblink and Traininglink on line resources to complete their data chart. These learners may create a detailed poster instead of a PowerPoint presentation or they may choose to write a two or more page report after researching a career using the Bridges.com Career Program.

Student Comprehensive/Evaluation Method

1. All students must turn in the database that includes information gathered from the Joblink and Traininglink on line resources (*Knowledge*)
2. Each student will be required to turn in a three-day project that demonstrates understanding of a career field(s) and the training requirements (*Comprehension, Application, Analysis*)
3. All students must submit a personal reflective essay on their project (*Personal Evaluation*)

Developed for Elkhorn's Career Internship Program

LESSON PLANS/ACTIVITIES

(Troy Schutte)

Objective

To aid student's knowledge of Dynamic Host Configuration Protocol (DHCP) in network administration.

Expected Outcomes

1. Students will utilize reading, writing and computation skills.
2. Students will be able to adapt to changing environments using creative thinking and problem solving skills.
3. Students will be able to effectively communicate ideas and information interpersonally.

Activities

1. **Verbal/Linguistic:** students will access the on-line CISCO curriculum and read and interpret DHCP background information, set-up, and testing. **Students with reading disabilities will be allowed 10 extra minutes to complete this reading activity.*
2. **Math/Logic:** using a pre-created network, students will master the use of the following router commands - "show ip dhcp binding", "debug ip dhelp server events", "ip helper-address".
3. **Interpersonal:** students will share and compare ideas about the new commands they learned through a question and answer session at the end of class.

Student Comprehension/Evaluation Method

During the last portion of class, students will share and compare ideas about the new commands they have learned (knowledge). Following the share and compare, students will take a short quiz over the three new DHCP commands learned in the lesson (evaluation).

LESSON PLANS/ACTIVITIES

(Kenneth Zach)

Objective

To help students become more employable by improving the skills they will need to have successful interviews and better resumes.

Expected Outcomes

1. Students will utilize Reading, Writing and Computation to create their own resume.
2. Students will show examples of Interpersonal skills, Negotiation, and Teamwork.
3. Students will utilize Organizational Effectiveness and Leadership.

Activities

1. **Intrapersonal** - students will make a list of their own strengths and set goals of how they can develop more strengths.
2. **Interpersonal** - students will interview each other with questions from the teacher, taking notes on the other persons strengths and weaknesses. If time permits students can also interview a parent or a local business person.
3. **Verbal/Linguistic** - students will discuss previous activities with each other and as a group, taking note of what is expected and acceptable in an interview. Students will then write their own resume to use in a mock interview with the teacher.

**Students with a written language disability will be allowed to use a lap top computer or have a note-taker. Students with oral disabilities may also have access to the same adaptations.*

Student Comprehension/Evaluation Method

During the interview process students will be asked to recall some of the skills that are important to employers (knowledge). Student solve (application) some simple problems associated to the job they are interviewing for which they will know ahead of time. Students will also need to be prepared to summarize and conclude (evaluation) what went on during the interview.

This lesson plan will be used towards the end of the year when we talk about summer jobs. It can also be used at any time during the year for students who are thinking of getting a job. I am a special education teacher so no extra class time is needed since I see the students during resource study halls and can be done when they have free time.

LESSON PLANS/ACTIVITIES

(Vicki Anderson)

Objective

To make students aware of various jobs available in the Health Science Career Cluster.

Expected Outcomes

1. Students will communicate effectively using speaking, listening and writing.
2. Students will be able to give an example of a career found in each cluster of health care.
3. Students will use teamwork and problem solving to learn about different careers found in clusters of health care.

Activities

1. **Verbal/Linguistic** - students will use the internet to research about a job opportunity in each career cluster found in health care and identify which cluster it is grouped in.
2. **Visual/Spatial** - students will design a brochure about a health career found in each career cluster.
3. **Interpersonal** - students will form a team and share a PowerPoint presentation about job opportunities in health care and provide examples of careers found in each cluster.

**All activities, as per individuals IEP and consultation with resource teacher, will be given extra time and help if needed.*

Student Comprehension/Evaluation Method

After researching various careers in health care and identifying which cluster they belong to, identify (analysis) the type of career/cluster you feel you would be the most interested in. explain the challenges you might encounter (synthesis) and be able to support why you think you would be happy working in this particular area you have chosen (evaluation).

LESSON PLANS/ACTIVITIES

(Kenny Fuchser)

Objective

To increase students' knowledge of water quality in the area of Biology.

