

## What They Do

### The **BIG** Idea

- What are the job responsibilities for my selected careers?

## AGENDA

Approx. 45 minutes

- I. Warm Up: Evaluating Career Cards (10 minutes)
- II. Summarizing What They Do (10-15 minutes)
- III. Researching What They Do (15-20 minutes)
- V. Wrap Up: Career Close-Up (5 minutes)

## MATERIALS

### **PORTFOLIO PAGES:**

- Portfolio page 5, Interest Profiler Results (from previous lesson)
- Portfolio pages 6-7 and 8-9, Career Card (Two per student)

### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 24, What They Do: Athletic Trainer
- Student Handbook pages 25-25A, RUPrepareND.com Directions

### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Career Cards (one copy (two pages) for each student)
- Facilitator Resource 3, Highlighted What They Do: Athletic Trainer
- Facilitator Resource 4, Summarized Career Card: Athletic Trainer
- Facilitator Resource 5, Sample Career Card: Athletic Trainer

### Overhead projector

### LCD projector

### Laptop

### Highlighters

### Index cards (OPTIONAL)

## OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to research and summarize the What They Do page (job description) for the two careers they selected.

## OVERVIEW .....

In this lesson, students investigate the job description of their two chosen careers using the **What They Do** page from the career profile in RUPrepareND.com. They begin by examining the information listed on a **Career Card** and analyzing the characteristics of a high quality **Career Card**. Then, they practice summarizing information provided in the **What They Do** section. Students then use RUPrepareND.com to research and summarize the job description for their own careers and record that information on their **Career Cards**. Lastly, they'll discuss their first impressions of the careers they researched.

## PREPARATION .....

- Make arrangements for the class to use the computer lab. Also make arrangements to access RUPrepareND.com via your laptop and projector. (**See Lesson 1 for background issues on computers and modifications for non-computer lessons.**)
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 24, What They Do: Athletic Trainer**
  - **Student Handbook pages 25-25A, RUPrepareND.com Directions**
  - **Facilitator Resource 5, Sample Career Card: Athletic Trainer**
  - **Portfolio page 5, Interest Profiler Results** (from previous lesson)
- Make a class set of **Facilitator Resource 2, Sample Career Cards A and B**, one per student.
- If students will be using personal computers, write the web address RUPrepareND.com on the board or chart paper.

## VOCABULARY .....

**Job description:** A detailed description of the responsibilities and activities of the person holding the position. This can include daily tasks along with long-term assignments.

**Summarize:** To give a shortened version highlighting the main ideas of something spoken or written, like a speech or a short story.

## IMPLEMENTATION OPTIONS .....

### DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

### Questions:

1. In our last class, you chose two careers to research. List them in the space below.
2. Describe one reason why each career interests you.
3. Pick one career and explain why you think it would be a good fit for your skills and interests.

[Then call on students to read their answers and continue with the **Warm Up** as written.]

**See Careers Lesson 1 for background information on computers and modifications in case computers are not available.**

For the most part, RUPrepareND.com is written at a high-school level, which means the reading will be a challenge for many students. It is fine to share this information with them; they'll need to help each other with difficult vocabulary and re-read complex passages to figure out meaning. You'll need to circulate and provide help to students who need it.

For struggling readers, you may wish to print out RUPrepareND.com resources so students can highlight and take notes directly on the pages.

You may wish to display all of the directions and instructions on chart paper. Color-coding the directions and adding visuals to each step is a possible adaptation for struggling students. (See **Student Handbook pages 25-25A, RUPrepareND.com Directions.**) In addition, you may also want to post the rules for proper computer usage. Before students begin their independent research, review these rules as a class. This may cut down on behavior issues later in class.

If you think you will run short on time in this lesson, in **Activity I, Warm Up: Evaluating Career Cards**, go over only **Career Card A** (the good example) and discuss the key elements that make this **Career Card** a good example.

For the sample career highlighted in **Activity III, Researching What They Do**, you can choose a different career that you think will be interesting for the majority of your students.

**NOTE:** If you choose a different career, you'll need to create different materials for the modeling activities described in Careers lessons 2-4.

Write the name of the career on the board. (Make sure you use the name as it appears on RUPrepareND.com, such as “Athletic Trainer,” rather than just “Trainer.”) If you choose to highlight a different career, you will need to print out copies of the **What They Do** page for that job. Each student will need one copy to mark up the key information.

## ACTIVITY STEPS

### I. Warm Up: Evaluating Career Cards (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Last week, you took an interest inventory to identify careers that matched your interests. You then determined two careers to research.

