

WILD RIDE



OUTSIDE WORK

For most of her career, Mia Tramz did what she calls “inside work.” Now she does “outside work,” on a farm. Why did she switch?

This week is a Your 🔥 Job takeover! Each page in this Teacher's Guide is a sample of the resources provided on the Your 🔥 Job platform. You can explore all the free resources at timeforkids.com/your-hot-job/in-schools.

your🔥job MINI-LESSON

INTRODUCTION

Start by writing the word *agriculture* on the board. Then create a mind map, connecting words that students associate with agriculture. When ideas start slowing, ask students to come up with a definition of *agriculture*. Explain that it's another word for *farming*, which is “the practice or business of raising crops and/or livestock.” Challenge students to the Kahoot! quiz at ti.me/farmingKahoot to see what they know about raising crops.



DISCUSSION QUESTIONS

- How did Mia Tramz become a farmer?
- What are some things Tramz enjoys about farming?
- What are some examples of jobs in agriculture?
- Why might someone make a huge career change? How do you think it would feel to change paths?

CLOSING

Tell students that one big threat to farms is soil erosion. Ask if anyone can explain what that is or why it might cause problems. Explain that students will form groups to come up with solutions to soil erosion. Group students and have them research what soil erosion is and some practices that are utilized to help prevent it. They can start with the World Wildlife Fund page at ti.me/erosionWWF. After sufficient time, have students build a model of their farm. Provide them with a tray of soil, and invite groups to bring in or request materials such as plant matter, tarps, and popsicle sticks. After students build their model, test its effectiveness by blowing a low-speed fan or blow dryer over their tray to simulate wind, and using a spray bottle or watering can to simulate rain. Then have groups reflect on the results and explain the environments in which their solution might work best.

LESSON 1: MOTIVATION MATTERS

This is a sample of a free resource provided on the Your  Job platform. In this excerpt from lesson 1 of the Career Exploration Unit of Study from Your  Job, students will think about their dream careers and how these have changed over time. You can find all the free resources at timeforkids.com/your-hot-job/in-schools.

Introduction

- Ask students to think of the first time they were asked what they wanted to be when they grow up. What was their response? Has it changed? Ask them to take out a blank sheet of paper and make a list of the career ideas they've had and where those ideas originated. Have volunteers share some of their notes and whether their career ideas have changed or remained the same over time.

Whole Group/Small Group

- Provide students with the worksheet “On Motivation,” and have them watch the video at ti.me/motivation. While watching, they should use the sheet to take notes about each speaker.
- Ask volunteers to share their worksheet notes. Then ask them to name some other possible motivators. List these on the board. Motivators might include making money, learning something new, and helping others.
- Ask “What gets you out of bed in the morning?” and explain that this question helps people assess their motivations. Have students think about why they get out of bed and go to school each day. Is it to make themselves proud? Is it to see their friends? To prepare for their future? Have them consider whether this will be a lifelong motivator and what else might motivate them in the future. At the bottom of the “On Motivation” worksheet, have them add the things that motivate them.
- Group students based on their top motivation. Have them discuss why this factor is important to them, and have them discuss jobs that might be good for them.
 - Modification: List several professions on the board, such as doctor, athlete, chef, teacher, author. Have groups discuss which jobs fit best with each motivation, and which motivation might not be a factor. (For example: A teacher might be motivated by helping people, but is probably not highly motivated by making money.)

Closing

- Provide students with the worksheet “Looking to the Future,” and have them use the first box to list factors that are most and least likely to motivate them.
- Have students return to their career list from the beginning of the lesson. Have them note or put a star next to some of the career ideas they feel best match their motivations. Then have students consider why those that don't fit as well are on the list.
 - Modification: Conference with students who need extra support to help them align some of their career ideas with what motivates them.
- If time permits, have students journal to reflect on this lesson. Some guiding questions could be:
 - How does it feel to be thinking about your future? Is this your first time thinking about careers seriously?
 - What excites you most about career exploration? What makes you most nervous?

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