Expected Outcomes

1. Students will be able to utilize reading, writing and computation skills.
2. Students will utilize creative thinking, problem solving and team building skills.
3. Students will be able to effectively communicate within a team setting.

Activities

1. **Math/Logic** - students will organize data and make charts to show relationships between different chemicals used.
2. **Visual/Spatial** - students will make a map to scale showing the locations of sewer and water mains in a new development.
3. **Naturalist** - students will understand how bacteria found in nature can benefit humans.

**Adaptation - student will be given extra time to complete each of the above mentioned activities.*

Student Comprehension/Evaluation Method

If you were a city engineer in charge of a new development how would you lay out the location of sewer, water, and electrical lines to the residents? Using old maps and consulting with the developer, predict the best locations for residential hook ups and design a topographical map for each. Be able to defend your decisions to city council.

LESSON PLANS/ACTIVITIES

(Marlys Messerly)

Objective

Students will gather information in doing an interview, summarize the information, and make an oral presentation to the class.

Expected Outcomes

1. Students will utilize reading, writing and computation skills.
2. Students will be able to effectively communicate ideas and information interpersonally.
3. Students will use interpersonal skills in working as a team to summarize information, create a presentation, and present it to the class.

Activities

1. **Verbal/Linguistic** - students will call and set up an interview, interview a person and write down their responses.
2. **Interpersonal** - students will work as a team to summarize the interview and type up the results.
3. **Visual/Spatial** - students will create a PowerPoint or poster to present to the class the interview results.

**A child with a learning disability, who has difficulty writing, could tape the interview.*

Student Comprehension/Evaluation Method

Students will complete a self-evaluation to evaluate their ability to line up a contact person for an interview, do the interview, write the responses to the questions, and as a team summarize the results, create a presentation, and make an oral presentation to the class. (Comprehension, Application and Evaluation).

This lesson can be incorporated as a project in my 12-week class.

LESSON PLANS/ACTIVITIES

(Kevin Meyer)

Objective

To optimize the students speed, agility, strength, conditioning, and work habits in the area of physical education.

Expected Outcomes

1. Students will understand the importance of Interpersonal Skills, Negotiation, and Teamwork.
2. Students will understand the importance of Communication.
3. Students will utilize Creative Thinking and Problem Solving Skills.

Activities: Activity for Adapted Physical Education Students - the peer student will model specific lifts that are used in the weight room.

Activities

1. **Bodily/Kinesthetic** - students will increase their speed, agility, strength, conditioning and work habits through specific drills, techniques, and exercises. Students will learn the responsibilities involved in Strength/Conditioning Physical Education Class.
2. **Interpersonal** - students will learn the importance of communication and teamwork. Students must be able to work together and communicate skillfully.
3. **Visual/Spatial** - students will model drills, techniques, and exercises to improve individual/classroom performance.
4. **Verbal/Linguistic** - students will interpret terminology and "code buzz words" for the class.
5. **Scientific/Mathematical** - students will learn the important of math skills in class. Students must be able to convert percentage to pounds and repetitions for their individualized workouts.

Student Comprehension/Evaluation Method

Students will learn the importance of math skills in class. Students must be able to convert percentages to pounds and repetitions for their individualized workouts.

Students will provide feedback in the post-evaluation conference with the instructor. We will discuss pre-test and post-test results (analysis).

Students will use specific drills, techniques, and exercises to increase their speed, agility, strength and conditioning (synthesis).

LESSON PLANS/ACTIVITIES

(Scott Millard)

Objective

To teach my students some of the jobs that are available in the business/game of baseball.
To give my students an appreciation for these jobs also.

Expected Outcomes

1. Students will be able to effectively communicate ideas and information.
2. Students will utilize creative thinking skills and do problem-solving.
3. Students will physically perform games that promote an advertisement.

Activities

1. **Bodily/Kinesthetic** - students will create a game/activity that promotes fun and also an advertising campaign.
2. **Musical/Rhythmic** - students will create a musical segment or song that can be used during a game. The situation must be explained and the goals must be relayed to the teacher.
3. **Visual/Spatial** - students will "sell" advertising spots in an imaginary ballpark. They will be required also to develop a contract that describes how, when and for what prices the advertisement will be run.

**All of these can be done by or with students with a disability.*

Student Comprehension/Evaluation Method

You are the promotions director at a minor league ballpark. Identify 4 things that you would do to promote your advertisers and ballpark so that you can most effectively create revenue. Explain the process that you will go through to see that you are successful. Be prepared to evaluate the promotions and defend the ideas that you have generated. Come up with a way to evaluate your success or failures.

