

# EGG-STREME SPORTS

CAREER EXPLORATION AND PORTALS TEKS OBJECTIVES	
§127.3.c	<p>2. The student analyzes personal interests and aptitudes regarding education and career planning. The student is expected to: (C) develop and analyze tables, charts, and graphs related to career interests; (E) identify entrepreneurial opportunities within a field of personal interest.</p> <p>4. The student evaluates skills for personal success. The student is expected to: (B) use interpersonal skills to facilitate effective teamwork; (C) use a problem-solving model and critical-thinking skills to make informed decisions; (D) use effective time-management and goal-setting strategies; (F) identify skills that can be transferable among a variety of careers.</p> <p>7. The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; (C) model characteristics of effective leadership, teamwork, and conflict management; (E) explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population and; (F); complete activities using project- and time-management techniques.</p> <p>8. The student identifies and explores technical skills essential to careers in multiple occupations, including those that are high skill, high wage, or high demand. The student is expected to: (A) complete actual or virtual labs to simulate the technical skills required in various occupations and; (B) analyze the relationship between various occupations such as the relationship between interior design, architectural design, manufacturing, and construction on the industry of home building or the multiple occupations required for hospital administration.</p>
§127.4.c	<p>1. The student explores one or more career clusters of interest. The student is expected to: (A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>2. The student explores pathways of interest within one or more career clusters. The student is expected to: (A) investigate career opportunities within the pathways; (E) describe the technical-skill requirements for careers of personal interest.</p> <p>4. The student explores the professional skills needed for college and career success. The student is expected to: (F) employ effective leadership, teamwork, and conflict management; (H) demonstrate characteristics required for personal and professional success, including work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population.</p> <p>6. The student explores labor market information. The student is expected to: (A) analyze national, state, regional, and local labor market information; (B) cite evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information.</p>

**Instructional Directions**      **This activity is designed to take 45 minutes – 1.5 hours as presented below. In this lesson, students will experience career activities before discussing and analyzing their actions. Allowing time for the analysis is critical for quality learning outcomes.**

1. Scenario (Read aloud or use your best storytelling ability to set up the scenario)
 

*There is a new extreme sport that Eddie the egg, and dozens of his friends are passionate about. They are free falling from various heights. Their problem is in the landing. They enjoy the sport but have had several friends scramble their brains in the process. They like to free fall so they like nothing wrapped around them, hence no parachute, etc.*

*Your company is going to capitalize on this new sport by building a structure to place on the floor where Eddie and his friends can land safely. You will build a prototype competing with several other companies. In order to get the business you need to not only build a working structure but have good advertising and promotional materials.*
2. Construction
  - A. Arrange students in small groups (4–5 students; less or more as appropriate to class size)
    - i. Groups may choose to divide the tasks or work as one unit.
  - B. Materials for prototype
    - i. Pass out 2 pieces of newspaper, 6 inches of tape, 4 straws and 1 raw egg to each group.
    - ii. To keep it “fair,” the groups must only use the materials given in the construction.
    - iii. To be sure no group just uses wadded up newspapers, they must use all of the supplies given to them.



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### C. Marketing strategy

- i. Decide on a name for the company
- ii. Create a slogan/tag line
- iii. Any additional advertising strategies
- iv. Develop a commercial (time permitting)

### D. Organizational plan

- i. Since this is a start-up company, staff must be limited. What are the five critical positions? Why?

### E. Customer service

- i. The customer/egg must be treated well at every stage of the process
- ii. He/she may be pampered (decorated) but not damaged

## 3. Pitch (Company Presentations) & Product Testing

### F. Organizational plan

- i. Have groups list the five jobs in their start-up company and why they chose those positions
- ii. Evaluate for effectiveness – may create a rubric for evaluations as time permits

### G. Marketing strategy

- i. Have groups present marketing items from the marketing strategy expectations above
- ii. Evaluate for effectiveness – may create a rubric for evaluations as time permits

### H. Prototype

- i. Upon completion of the structure each group will place it on the ground
- ii. One member of each group will step forward, place the egg at waist height and at the same time let the eggs free fall into the structure
- iii. Examine the egg for cracks. Eggs without cracks may jump again, but a different group member should drop the egg and/or the height from which the egg is dropped should be changed (elbow height, shoulder height, or have students step up on a higher [safe] platform).
- iv. Continue until all members have dropped the egg, one non-cracked egg remains, or all eggs are cracked (up to teacher discretion)
- v. Ideally, one team will remain with an uncracked egg. This is the winner of the contract! Ties should be broken by the quality of the marketing presentation.

## 4. Analyze & Summarize – *instructional time should allow for at least one of these synthesizing activities*

### I. Application to the workforce:

- i. Suppose you were to create this company. What occupations/positions/jobs would you need for people to have in order for the company to be successful?
- ii. Have each group create a list of occupations their company would need

### J. High-Skill, High-Growth Jobs List ([wrksolutions.com/jobs/doc/WFS-HSHG.pdf](http://wrksolutions.com/jobs/doc/WFS-HSHG.pdf))

- i. Introduce the guide
- ii. Ask student to compare the guide to their “company staff”
  1. If there are positions on the guide put a star next to them
  2. If there are positions they want to add, do so



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- I. Share lists with class and make one “ideal” list of occupations needed for the best company
- J. Construction
- i. What worked well in this phase?
  - ii. What could they have done differently?
- K. Companies
- i. What would be the company’s biggest obstacle in being successful?
  - ii. Direct students to the observation that companies are made up of many occupations, some more or less obvious than others. Their ideal job may exist where they least expect it.

**Learning Outcome(s)** Students will be able to identify occupations needed to form a successful company, from occupations identified through their project development. The project is designed to highlight jobs that are high-skill, high-growth, apply engineering and mathematical principals to build a structure, use effective communication tools to create company marketing materials, and introduce business acumen to make decisions about the organizational structure of a company.

- Deliverables**
- Egg construction prototype
  - Marketing strategy and pitch
  - List of vital occupations
  - Any other deliverables you might want to add to increase exploration of different jobs within context

**Resources Needed**

IDEAL  
Newspaper, tape, straws, eggs, paper towels, trash can, High-Skill, High-Growth Jobs List, chart paper, markers, materials used for “marketing the company”, steps to test structure from various heights

LIMITED  
Newspaper, tape, straws, eggs, paper towels, trash can, High-Skill, High-Growth Jobs List

- Vocabulary or Concepts (New and/or Challenging)**
- Prototype
  - Marketing Strategy
  - Organizational Chart/Plan
  - Hierarchy

### MODIFICATIONS & EXTENSIONS

- **Extensions:** Have students calculate based upon time spent in construction, materials used, salaries of employees and demand how much they should charge for the structure? How many would they need to sell in order to make a profit? Evaluate success of the “marketing strategies” using a determined rubric.
- **Technology-Driven:** Using the “Focus On Profiles,” explore the high-skill, high-growth jobs used in this activity. Research the business development around other extreme sports. Have students prepare presentations on other products they might develop to support these sports.