SC CAREER KIDS Quest

LESSON PLAN

M.B. Kahn Construction

Lesson Overview:

This lesson plunges students into the dynamic world of commercial construction by using engaging videos to showcase diverse careers, from truck driver to project manager. Through these videos, students will discover the unique responsibilities of each job and the fundamental need for planning to achieve shared project goals. The lesson culminates in a thought-provoking activity in which students interpret a meaningful quote and apply it to a job-specific scenario, ultimately demonstrating the critical connection between abstract thinking, practical application, and the essential concept of planning within their assigned construction profession.

Essential Learning Goal

Interpret this quote by Yogi Berra as it relates to the video and the construction position assigned: "If you don't know where you are going, you might wind up someplace else."

Lesson Progression:

STEP 1 – BRAINSTORMING ACTIVITY

- The teacher will introduce the lesson by asking the students, "Why is planning an essential skill?" The teacher has a couple of options for engaging students. If students have access to personal devices their responses can be recorded using Padlet. Padlet is an application to create an online bulletin board that can be used to display information for any topic. Padlet is a free service for teachers. A link is provided in the Resource Section. A second option would be to write the prompt on butcher paper and ask students to write their responses to the question on sticky notes, attaching their responses under the question. One benefit to this option is the physical movement of students, which encourages participation and allows them to become actively involved in the lesson.
- The teacher will go over the responses to the prompt as a whole class activity.

STEP 2 – SMALL GROUP ACTIVITY

- The teacher will divide the class into five groups to correspond to the five videos. Each group will be given a series of guided questions that are specific to the video assigned to them. These questions will give students greater insight into the job they are exploring and will aid in the creation of a job scenario.
- The teacher will show all videos to the class as a whole. When the assigned group video is broadcast, that group will be expected to take notes using their questions as a guide to help them focus on the important aspects of the video.
- After the class has viewed all the videos, individual groups may use their personal devices to review the video specifically assigned to their group in their group setting, making sure the questions are answered adequately and to the satisfaction of each member of the group.

- Each group will then be given the task of creating a “day at my job” scenario that aligns with their specifically assigned job and video.
- The teacher will ask groups to imagine they have been hired for the position highlighted in their assigned video. Groups will be asked to showcase a typical workday a person completing their assigned job might experience. What tasks might they have to complete? Make sure to include obstacles or challenges that might be addressed when completing this job.
- Once the scenario has been written, groups will create slides to present their scenario to the class.
- Students/groups will be given rubrics beforehand so that they know the criteria on which they will be evaluated by their peers and by the teacher.
- Each group will present their slides to the class.
- To ensure that full attention is given to the presentation each group will be asked to evaluate the slides of other groups using a peer evaluation form. Each group will collaborate, deciding collectively the best point ratings to accord other groups. This form will be used to add points to group presentations. The teacher will average the scores on all peer evaluation forms to determine how the class evaluated a particular presentation. The maximum number of extra points a group can receive is three points.

Guided Questions and Steps to Create the “Day At My Job” Scenario

INTRODUCE YOUR JOB AND YOUR PERSON

» Who is your person and why does he or she enjoy their job?
» What does your person do for M.B. Kahn?
» Why is your person’s job integral to the success of M.B Kahn?

BASED ON THE SPECIFIC JOB ASSIGNED TO YOUR GROUP, CREATE A “JOB OF THE DAY” SCENARIO

» What is your “job for the day” and why is it important?
» What specific tasks do you need to complete to have a successful day?
» How does your job contribute to the completion of the overall construction project?
» What specific knowledge do you need to have to successfully complete your tasks?
» What equipment or technology is needed to complete your job?
» How does your job connect to others discussed in the M.B. Kahn videos?
» In what specific ways is planning an important requirement for your job?
» What negatives, specific to your job, might occur if you fail to plan?
» How does this quote, “If you don’t know where you are going, you might wind up someplace else.”, apply to your job and the scenario created?

YOGI BERRA AND THE ESSENTIAL LEARNING GOAL

» The premise of the lesson is a quote attributed to Yogi Berra. Lawrence Peter “Yogi” Berra was a major league baseball player, manager and coach, primarily for the New York Yankees. He was an integral part of the Yankees’ dynasty from the 1940s to the 1960s. In addition to his stellar baseball career, Berra is well known for his “Yogi-isms” – a unique and often humorous way of making a point.

Lesson Extensions

CREATE A "CONSTRUCTION WHEEL" AND USE IT TO ILLUSTRATE THE JOBS AT M.B. KAHN CONSTRUCTION

» In the construction of a wheel, what is the purpose of the hub and the spokes?