LESSON PLANS/ACTIVITIES

(Dave Sellon)

Objective

To help students see real-world application of the sciences of biology and chemistry.

Expected Outcomes

1. Students will be able to communicate ideas and information.
2. Students will use interpersonal skills, negotiation and teamwork to produce a presentation.
3. Students will appreciate the importance of being able to "learn to learn" by examining the responsibilities of the hospital lab staff.

Activities

1. **Science/Mathematical** - students will research and define the list of science vocabulary used in the hospital lab.
2. **Verbal/Linguistic** - students will make a presentation describing one of the various jobs available in a hospital lab.
3. **Visual/Spatial** - students will produce a visual aid to accompany their presentation.

Vocabulary List - serum, plasma, whole blood, red blood cells, white blood cells, platelets, bone marrow, formalin, xylene, paraffin, specimens, cultures, antibiotics, resistance, susceptibility, confidentiality, supernatant, decant, standard deviation, quality controls.

List of jobs available in hospital labs - medical secretary, phlebotomist, histology technician, microbiologist, chemist, cytologist, medical technologist, pathologist.

Adaptation - the vocabulary list could be translated to Spanish for Spanish-speaking students.

Student Comprehension/Evaluation Method

Students will summarize and evaluate their peers' presentations on a worksheet provided by the teacher.

This activity will be used during the first week of chemistry. Hopefully, it will help the students to make a connection between classroom learning and real world application of biology and chemistry.

LESSON PLANS/ACTIVITIES

(Suzanne Van Meeteren)

Objective

To aid student's appreciation for hospital dieticians and community health workers in the area of general education.

Expected Outcomes

1. Students will be able to effectively communicate ideas and information using various models.
2. Students will become adaptable and be able to apply problem solving skills to current problems.
3. Students will be able to organize their workload to operate effectively.

Activities

1. **Math/Logic** - students will set up statistics showing the number of people in the community getting blood pressure readings.
2. **Interpersonal** - students will organize a healthy foods meal plan for a week.
3. **Spatial** - students will develop a Wellness Day poster to publicize good health.

Learning Disability - student is given 20 extra minutes to complete the poster.

Student Comprehension/Evaluation Method

If you were a Community Health advocate, identify the risk areas of public health of most concern and design a plan to address these areas. Be prepared to explain why this plan was chosen.

This plan can be incorporated into lessons in health, math, or careers in the general education curriculum.

LESSON PLANS/ACTIVITIES

(Dawn Wiemer)

Objective

To aid student's appreciation for the various medical fields and the challenges each area possesses.

Expected Outcomes

1. Students will analyze and effectively communicate information from medical journals, charts and graphs.
2. Students utilize creative thinking and problem solving.
3. Students will utilize teamwork and interpersonal skills to improve product quality.

Activities

Incorporation of all learning styles - students will take multiple intelligence inventories to identify their own personal strengths. Using their top three strength small groups will brainstorm medical careers that would encompass these strengths. As a large group we would share these ideas and gather more information from the class as a whole. (This may require researching the many medical fields available).

1. **Bodily/Kinesthetic** - students will identify anatomical landmarks on the body, and explain how these landmarks are used in medicine.
2. **Visual/Spatial** - students will compare the human body to other organisms and relate the structure and function of different organs.
3. **Musical/Rhythmic** - students will compose lyrics to use in remembering anatomical terms.
4. **Interpersonal/Verbal/Linguistic** - students will interview an individual in a medical field and share information with the class.
5. **Scientific/Mathematical** - students will calculate and measure hearts rates, lung volumes, etc.

**Students with any visual or hearing impairment, learning or physical disability, will be given extra time and resources to perform any activity.*

Students Comprehension/Evaluation Method

If you were a physical therapist working with an elderly woman who just had a total knee replacement surgery, explain to the patient what the goals of physical therapy will be for the individual, prepare a rehab program, and be prepared to explain how you will assess her progress.

This lesson will be used at the beginning of the semester assess students strengths and

interests and to introduce medical fields. It will be used in each chapter and adapted to fit the body system that is being discussed.

LESSON PLANS/ACTIVITIES

(Diana Goldenstein)

Objective

The student will be able to research 10 indoor plants in Nebraska and create a PowerPoint presentation on one of the plants to present to the class.

Expected Outcomes

1. The student will gain a basic understanding of indoor plants that grow well in Nebraska.
2. The student will be able to effectively communicate their plant knowledge and further develop their computer skills by creating a PowerPoint presentation.
3. The student will utilize reading, writing and computation skills.

