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**Lesson Plan to accompany the Our World Film “Racing Teams” Page 1 of 3**  
Find it at [www.ExploreYourFuture.org](http://www.ExploreYourFuture.org) under “Watch the Shows”

**OVERVIEW:** This short-length factual program follows the manufacturing and installation of a Formula One racecar component. The program develops through three distinct segments, as we follow the path of this high performance component. Each segment explains how team members (including machinists, mechanics, engineers, and students) come together to accomplish an important goal. The program concentrates on the interconnectivity of these teams and shows the behind-the-scenes aspects of working as a team. “Racing Teams” also shows the similarities between the Formula One racing team and a West Philadelphia High School automotive program.

**OBJECTIVES:** Students will relate careers to individual interests; analyze career options; discover new opportunities within career choices.

**GRADE LEVELS:** This lesson is best used with grades 8-12.

**SUBJECTS:** Science, Mathematics, Physics, Social Studies, Current Events, Technology

**MATERIALS NEEDED:** Television (preferable a 16:9 flat screen) and DVD player (or computer with DVD drive); or a projector and screen with DVD device; Computers with internet access

**ESTIMATED TIME OF COMPLETION:** One 50-minute class period.

10-min introduction

10-min video

10-min class discussion

10-min group discussion

10-min web assist

**INTRODUCTION:**

Explain to students that there are innumerable career paths, each as important as another. Have the students reflect on their interests and how these interests may relate to their aspirations.

**ACTIVITY:**

Watch the 8-min HDTV video featuring Formula One motor racing.

Allow students to engage one another about the video and use the teacher’s guide to encourage this discussion by directing it to applicable coursework.

Share with the class some interesting facts about the careers featured within the video. Provide students with updates and descriptive backgrounds on interviewees, possible educational pathways, trade school opportunities, apprenticeships, career expectations and salary levels.

Discuss specific career paths as they relate to the film and engage one another in aspects of the film that best relate to their coursework. Using [www.ExploreYourFuture.org](http://www.ExploreYourFuture.org), which includes a detailed Explore Careers section, students will conduct research in varying career paths for a chosen career and gain insight into the educational and skill requirements for these careers.

**CONCLUSION:**

Engage in a discussion to further explore the required skills mentioned during the film, and compare (for example) certain team-building attributes that are identified in the film. Apply this knowledge to their daily lives and aspirations.

**ASSESSMENT:**

Participation in class and group discussions.

Innovative thinking; expand their discussion to future technologies and new careers.

Accurate identification of key teaching points that accompany each episode; for example, identifying the importance of physics and “inertia” in motor racing.

Efficiency in utilizing the Explore Your Future web resource and successfully generating a career profile that relates to their chosen interest.

**EDUCATIONAL STANDARDS AND DETAILED LESSON PLANS:**

Ideas for possible lesson plans (with reference to Pennsylvania’s “Academic Standards for Career Education and Work”):

1. Relate careers to interests (13.1.B & F)

Choose one interviewee featured in the video, and prepare a short essay (or presentation) that compares and contrasts the interest that individual’s professional skills with attributes that you possess. Make a self-assessment about how you would do as a candidate for such a job.

2. Research resources (13.2.8.B)

Go to [www.ExploreYourFuture.org](http://www.ExploreYourFuture.org) to explore careers and view links for further research.

3. Skills (13.2.8.E)

Describe the professional skills discussed in the film. How are they important to that specific job; to any job; in everyday life? Use the list below as a key, or to help facilitate a discussion:

Commitment	Attention to details	Scheduling/time management
Communication	Health/safety	Team building
Dependability	Personal initiative	Technical literacy & mechanical skill

4. Relate careers to interests (13.1.B & F and 13.2.8.E)

Imagine you are a part of a racing team with members of your in-class group. Designate or randomly select your positions. Help one another outline the important skills that each position requires.

Each member of the in-class group can evaluate their own personal interests & skills and describe the importance of those skills to a racing team. What skills does your team lack? Where is there room for improvement?

**EXTENSIONS & ADAPTATIONS**

Initiate a school club with your classmates who are interested in similar areas.

Better understand the range and diversity of many potential career pathways.

Invite a professional to class who has pursued a career featured in the video. Understand how he or she got to where they are today.

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Use the web to explore innovative technologies, and consider future careers that do not yet exist.

Expand the connection between classroom work and film topics, like team-building.

Watch other episodes of the Our World film series at [www.ExploreYourFuture.org](http://www.ExploreYourFuture.org) and explore related or totally new career possibilities.