

Interview A NOAA Corps Officer

Kaci Heins

Activity Title: Interview A NOAA Corps Officer

Subject (Focus/Topic): NOAA Careers

Grade Level: Grades 6-12

Average Learning Time: Approximately two to three 50 minute periods.

Lesson Summary (Overview/Purpose): The students will research NOAA careers and interview NOAA employees using Skype video conferencing or other voice/video software.

Overall Concept (Big Idea/Essential Question): Students will learn more about NOAA careers and what they entail.

Specific Concepts (Key Concepts):

- Students learn research skills.
- What kind of education a person has to have in order to pursue a NOAA career.
- What a NOAA job is like at sea and on land.
- What additional education NOAA personnel has to have throughout their career.

Focus Questions (Specific Questions):

- What kind of college education does a NOAA officer have to have?
- What is the application/acceptance process like?
- What kind of training is there when a person is accepted to be a NOAA officer?
- What are the duties that a NOAA officer has on a ship? On land?
- Is there additional training throughout a NOAA career?

Objectives/Learning Goals:

- Students will practice researching skills.
- Students will research a NOAA career and create a pamphlet to share with the class about that career.
- Students will Skype, or videoconference, with a NOAA officer to learn more about their career.

Background Information: It might be easier to find NOAA career related websites before students start their research. Putting these websites on a Wiki or other website will help students to not waste time by “googling”. Teachers will also need to contact a NOAA officer to set up a time to videoconference early in the unit so a

conversation with the students can take place. Be sure to have a back-up plan such as a phone conference if the technology happens to fail.

Common Misconceptions/Preconceptions: Students may think it is easy to obtain a job with NOAA or that the job itself is always fun on a ship. However, it is a lot of hard work to be accepted to work as a NOAA Corps officer. If and when a person is accepted there is so much more to learn and it may take years to master some skills while working on a ship.

Materials:

- Projector
- Classroom computers or a computer lab
- Paper for students to create a pamphlet
- Skype software
- Notebooks to record research

Technical Requirements:

- Computers for students to use when researching their NOAA careers.
- Projector to allow NOAA Corps officers to video conference with students.

Teacher Preparation: It may be in the students and the teachers' best interest to find related websites ahead of time that students can use to conduct their research. This way students do not waste time researching and the teacher can acquire more background knowledge about the various careers. It would be a good idea as well to make a model pamphlet so students know what will be expected of them for an "A" grade. The teacher also needs to make plans with a NOAA corps officer to videoconference. Have a backup plan incase the technology fails.

Keywords:

NOAA, NOAA Corps, careers

Pre-assessment Strategy/Anticipatory Set:

If this activity is based off a teacher at sea experience then the teacher could show a slideshow of photos from his/her experience. As the teacher is showing the students the duties he or she performed, or what the crew is doing in the pictures, then the teacher can start introducing those careers. By showing pictures and video of the experience it will start to make the students more curious if this is something that they might like to do when they get older.

Using a thumbs up, thumbs down strategy the teacher can ask probing questions to see what students know about NOAA careers and what they entail on the ship. More than likely they will not have a lot of background knowledge about these careers, which is a great lead in into this assignment.

Lesson Procedure:

Explain to students that they will be researching a NOAA Corps career and creating a pamphlet to share their research. Use the projector to show students some of the websites that you have chosen for them to conduct their research so they have an idea of where to go and how to find their information. When you are finished show the students what a finished pamphlet should look like and the scoring rubric. This way they will know what is expected of them to receive a high score. During one of the days that students are conducting research, have a NOAA corps officer join the class through a video conference. This will allow students to ask questions that they might not be able to find the answers to on the websites. Students can also take notes during the conference so that they can add any of the officer's information to their pamphlets.

When the students are finished with their research and the video conference the teacher may want to have them present their research or display the student work around the classroom for other students to read and view.

Assessment and Evaluation:

Making A Brochure : NOAA Corps Careers

Teacher Name:

Student Name:

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.

Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

A scoring rubric could be used to evaluate the NOAA career pamphlet that the students create. Teachers can make their own or go to rubistar.com.

Resources:

- <http://www.careers.noaa.gov/>
- <http://www.noaaacorns.noaa.gov/>
- <http://www.noaaacorns.noaa.gov/botc/botc102/bios.html>
- <http://www.nws.noaa.gov/careers.php>
- <http://oceanexplorer.noaa.gov/edu/oceanage/>

