Career Exploration Module – DAY NINE

Lesson Title
Scavenger Hunt

Cluster Pathways
All

Essential Question
How do we locate additional information about Health Science careers?

TEKS
Career Portals:

Prior Student Learning
Students should already have heard all lecture presentations within the Career Module.

Estimated time
45 min

Objectives
- Identify, explore, and review career opportunities within the Health Science Cluster
- Compare levels of education for careers of personal interests
- Research steps required to participate in a variety of career and educational opportunities

Materials/Equipment/Handouts Needed
- Vocabulary Quiz Handout
- Career Scavenger Hunt Handout
- Computers with Internet access
- Cluster Art Activity (Extension)
- Art materials such as: poster board, paint, tape, glue, newspapers, magazines, ceiling tiles, markers, coat hangers, thread, scissors, etc. (Extension)

Introduction/Engage
- Instruct students to prepare for a vocabulary quiz
- Facilitate and collect quiz documents
- Following the quiz, review the requirements of the Scavenger Hunt
- Allow students to choose their careers of preference

Activities
- Students will complete the “Career Scavenger Hunt” Activity
- Allow students to conduct research via internet and other library resources

Lesson Closure
- Review several aspects of the entire Career Exploration Module using questioning techniques
- Explain the relationship between educational achievement and career success

Assessment
- Vocabulary Quiz
- Verbal responses to questions
- Participation in all activities
- Successful completion of “Career Scavenger Hunt”

Extension
- Cluster Art Activity
- Have students write a reflection paper about the entire Career Exploration Module Experience
Accommodations for Learning Differences
- Accommodations Manual
- Guidelines and Procedures for Adapting Instructional Materials
- Sample Curriculum Customizations for Learning Differences
- Lesson Plan/Curriculum Modification Checklist
- Instructor Format for Curriculum Customization for Learning Differences
Vocabulary Quiz

Directions: Write the letter of the definition next to the appropriate vocabulary word.

1. Therapeutic Services
   A. Activities that people tend to do every day without assistance, for example eating, bathing, walking…

2. Diagnostic Services
   B. Worldwide epidemic that affects large geographic regions

3. Health Informatics
   C. Primarily focused on discovery, research and development for new diagnostic testing, new treatments and medical devices to improve patient care

4. Support Services
   D. Involves illnesses or conditions caused by disease; can be due to a pathogens or genetics

5. Biotechnology Research and Development
   E. A branch of medicine that works with conditions involving the skeletal and muscular systems

6. Multidisciplinary Team
   F. Pair of genes seen on a chromosome that make up a trait; one from mother and one from father

7. Orthopedic
   G. Primarily focused on providing a therapeutic environment for the delivery of health care

8. Trauma emergencies
   H. Primarily focused on changing the health status of the patient over time

9. Medical emergencies
   I. Traits that only appear when the gene is inherited from both parents

10. Radiology
    J. Damage caused by physical harm from external sources

11. Vital Signs
    K. A branch of medicine that uses images to diagnose and treat disease seen inside the body

12. Signs
    L. Team set up to work together using their areas of expertise to find a solution to problems effecting patients care and safety; team members may come from all pathways of health care

13. Symptoms
    M. Signs that are essential to life; include temperature, pulse, respirations, and blood pressure

14. Rehabilitation
    N. Primarily focused on management of departments, agencies and patient data

15. Activities of Daily Living
    O. A disease that is native to a local region

16. Pathogen
    P. A disease caused by a biological organism such as bacteria, virus, parasites or fungus

17. Endemic
    Q. Two genes that are alike, either both recessive or both dominant

18. Epidemic
    R. An illness that can be passed on or spread to others

19. Pandemics
    S. The expression of genes seen on any trait, for example eye color

20. Contagious
    T. Used to assess the patient; can be seen and/or measured

21. Phenotype
    U. A branch of medicine that focuses on enhancement or restoring function and quality of life

22. Recessive
    V. Used to assess the patient; are described by the patient

23. Dominant
    W. Traits that appear even when only one gene is inherited

24. Homozygous
    X. A disease that spreads to many individuals at the same time

25. Heterozygous
    Y. When the genes for a trait differ, the dominant one will show up

26. Genotype
    Z. Primarily focused on detection, diagnosis and treatment of diseases and disorders
Vocabulary Quiz – KEY

H  1. Therapeutic Services
Z  2. Diagnostic Services
N  3. Health Informatics
G  4. Support Services
C  5. Biotechnology Research and Development
L  6. Multidisciplinary Team
E  7. Orthopedic
J  8. Trauma emergencies
D  9. Medical emergencies
K  10. Radiology
M  11. Vital Signs
T  12. Signs
V  13. Symptoms
U  14. Rehabilitation
A  15. Activities of Daily Living
P  16. Pathogen
O  17. Endemic
X  18. Epidemic
B  19. Pandemics
R  20. Contagious
S  21. Phenotype
I  22. Recessive
W  23. Dominant
Q  24. Homozygous
Y  25. Heterozygous
F  26. Genotype
Career Scavenger Hunt

Materials needed:
  Career Scavenger Hunt Worksheet, computers, internet access

TEKS:

Approximate time:
  30 - 40 minutes

Directions:

1. This activity gives students the opportunity to gain knowledge about career opportunities within the Health Science cluster.

2. Give each student a copy of the "Career Scavenger Hunt" worksheet and go over the directions with them.

3. Students will use computers and the internet to follow the directions and complete the activity sheet for 3 different occupations.

4. If time permits, ask students to share either one thing they didn’t know about the occupations they examined.
# CAREER SCAVENGER HUNT

Name: __________________________________________ Date: ___________________

This scavenger hunt is designed to help you further gain understanding and knowledge about career possibilities within the Health Science Cluster. Choose three occupations and find the following information:

<table>
<thead>
<tr>
<th>Occupation:</th>
<th>Occupation:</th>
<th>Occupation:</th>
</tr>
</thead>
</table>

| Knowledge, skills, and abilities needed |
| At least three activities a person in the position would do on the job |
| Physical work conditions |
| Educational training needed |
| Average income |
| Outlook of the career over the next five years |
| At least one college that offers a degree plan for this career |
| Sources of all information (websites, books, etc.) |
Cluster Art

Materials needed:
Art materials such as: poster board, paint, tape, glue, newspapers, magazines, ceiling tiles, markers, coat hangers, thread, scissors, etc.
Computer, internet, printer

TEKS:
§127.4.(c)(1)(A)
§127.4.(c)(2)(B)(E)

Approximate time:
45 minutes

Directions:

1. After completing the Cluster Scavenger Hunt Activity, have students create an art project that communicates at least one of those occupations. Optional: students work in pairs or individually.

2. Using the art materials provided have them create their choice of: a bulletin board, poster board, decorative ceiling tile, mobile, door decorations, etc. They can search for pictures from the newspapers and magazines or find copyright free photos to print to use in the art projects. (http://creativecommons.org/ is a good place to start).

3. After art pieces are completed, have the students use them to decorate the classroom.