Teacher Preparation: The teacher will provide the following:

1. A list of the most popular indoor plants in Nebraska.
2. A worksheet with questions the student can research.
3. Ideas that could be included in a PowerPoint presentation.
4. A sample PowerPoint presentation to use as a guide.
5. Assist the student in the research and study of their plant.
6. Assist the student when preparing their PowerPoint project.

Student Procedures

1. After researching the different indoor plants in Nebraska, the student will select one plant and create a PowerPoint presentation.
2. The student will access information about their chosen plant electronically and manually.
3. The student will create a minimum of 10 slides that will spotlight their specific plant.
4. Upon completion of their PowerPoint presentation, the student will be evaluated.

NOTE: FOR ANY RESOURCE STUDENT WORKING ON THIS PROJECT, ALTERNATIVE COULD INCLUDE WORKING WITH A PARTNER OR LIMITING THEIR POWERPOINT SLIDES TO A MAXIMUM OF 5 SLIDES.

Based on the past history of certain businesses in the Gretna area, identify the common factors that make businesses such as Nature's Garden so successful. Be prepared to defend your findings.

LESSON PLANS/ACTIVITIES

(Michelle Ronan)

Objective

To help students prepare for a job in a day care type setting.

Expected Outcomes

1. Students will use creative thinking skills and problem solving skills.
2. Students will work in groups of 2-3, during step 2 below, using interpersonal skills.
3. Students will need to use organizational skills and demonstrate leadership qualities.

Activities

1. Students will create a game or activity that can be used with children within a given age range. They will include a list of instructions or set of rules and any tools needed. Tools may include such items as a game board, cards, etc.
2. Students will practice their game or activity with a group of their peers in order to determine if the game or activity works and is appropriate for the age range assigned. If the game or activity needs modifications, those will be made, and the game or activity will be tested again. Also, a list of possible problems that may arise when working with children will be made along with solutions. (Ex - a child doesn't understand the instructions, a child doesn't want to play, etc.)
3. Students will take turns playing the part of day care provider and the part of the children when testing the game or activity in step 2 above. They may work together when listing problems and solutions.

**For a student with a leaning disability, they may be paired with another student in the class to complete this assignment.*

Student Comprehension/Evaluation Method

Students will spend time with a small group of children within the required age range for their game or activity. They will teach the game or activity to the children and work with them to complete it. Afterwards, they will identify problems that they encountered and how they might avoid them when in this situation again. They will also decide how they could improve the game or activity or how they interact with the children.

******Actually, many of the skills from Bloom's Taxonomy would be demonstrated throughout this entire lesson.

This is an activity that could be used in a Child Development class that is team taught with a general education teacher and a special education teacher.

LESSON PLANS/ACTIVITIES

(Charles Gould)

Objective

To allow students to experience a real-life workplace experience using graphic arts software and problem-solving skills and communication skills.

Expected Outcomes

1. Students will utilize reading and writing and computation skills.
2. Students will be able to effectively communicate ideas and information interpersonally.
3. Students will utilize creative thinking skills and problem solving.

Activities

1. Students will be given an email from a customer on their classroom computer. The customer will include a Photoshop graphic that has not been fully prepared for use in the advertisement that the customer wants to be printed. **(Interpersonal and verbal-linguistic)**
2. Students must determine the problem and a solution and communicate that to the customer via email. **(Math-logic and verbal-linguistic)**
3. Students need to make the adjustments and produce the advertisement. **(Spatial and body-kinesthetic)**
4. Students must use the pricing information provided them to create a bill for the completed job. **(Math-logic)**

**A student with a disability would be given an extra twenty minutes to complete this project.*

Student Comprehension/Evaluation Method

If you were a worker at a graphic arts business preparing advertising for local media and a customer emailed you an order that has some problems with a Photoshop graphic, solve the problem (analysis), tell the customer (knowledge), create (synthesis) the advertisement, and bill (application) the customer. Be prepared to defend (evaluation) the way you handled this real-life work situation.

LESSON PLANS/ACTIVITIES

(Kelly Buscher)

Objective

To develop student knowledge and skills in helping a client meet their needs and prepare a room to decorate using their design skills.

