



Lesson #2 - Careers that Work: Nurse

Subject: Application of Career Specific Skills

Grade Levels: 7th grade - 12th grade

Standards

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.7-8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.9–10.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas: Context

CC.1.5.7-12.E - Adapt speech to a variety of contexts and tasks.

Suggested Learning Strategies

Cooperative Learning

Activities

- Students will be separated into groups of 2 and given the various tasks to complete after watching the video, *Careers That Work: Nurse*.
- Students will be completing the *Careers That Work: Nurse* Communication Activity - Drawing Twin Pictures
- Begin by selecting a set of line drawings to use with the students. These should be line drawings that are not too detailed. Examples can be found at the end of this lesson.
- In each pair group, give each student a line drawing. Instruct them not to show their partner the line drawing until instructed. Give each student a writing utensil and pieces of paper as well.



- Students in each pairing will take turns giving directions to one another and using those directions to recreate the line drawing you have given them/they have selected. For each round, there will be one student who is doing the drawing (the artist) and one student who is giving directions (the speaker). Students will inhabit one role for round 1 and switch roles for round 2.

Round 1

- The Speaker looks at the drawing chosen/given that cannot be shown to their partner, the Artist.
- The Speaker must give instructions to the Artist so that the Artist is able to recreate the drawing on their paper. However, the Speaker is not allowed to say what the drawing is. Their directions may sound something like: 'draw a triangle, draw two squares inside the triangle'.
- The Speaker with the complete drawing cannot watch the Artist draw it.
- Have the Speakers in each group continue to give directions and draw until they believe the picture has been recreated by their partners, the Artists. Then, have them compare the drawings made with the originals. Have the pairs make note of any differences and similarities.

Round 2

- Hand out more drawings and ask students to swap roles. The Speaker becomes the Artist for Round 2 and the Artist becomes the Speaker.
- The Speaker can give instructions in a similar manner as in part 1, but this time the Artist is allowed to ask yes/no questions, and the Speaker can watch as they draw. In addition, half the student pairs in the class can begin by telling their Artist partners what the object they are about to draw is. Once the pairs have completed Round 2, have them compare the drawings made with the originals, and make note of any differences and similarities.

Discussion after Round 1 is completed:

- Why don't many of the pictures look like the original?
- What were your frustrations as the source of the message (Speaker giving instructions), as the receiver of the message (Artist drawing the copy of the original)?

Discussion after Round 2 is completed:

- Did it help to be able to watch the Artist drawing?
- Artists: Did it help to be able to ask questions?
- Artists: Did it help to know what the object is ...your clear goal?



Relate this activity and discussion to one of the main skillsets of a nurse: effective communication with multiple people.

- Have the students re-watch *Careers That Work: Nurse*. Have them listen particularly to the ways in which nurses communicate while doing their jobs.
- Then, engage the students in a discussion focused around the following questions:
 - What skills does a nurse have to have in order to communicate with a team about different patients?
 - In a fast, paced, high stress environment, why is it important to be able to communicate quickly, clearly and effectively?

Rubric: 50 points

- Did the students take turns attempting to communicate as effectively as possible despite the limitations of Round 1? (10 points - Performance Target)
- Did the students' drawings improve in their accuracy in Round 2? (10 points - Product Target)
- Did the students reflect deeply on their learning after comparing their experiences from both Round 1 and Round 2? (10 points - Reasoning Target)
- Did the students compare their struggles and successes to the struggles and successes shared by the nurse in the *Careers That Work: Nurse* video? (10 points - Performance Target)
- Did the students learn the skills necessary to communicate effectively with others to give directions about a task? (10 points - Disposition Target)

Rubric: 50 points

10 Points - Performance Target

10 Points - Product Target

10 Points - Reasoning Target

10 Points - Performance Target

10 Points - Disposition Target

Examples of Drawings to Use with *Careers That Work: Nurse* Communication Activity -
Drawing Twin Pictures (described above)