Apply the concept of a wheel to the construction jobs at M.B. Kahn Construction:

» What's the job in the hub of the "construction wheel"? Why would you place it there?
» What's are the jobs on the spokes of the wheel? How are the jobs connected to the hub and to each other (other spokes)?
» How is planning in each of the jobs like the grease that makes the wheel turn in a more efficient way?
» Create a graphic that supports your answer.

CREATE A RECRUITMENT POSTER FOR YOUR JOB

» What do you need to include in your graphic that would entice others to your profession and adequately explain the responsibilities you have with your job?
» Why is planning important to this position? How can that be expressed through graphics and words on a recruitment poster?

EXPLAIN THE IMPORTANCE OF TRUCKING TO OUR ECONOMY

» Go to 511sc.org. Watch the live DOT feed for two minutes.
» Count the number of commercial trucks that pass on the interstate for that two-minute interval.
» Using facts about the trucking industry in our state and the United States, create an infographic that shows the importance of the trucking industry to our economy.

CREATE PUZZLES FROM THE VOCABULARY

» Use the vocabulary to create puzzles to generate interest in the various jobs in the construction industry. Ask students to match vocabulary terms to the videos and look for patterns (words used over and over). Reflect in a written paragraph the importance of what the words mean in relation to the individuals highlighted in the videos and to any job they may do in the future.

HAVE STUDENTS LEARN MORE ABOUT TRADE SCHOOLS

» Have students learn more about trade schools. Have them explore what practical job skills they can begin to learn in high school, as well as look at the technical colleges we have in our state. Have students pick a technical college near to their location, pick a job skill they have interest in, and explore the opportunities available to them through SC's technical colleges.

RESEARCH YOGI BERRA

» Find two other "Yogi-isms" and explain how they relate to your assigned job and video. Create a slide or graphic to connect your "Yogi-isms" to your job and video.

Resources

» padlet.com
» https://www.scdot.org/business/permits-osow.html - information on bridge locations and weight capacities – maps of various interstates, roads, and highways
» 511sc.org - live Department of Transportation feed of SC interstates and roads

CROSSWORD PUZZLE MAKER

» https://landing.wordmint.com/crossword-landing/?bing_loc_physical_ms=64274&msclkid=f663a04a839c15174c67c67acf039344&utm_source=bing&utm_medium=cpc&utm_campaign=bing.wordmint.crossword.exact&utm_term=free+crossword+builder&utm_content=exact.free
» https://www.education.com/worksheet-generator/reading/crossword-puzzle/?msclkid=d825950ce3051e8e6bd2f33caf9a03f4&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20General%20-%20BMM&utm_term=%2Bcrossword%20%2Bmaker&utm_content=Crossword%20generator
» https://www.puzzlemaker.discoveryeducation.com/

YOGI BERA RESOURCES

» yogiberramuseum.org
» Berra, Lawrence Peter (Yogi). The Yogi Book, Workman Publishing Company, Inc. 1998
» Pessah, Jon. Yogi: A Life Behind the Mask. Little, Brown and Company. 2020
» Berra, Yogi. When You Come to a Fork in the Road, TAKE IT. Grand Central Publishing. 2001

