

## ACTIVITY 5: EXPLORE FISH SCIENTIST CAREERS

One of the most-often asked questions of students is: "What do you want to be when you grow up?" Consider this example: what can you do with knowledge of biology, an interest in fish, and a scuba diving passion? Write a column for *Great Lakes Now*!

In this activity, students will use a **Think Pair Square Protocol** for discussing what they will read about this very topic.

First, have students partner up and distribute the article [Fish Scientists](#) by Kathy Johnson from *Great Lakes Now*. Allow time for students to individually read the article, and have them jot down three things they took away from the article using the **Rose Thorn Bud Protocol**—in their notebook or using the handout.

Then, give students time after reading to discuss the article that they read with their partner. Have students share their rose, thorn, and bud with each other, including how those points connect to each other. The pair should come up with a statement to summarize all of their article takeaways.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs. Encourage them to come to a consensus about which point they found most important or interesting in the article.

### Teaching Tip:

*If the reading level of the article is going to be tough for some students to read individually, have partners or small groups read the article together aloud while each follows along.*



Image Credit: Great Lakes Now

Last, have each group craft a summary statement of the most important point from their discussion and have them share which personal career story in the article was most inspiring to them. Why?

**Have the members of each group to envision possible career pathways that they themselves might take that are creative ways to blend their passions, interests, and favorite subjects? Ask them to make connections to the individuals featured in the article and how their stories might compare and connect with one another.**

After giving the groups some time to discuss this question, invite conversation from the whole group to see what career ideas came up in the groups. Be sure to encourage students to support their claims with evidence and reasoning as they discuss in the whole group.

Culminate this activity by having students research the necessary education and experience necessary to pursue their career pathway and create a map of the steps to reach their goals with the **Career Map** in the Student Handouts.