[Instruct students to turn to **Portfolio page 5, Interest Profiler Results** (from previous lesson) and display this handout using an overhead or chart paper. On the bottom of the page, the students should have written their two career selections. Instruct students to turn to **Portfolio pages 6-7, Career Card**. Display the first page using an overhead or chart paper. Point out the line titled “**Career: \_\_\_\_\_**” at the top of the page. Explain that they need to write the name of the first career they choose on this line. The second career name should be written on **Portfolio pages 8-9, Career Card**.]

In this unit we have two major goals. The first is to examine each career to see if it would be a good fit for your interests and skills. What are some topics we should research about these careers?

[Allow students to respond and write their answers on chart paper or an overhead. The following information should be included: job description, working conditions, required education. If they do not address these exact terms, write down their answers. Then connect them to the key terms above.]

Our second goal is to compare the two careers you are researching. We are going to research the **Job Description, Working Conditions** and **Education** separately so that you can more easily compare your careers. This means that you will research the job responsibilities for both jobs on the same day, which will allow you to immediately see which job responsibilities better fit your interests. At the end of the unit, you will look over all of your research to help you pick your top career choice.

There is one downside to this method. Instead of filling out one whole **Career Card** in a lesson, you are going to fill out a portion of each **Career Card**. Who can tell me what part we are going to be working on today? [Allow students to respond. Display a copy of a **Career Card** and highlight the **What They Do** section.] In a few minutes, we will practice how to summarize the *job description* information from RUPrepareND.com.

2. **SAY SOMETHING LIKE:** Each day, I will be collecting your **Career Cards** to evaluate how well you researched your careers. Right now I am going to pass out two sample **Career Cards**, labeled **Career Card A** and **Career Card B**.

[Assign pairs, while a student passes out **Facilitator Resource 2, Sample Career Cards**.]

We are going to use these cards to determine how to correctly complete a **Career Card**. You will have five minutes to read over the two cards with your partner. You will need to write at least three specific comments for each card. Your comments could include things that could be improved on the **Career Card** along with things that are done well. We will then come back as a class to create a class list of characteristics for a **High Quality Career Card** and a **Career Card in Need of Improvement**.

[Circulate around the class while pairs are working. After five minutes, bring the class back together. Use chart paper or an overhead transparency to create a chart with two columns. Label the columns with the following titles: **High Quality Career Card** and **Career Card in Need of Improvement**. This list should be kept and posted whenever students are working on their **Career Cards**.]

## II. Summarizing What They Do (10-15 minutes)

1. **SAY SOMETHING LIKE:** Some of you may be pretty familiar with RUPrepareND.com from last year. Today, you're going to use this site to find information for your **Career Cards**. Who can remind me what section we are working on today? [Allow a student to respond.] For this section, you'll give a brief overview of what someone in that job does. Then you'll list three day-to-day tasks that are common in the job. Your job is to read the information and summarize the big ideas into your own words. You should NOT be copying the text from RUPrepareND.com word for word. Why do you think it's important to summarize the information from RUPrepareND.com? [Allow students to respond.] Exactly, when you summarize a reading, you're explaining it in your own words. This is a way of translating the author's words into your own, and it helps you understand what you're reading.

Let's practice one example together.

[Place a copy of the **Student Handbook page 24, What They Do: Athletic Trainer** on an overhead projector. Pass out a highlighter to each student.]

2. **SAY SOMETHING LIKE:** Turn to **Student Handbook page 24, What They Do: Athletic Trainer**. After reading each bulleted paragraph or set of paragraphs, we are going to stop and discuss any important facts. I will underline the important facts on the overhead and you should highlight those facts as well. Wait to highlight the information until we go over it together.

[Have a different volunteer read each bulleted paragraph or set of paragraphs. After reading each section, stop and ask: “What are some common tasks of an athletic trainer?”]

Make sure to stop after each section and model how to underline the key information. Once you have gone over the key information, display **Facilitator Resource 5, Sample Career Card** using an overhead or LCD projector. Model how to summarize the information for the **What They Do** section on this **Career Card**. (See **Facilitator Resource 3, Highlighted What They Do: Athletic Trainer** and **Facilitator Resource 4, Summarized Career Card: Athletic Trainer**.)]

### III. Researching What They Do (15-20 minutes)

1. **SAY SOMETHING LIKE:** It’s easy to find a job description on RUPrepareND.com. Let’s sign in and look at an example: “Athletic Trainer.” [Model how to sign into RUPrepareND.com and find this career profile: Click the **Career Planning** tab at the top of the page and then click **Explore Careers**. **Search for** “Athletic Trainer” by typing it into the Search For box and then clicking **Go!** Then click “Athletic Trainer” in the results list.]