OPTIONS FOR CREATING THE INFOGRAPHIC

» Canva - www.canva.com
» Google Draw - docs.google.com/drawings

MB Kahn Construction

VOCABULARY

1. Construction – the process, or manner of building something.
2. Construction industry – businesses involved in building and maintaining structures, including residential, commercial, and industrial buildings, as well as infrastructure like roads and bridges.
3. Infrastructure – the fundamental systems and facilities that are essential for a place to function and thrive. These include roads, bridges, water and sewer systems and communication networks.
4. Commercial construction – the construction of buildings and other structures used for commercial purposes.
5. Commercial – related to business or trade, especially in buying and selling goods and services to make a profit.
6. Residential construction – the construction, alteration, repair, or improvement of buildings intended primarily for living purposes.
7. Residential – designed for people to live in.
8. Planning – deciding in advance what to do, how to do it, when to do it, and who should do it.
9. Truck driver – a professional who operates a truck to transport goods from one location to another.
10. Commercial trucks – any truck used for business purposes, often involving the transport of goods or services.
11. Economy – a system of how people produce, distribute, and consume goods and services.
12. Haul – to pull something heavy or transport something over long distances.
13. Load – a heavy or bulky thing that is being carried or is about to be carried.
14. Equipment – the items necessary for a particular purpose.
15. Challenge – something that puts you to the test.
16. Job site – a designated area where building or renovation work is taking place.
17. Design – a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made.
18. Cost Estimator – a professional who assesses and estimates the anticipated expenses associated with a project or operation.
19. Civil engineer – someone who designs, plans and supervises the construction of public works projects, ensuring they are safe, strong, and meet environmental regulations. Civil engineers are primarily concerned with the essential systems that support our daily lives, such as transportation, water supply, sanitation and energy systems.
20. Budget – a plan for how to spend and save money - a roadmap for finances, outlining income and expenses over a specific period.
21. Architect – the person who designs the construction of buildings.
22. Field vs. plans – architects create detailed blueprints and plans, while the work field involves implementing those plans on a construction site, adapting to on-site challenges, and ensuring the finished project meets the design specifications.
23. Constructability – ensuring the design is achievable and cost-effective from a construction perspective.
24. Solution – a means of solving a problem or dealing with a difficult situation.
25. Project Engineer – a professional who makes sure their team meets certain specifications when working on a job. They usually work in the field and monitor information such as blueprints, estimations, materials and sometimes personnel for a specific job.

26. Overseeing – to direct (work or workers); supervise; manage.
27. Specifications – a detailed precise presentation of a plan or proposal for a building.
28. Safety – the state of being protected from harm or other danger.
29. Lucrative – producing a great deal of profit.
30. Virtual design – the process of using digital models to plan, design, and manage construction projects throughout their entire lifecycle.
31. Potential – the possibility of something happening or of someone doing something in the future.
32. Project Manager – the person in overall charge of the planning and execution of a particular project.
33. Schedule – a plan for carrying out a process or procedure, giving lists of intended events and times.
34. Check and Balances – a system where different parts of an organization have the power to limit or control each other.
35. Drone – a flying robot that can be remotely controlled or fly autonomously using software-controlled flight plans in its embedded systems.
36. Trade School – a postsecondary institution that provides focused, hands-on training for specific trades and careers.
37. Yogi-isms – a unique and humorous way of making a point. Sayings attributed to Yogi Berra.

MB Kahn Construction

Math Standards

4TH GRADE MATH STANDARDS FOR CONSTRUCTION VIDEOS

4.MGSR.2: Estimate and measure using units of length, liquid volume, weight, currency, and intervals of time.

4.MGSR.2.1 Calculate the value of a collection of coins and bills in real-world situations to determine whether there is enough money to make a purchase. Justify based on comparison of money amounts.

4.MGSR.2.2 Solve real-world situations involving addition and subtraction of time intervals within 60 minutes to find elapsed time, start time, or end time.

4.MGSR.2.3 Measure length to the nearest quarter inch.

4.MGSR.2.4 Measure weight in customary units and metric units to the nearest whole unit. Limit to ounces, pounds, grams, and kilograms.

4.MGSR.2.5 Convert customary units of length, weight, and liquid volume from a larger unit to a smaller unit, given direct comparisons of the two measurements and/or the unit equivalencies within a single system of measurement. Limit to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, and gallons when given unit equivalencies.

5TH GRADE MATH STANDARDS FOR CONSTRUCTION VIDEOS

5.MGSR.2. Convert within a given measurement system and measure length.

5.MGSR.2.1 Given the unit equivalencies, convert within a single system of measurement from larger units to smaller units and smaller units to larger units for length, weight, liquid volume, and time. Use these conversions in solving real-world situations. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo-, and base units (grams, liters, meters)

5.MGSR.2.2 Estimate and measure lengths to the nearest eighth of an inch or nearest millimeter.

4TH GRADE MATH PROCESS STANDARDS

4.ATO.2 Solve real-world problems using multiplication and division

4.MDA.1 Convert measurements within a system of measurement, customary or metric from a larger to a smaller unit

4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations

5TH GRADE MATH PROCESS STANDARDS

5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators

5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number

5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations

5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases

5.MDA.1 Convert measurements within a single system of measurement: customary or metric from a larger to a smaller unit and from a smaller to a larger unit

ELA Standards

4TH GRADE

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.

ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.

