

DISCOVER[®]



II. Subject Matter Activities

ACT[®]



English Activity 1: Futuretown Park Reporter

OVERVIEW

Writing a News Story

Purpose

To have students explore fast-growing occupations and to write a concise news story.

Learning Objectives

- Students will research information about occupations and write a short (three-paragraph) article about it.

Time Required

30 minutes in class to research occupation (can also be done as an out of class assignment)

Materials Needed

- Student worksheet: “English Activity 1: Futuretown Park Reporter”
- DISCOVER password printed with logon instructions (if not already issued)

Setting

A classroom with computer workstations and Internet access.

Curriculum Areas

English

Grade Level

6

7

8

9

Activity

I. City Reporter: Writing a “Hot” News Story

- a. Today you are a journalist for *The Big City News*. Your editor has just told you she wants an article on her desk by press time (which is only a few minutes away). She wants it written about the hottest jobs in the country. Being the smart reporter you are, you will use DISCOVER to do your research.
- b. Have students logon to DISCOVER with their user I.D. and password
- c. Click on “Futuretown Park” and select one of the six cluster buildings. Choose a career area at the bottom of the page. Then explore occupations to write an article about. From there decide what slant you will take with the story.

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- d. Use the worksheet you have been given to write a first draft of your story using what you've learned from DISCOVER. To make the story interesting to the reader, include some facts about one or more of the hot occupations that you learn about. You have twenty minutes to write your story. The article should be three paragraphs long.

Discussion

I. What did you learn about different occupations?

- a. They can be thought of in different ways: abilities needed, training, salary, etc.
- b. Where to learn more about an occupation.
- c. Details about the different occupations selected.

II. What did you learn about reporting?

- a. Was writing an article more or less difficult than you thought?
- b. Is it the kind of job you would enjoy doing?

Homework (Optional)

- I. Have students edit and submit a finished article by next class period.
- II. Have students use DISCOVER to write another news article of their choosing.
- III. Collect their first drafts, critique them, and have them rewrite them in a polished format.



English Activity 1: Futuretown Park Reporter

FOR INSTRUCTORS

How to Write a News Article:

I. Tips for writing a news article:

- a. Start with a headline. The purpose of a headline is to get the reader's attention. At the most, it should be no more 6 or 7 words long.
- b. Follow this with a byline. That's you as the reporter and whom you write for (e.g., *The Big City News*, MTV, the *Washington Post*).
- c. Begin the story with a lead paragraph which is the summary of the story. The lead paragraph should include: who, what, when, where, why, and how of the story.
- d. After the lead paragraph comes explanation and amplification, which deals with illuminating details. Some details may not be as important as others. Put in order from most important to least important. Don't include everything you know, but do include everything you feel is important to tell the story. These paragraphs should be three to four sentences in length.
- e. Do not use the first person—no "I" allowed unless you are quoting someone else.
- f. Leave your personal opinion at home. Personal biases should not find their way into the article.

II. Example: Write a draft of your story

- a. What's your topic: What are the fastest growing jobs in the U.S.
- b. What's the headline: "Emergency Medical Technicians are Hot!"
- c. Who wrote this: by Fred Barnes
- d. Lead paragraph elements:
 - Who: Emergency Medical Technicians
 - What: Profession growing by a rate of 3.1% per year or twice the rate of the average job
 - Where: in the U.S.
 - When: now
 - Why: "The number of jobs in this field will grow due to population growth (especially of the elderly) that will lead to greater demand for emergency medical services. Opportunities will be best in municipal governments and private ambulance services."

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- e. Your lead paragraph (The summary of the story):
The growth rate for Emergency Medical Technicians (EMTs) is expected to be 3.1% per year according to the U.S. Department of Labor. This rate is double the average growth rate for job growth. According to DISCOVER, “The number of jobs in this field will grow due to population growth (especially of the elderly) that will lead to greater demand for emergency medical services. Opportunities will be best in municipal governments and private ambulance services.”
- f. Explanation and Amplification (Two or more paragraphs that support your lead paragraph):
Emergency Medical Technicians provide emergency medical assistance to people who have been in auto accidents, have had accidents at home, or at the scene of a fire. EMTs often have 2-year degrees and earn between \$25,000 and \$45,000 per year.
Besides EMTs, examples of other medical occupations that expect to grow at 3% or higher are physical therapist, physician assistant, and veterinarian. Colorado Community College offers this training. Call 817/333-5555 for more information.



English Activity 1: Futuretown Park Reporter

FOR STUDENTS

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- e. Do not use the first person—no "I" allowed unless you are quoting someone else.
- f. Leave your personal opinion at home. Personal biases should not find their way into the article.

II. What's your topic:

III. What's the headline:

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IV. Who wrote this:

Lead paragraph elements:

Who:

What:

Where:

When:

Why:

V. Your lead paragraph

(The summary of the story):

VI. Explanation and Amplification

(Two or more paragraphs that support your lead paragraph):



English Activity 2: Interested in my Interests?

OVERVIEW

Purpose

Have students take an interest inventory and to write a summary of what they learned.

Learning Objectives

- Students will research information about their interests and write a short (four- to five-paragraph) summary about what they learned.

Time Required

30 minutes in class to take the interest inventory and 30 minutes of homework to write the summary (or 30 minutes of a second class period)

Materials Needed

- Student worksheet: “English Activity 2: Interested in my Interests?”
- DISCOVER password printed with logon instructions (if not already issued)

Setting

A classroom with computer workstations and Internet access.

Curriculum Areas

English

Grade Level Activity Type

6

7

8

9

Activity**I. Interested in my Interests?**

- a. Today you will be taking an interest inventory. Interest inventories are designed to give you a snapshot of where the kinds of activities and things you like and dislike would put you in the world of work. Interests are one of many things that students like yourselves will use to make career decisions.
- b. Have students logon to DISCOVER with their user I.D. and password.
- c. Before you take the inventory, click on the “WWM Tour.”
- d. Click on “Inventories” and select “Interests”. From there follow the instructions and complete the inventory. It should take about 20 to 25 minutes to do. Be sure to read the instructions. This can also be done on paper and the results entered into DISCOVER, if you prefer.
- e. Print out the results of your interest inventory.

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Discussion

I. What did you learn about yourself?

- a. Did your results make sense to you?
- b. Did the results seem to be accurate?
- c. Were you surprised by anything you learned?

Homework (Optional)

Have students write four to five paragraphs summarizing what they learned about their interests.



English Activity 2: Interested in my Interests?

FOR INSTRUCTORS

Directions: Write a four- to five-paragraph summary about what you learned about your interests by taking the interest inventory. Be sure to include the following:

- What you thought about the interest inventory generally.
- The career areas that were suggested to you and which ones appeal to you. *These are the groupings of occupations that are on the World-of-Work Map listed from A–Z.*
- Whether your interests would suggest you should work with people, ideas, things, or data.
- What your interests for a career are at this time.
- Your thoughts on how you can use this information for your educational or career plans.

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English Activity 2: Interested in my Interests?

FOR STUDENTS

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