Expected Outcomes

1. Students will communicate and understand client's needs and give back ideas and information.
2. Students will need to use creative thinking and problem solving skills.
3. Self-Esteem goal Setting/Motivations, and Personal/Career Development

Activities

1. **Interpersonal** - In groups of 4-5, students will interview client for their needs and create a plan of design on a swatch board and then meet back with the client to sell their ideas.
2. **Bodily/Kinesthetic** - With several home accents, fabric swatches, and paint and wallpaper samples students will create a mini scene for the client.
3. **Naturalist** - Students will make a sample floral arrangement using the 5 elements of design for their client.

**Adaptation: A student with a visual impairment can work with a partner to assist in picking out colors and textures for the floral arrangement and creating the finished piece.*

Student Comprehension/Evaluation Method

Students acting as designers will use the clients ideas and create new ones drawing on knowledge from several areas in design they will create and design their swatch board (synthesis). While creating the swatch board the students will select samples and arrange them in a way that is appealing to the look and style of the client (analysis). Lastly, the students will present their final ideas and boards to the client really trying to sell their groups ideas over the others (evaluation).

This lesson plan will be incorporated after the students have learned all the elements and principals of design. Towards the end of the semester as a final completion project bringing all the skills together.

LESSON PLANS/ACTIVITIES

(Joseph McMenamin)

Objective

Students will see how mathematics, writing, reading and computer skills can be used in all of their high school classes.

Expected Outcomes

1. Students will be able to read/analyze/organize forms, information manuals and use computer/math skills.
2. Students will be able to use creative thinking and problem solving skills.
3. Students will be able to use communication skills for understanding ideas/information and relay it to others effectively.

Activities

1. **Scientific/Mathematical** - Students will use math skills by figuring the target heart rate formula to determine their target heart rate zone. This shows how mathematics and interpreting data is used in Physical Education.
2. **Intrapersonal Skills** - Students will pick any occupation and see where they would use mathematics to successfully do that job.
3. **Visual/Spatial** - Students will develop a poster of their occupation choice. Students can use magazines or internet information to decorate a poster with pictures and facts about that career and how mathematics is used in that career.

**Learning disability (difficult reading/sight) - student is given information/data on a larger format for easier reading.*

Student Comprehension/Evaluation Method

The student will be evaluated based on 5 minute oral presentation and poster.

This lesson plan can be incorporated 1st semester when the class covers career options and discusses how math, reading, writing plays a role in a high school classes and many career choices.

LESSON PLANS/ACTIVITIES

(Kimberly McMenamin)

Objective

Students will be exposed to health career fields for future career choices in medicine.

Expected Outcomes

1. Students will be able to read/analyze/organize forms, information manuals and use computer skills.
2. Students will be able to use creative thinking and problem solving skills.
3. Students will be able to use communication skills for understanding ideas/information and relay it to others effectively.

Activities

1. **Verbal/Linguistic** - Students will interpret medical terminology in studying the human body.
2. **Intrapersonal Skills** - Students will pick one health career field and research the education needed, local universities and what paths can be taken with that degree. A 5 minute oral presentation will be given to the class.
3. **Visual/Spatial** - Students will develop a poster of their career choice. Students can use magazines or internet information to decorate poster with pictures and facts about the career.

**Learning disability (difficult reading/sight) - Student is given information/data on a larger format for easier reading.*

Student Comprehension/Evaluation Method

The student will be evaluated based on 5 minute oral presentation and poster.

This lesson plan can be incorporated 2nd semester when the class covers career options in fitness/health/sports.

LESSON PLANS/ACTIVITIES

"Counting Time"

(Patsy Woodside)

Objective

Students will analyze their time-management skills.

Expected Outcomes

1. Students will follow directions in the steps of creating an essay. (Communication)
2. Students will keep track of and critique their use of time. (Adaptability)
3. Students will realize how time management may influence their personal lives and career-planning goals. (Organizational Effectiveness)

Activities

1. Brainstorm and develop a list of everything one can do with "time": spend time, waste time, etc. (**Verbal/Linguistic**)
2. In a sequence of two days, students should keep track of how they spend their time. Create a spreadsheet or chart to record activities performed throughout the two days. (**Spatial**)
3. In a self-assessment, students should determine how they spent their time. They need to then develop three goals they would like to accomplish by the end of the day/week/month. (**Intrapersonal**)

**For special adaptability, the teacher can assist a student in the creation of a time chart. Depending on the disability, the teacher might discuss variations on how a student could spend his/her time.*

Student Comprehension/Evaluation Method

Compose an essay on the usage of time. Include in the discussion items from the brainstorming list on positive and negative uses of time. Students should analyze their spreadsheets or charts to include what they will do to improve their uses of time.

This assignment can be used in English, Study Skills, or Business Management classes.