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PEER RUBRIC

MB Kahn Construction

Cedrick Bush – Truck Driver				
3	**2**	**1**	**0**	**STUDENT'S ASSESSMENT**
The slides told a story. It was easy to learn about Cedrick, what he does, why he likes his job, and how his job contributes to M.B. Kahn Construction. The slides clearly show what prior knowledge is needed to complete the job and how planning and/or failing to plan can affect the success of the job. Connections between Cedrick's job and the others were very evident. The essential question was answered completely.	The information on the slides did not tell the story as well. Although information was learned, information about Cedrick, what he does, why he likes his job, and how he contributes to M.B. Kahn was not as easily understandable. The viewer will have a difficult time understanding what prior knowledge is needed to complete his job and how planning affected the job. The connections between Cedrick's job and the other jobs were somewhat evident. The essential question was answered but was harder to follow.	It was difficult to learn about Cedrick's job from the slides presented. The slides discussed very little about prior knowledge nor did they address the issue of planning. Few connections were made between Cedrick's job and the other jobs at M.B. Kahn. The answer to the essential question was attempted but was incomplete.	The information on the slides was confusing and incomplete. Little or no attempt was made to tell Cedrick's story or the story of his job. The essential question was not answered.	

Chris Hance – Cost Estimator				
3	**2**	**1**	**0**	**STUDENT'S ASSESSMENT**
The slides told a story. It was easy to learn about Chris, what he does, why he likes his job, and how his job contributes to M.B. Kahn Construction. The slides clearly show what prior knowledge is needed to complete the job and how planning and/or failing to plan can affect the success of the job. Connections between Chris' job and the others were very evident. The essential question was answered completely.	The information on the slides did not tell the story as well. Although information was learned, information about Chris, what he does, why he likes his job, and how he contributes to M.B. Kahn was not as easily understandable. The viewer will have a difficult time understanding what prior knowledge is needed to complete his job and how planning affected the job. The connections between Chris' job and the other jobs were somewhat evident. The essential question was answered but was harder to follow.	It was difficult to learn about Chris' job from the slides presented. The slides discussed very little about prior knowledge nor did they address the issue of planning. Few connections were made between Chris' job and the other jobs at M.B. Kahn. The answer to the essential question was attempted but was incomplete.	The information on the slides was confusing and incomplete. Little or no attempt was made to tell Chris' story or the story of his job. The essential question was not answered.	

Dominic Phillips – Project Engineer				
3	**2**	**1**	**0**	**STUDENT'S ASSESSMENT**
The slides told a story. It was easy to learn about Dominic, what he does, why he likes his job, and how his job contributes to M.B. Kahn Construction. The slides clearly show what prior knowledge is needed to complete the job and how planning and/or failing to plan can affect the success of the job. Connections between Dominic's job and the others were very evident. The essential question was answered completely.	The information on the slides did not tell the story as well. Although information was learned, information about Chris, what he does, why he likes his job, and how he contributes to M.B. Kahn was not as easily understandable. The viewer will have a difficult time understanding what prior knowledge is needed to complete his job and how planning affected the job. The connections between Chris' job and the other jobs were somewhat evident. The essential question was answered but was harder to follow.	It was difficult to learn about Dominic's job from the slides presented. The slides discussed very little about prior knowledge nor did they address the issue of planning. Few connections were made between Dominic's job and the other jobs at M.B. Kahn. The answer to the essential question was attempted but was incomplete.	The information on the slides was confusing and incomplete. Little or no attempt was made to tell Dominic's story or the story of his job. The essential question was not answered.	

Natalye Jackson – Virtual Designer				
3	**2**	**1**	**0**	**STUDENT'S ASSESSMENT**
The slides told a story. It was easy to learn about Natalye, what she does, why she likes her job, and how her job contributes to M.B. Kahn Construction. The slides clearly show what prior knowledge is needed to complete the job and how planning and/ or failing to plan can affect the success of the job. Connections between Natalye's job and the others were very evident. The essential question was answered completely.	The information on the slides did not tell the story as well. Although information was learned, information about Natalye, what she does, why she likes her job, and how she contributes to M.B. Kahn was not as easily understandable. The viewer will have a difficult time understanding what prior knowledge is needed to complete her job and how planning affected the job. The connections between Dominic's job and the other jobs were somewhat evident. The essential question was answered but was harder to follow.	It was difficult to learn about Natalye's job from the slides presented. The slides discussed very little about prior knowledge nor did they address the issue of planning. Few connections were made between Natalye's job and the other jobs at M.B. Kahn. The answer to the essential question was attempted but was incomplete.	The information on the slides was confusing and incomplete. Little or no attempt was made to tell Natalye's story or the story of his job. The essential question was not answered.	

Thomas Bradshaw - Project Manager				
3	**2**	**1**	**0**	**STUDENT'S ASSESSMENT**
The slides told a story. It was easy to learn about Thomas, what he does, why he likes his job, and how his job contributes to M.B. Kahn Construction. The slides clearly show what prior knowledge is needed to complete the job and how planning and/ or failing to plan can affect the success of the job. Connections between Thomas' job and the others were very evident. The essential question was answered completely.	The information on the slides did not tell the story as well. Although information was learned, information about Thomas, what he does, why he likes his job, and how he contributes to M.B. Kahn was not as easily understandable. The viewer will have a difficult time understanding what prior knowledge is needed to complete his job and how planning affected the job. The connections between Thomas' job and the other jobs were somewhat evident. The essential question was answered but was harder to follow.	It was difficult to learn about Thomas' job from the slides presented. The slides discussed very little about prior knowledge nor did they address the issue of planning. Few connections were made between Thomas' job and the other jobs at M.B. Kahn. The answer to the essential question was attempted but was incomplete.	The information on the slides was confusing and incomplete. Little or no attempt was made to tell Thomas' story or the story of his job. The essential question was not answered.	

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SLIDE RUBRIC

MB Kahn Construction

Demonstrated learning and understanding					
Excellent - **5**	Very Good - **4**	Good - **3**	Satisfactory - **2**	Unsatisfactory - **1**	**ASSESSMENT**
Made strong connections between facts and ideas through images and text. The answers to the guided questions were seamlessly integrated into the story of M.B. Kahn Construction. The viewer easily understood facts about the job presented, how it related to the person completing the job, and other jobs discussed in the videos.	Clearly understood topic well. Made connections between facts and ideas through images and text. However, the answers to the guided questions were not as integrated, making it more difficult to understand the success of the particular job presented, and M. B. Kahn Construction.	Understood topic. Made some connections between facts and ideas through images and text. However, the guided questions were answered without showing all the connections between the specific job and the success of the company, which created a choppy, less cohesive presentation	Followed directions, had a basic knowledge of the topic. Made vague connections between facts and ideas through images and text. Some of the guided questions were answered, the story presented about the specified job and M. B. Kahn Construction was not cohesive.	Thinking not justified; no evidence that knowledge was acquired. Made no connections between facts and ideas through images and text. Very few of the guided questions were answered and no effort was made to integrate the questions into the success of the job or M.B. Kohn Construction.	

Essential Question					
Excellent - **5**	Very Good - **4**	Good - **3**	Satisfactory - **2**	Unsatisfactory - **1**	**ASSESSMENT**
The answer to the essential question was clearly made evident in the presentation. The viewer clearly understood how lack of planning would be detrimental to the success of the job and how planning was integral to a specific job and the success of M.B. Kohn Construction.	The answer to the essential question was evident. However, the understanding shown by the presenter about the importance of planning was not as prominent, making it more difficult to understand how planning related to the job presented and M.B. Kohn Construction.	The answer to the essential question was somewhat evident. Some understanding about planning was shown in the presentation. However, the viewer would have a difficult time connecting how planning played a part in a specific job and the M. B. Kohn Construction.	The answer to the essential question was not easy to understand. Little understanding about the importance of planning was shown the viewer. The viewer would have a difficult time connecting how planning made the specific job and M.B. Kohn Construction successful.	The essential question was not answered. Little knowledge about planning was shown in the presentation. No connections could be made to success and planning.	

Slide Presentation					
Excellent - **5**	Very Good - **4**	Good - **3**	Satisfactory - **2**	Unsatisfactory - **1**	**ASSESSMENT**
Neat and orderly, easy to follow. Guided questions allowed the viewer to understand the specifics particular to the job for which the slide show was created.	Moderately neat, easy to follow. Integration of guided questions somewhat disjointed.	Somewhat neat, not as easy to follow. Integration of guided questions somewhat disjointed.	The information is distracting and difficult to follow. Integration of guided questions is disjointed.	Lacks neatness and orderliness. Hard to understand. The guided questions are not integrated into the story of the job or M.B. Kohn Construction.	

Creativity					
Excellent - **5**	Very Good - **4**	Good - **3**	Satisfactory - **2**	Unsatisfactory - **1**	**ASSESSMENT**
Very clever; creatively designed	Displays creative thinking	Shows some creative thinking	Lacks creativity	No evidence of creative thinking	

Mechanics					
Excellent - **5**	Very Good - **4**	Good - **3**	Satisfactory - **2**	Unsatisfactory - **1**	**ASSESSMENT**
No grammar errors present.	Fewer than 2 grammar errors present.	Occasional errors but not enough to distract.	Distracting errors, difficult to read.	Fragmented sentences and grammar. Very difficult to understand	