The first section that appears in a Career Profile is always the **What They Do** page. But if you ever need to get back to this section, just click the blue tab on the left side of the screen labeled **What They Do**.

2. **SAY SOMETHING LIKE:** Now it’s your turn to research this information for both of your careers. Remember, you’re going to complete just the **What They Do** section on your **Career Card** for each one. You have about 15 minutes, or a little under eight minutes for each career. This will give you enough time to carefully read and summarize the information on your **Career Card**. If you have any questions, feel free to raise your hand, and I will come by and help you.
3. [Give students time to read and summarize this information for their two selected careers. Circulate around the classroom and assist any students who have questions.]

You may also want to let them know when about seven minutes have passed so they can gauge if they're on track.]

#### **IV. Wrap Up: Career Close-Up (5 minutes)**

1. **SAY SOMETHING LIKE:** I hope that today you started to get a much better idea of what each of your careers is all about. Now that you've looked at each career more closely, did any of your initial impressions about your careers change? What surprised you about what you learned today? [Have volunteers share answers. If desired, students can also write their answers on index cards and turn them in as they leave class.]
2. **SAY SOMETHING LIKE:** That's it for today. Next week, we're going to look at the working conditions of your careers. This information will give you a more detailed picture of the day-to-day tasks of your careers.



## DO NOW

### Careers 2: What They Do

**Directions:** You will have three minutes to read the questions and write your answers.

**Questions:**

1. In our last class, you choose two careers to research. List them in the space below.

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2. Describe one reason why each career interests you.

Career 1: \_\_\_\_\_

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Career 2: \_\_\_\_\_

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3. Pick one career and explain why you think it could be a good fit for you.

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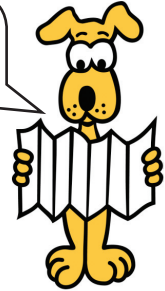
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## Sample Career Card A

Is this career for you?  
Use this page for  
all the details.



Use this form to record important details about your selected careers.

Career: Elementary School Teacher

### What They Do: Job Description

In your own words, write a general job description for a person in this career.

Elementary school teachers teach students about language, numbers, social studies, and science. They usually teach kindergarten through fifth or sixth grade.

List three specific tasks this person might do in a typical day.

- Create interesting lessons for the students.
- Get tests ready for the students and grade them.
- Meet with parents and other teachers.

### What They Do and Interview: Working Conditions

Where do people typically work?

- Elementary school teachers work in a school. They also attend teacher workshops and conferences, regularly.
- **Whom do they work with?**  
Elementary school teachers work with students, other teachers, parents, and administrators.

- **How much travel or stress is involved? What else does the job demand?**

Elementary school teachers don't need to travel. A teacher needs to be able to communicate clearly and support his or her students. Elementary school teachers may get a lot of positive feedback from their students.

- **How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)**

Teachers start their day half an hour before the students. Teachers end their day half an hour after the students. That equals eight hours a day. Teachers work five days a week.  $8 \text{ hours a day} \times 5 \text{ days a week} = 40 \text{ hours per week}$ .

### What to Learn: Education

**What is the minimum level of education required for this career?**

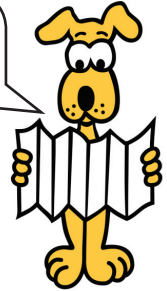
Teachers need to earn a bachelor's degree. They also need to complete a teacher training program.

**Explain any additional education for this career. (Include name and number of years for this type of school.)**

Some states ask that teachers earn a master's degree in education. This will take at least one year of college after finishing a bachelor's degree.

## Sample Career Card B

Is this career for you?  
Use this page for  
all the details.



Use this form to record important details about your selected careers.

Career: *Producer*

### What They Do: Job Description

In your own words, write a general job description for a person in this career.

*Produces shows.*

List three specific tasks this person might do in a typical day.

- *Hire key staff*
- *Oversee budget*
- *Coordinate daily activities on the production*

### What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- **Where do people typically work?**

*Studio*

- **Whom do they work with?**

*Don't know*

- How much travel or stress is involved? What else does the job demand?

Lots.

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

Lots.

### What to Learn: Education

What is the minimum level of education required for this career?

Not sure.

Explain any additional education for this career. (Include name and number of years for this type of school.)

Not sure.

## HIGHLIGHTED What They Do: ATHLETIC TRAINER From RUPrepareND.com

### Just the Facts

- Evaluates, advises, and trains athletes to maintain their physical fitness.
- This career is part of the Health Science cluster; Health Informatics pathway.

### A person in this career:

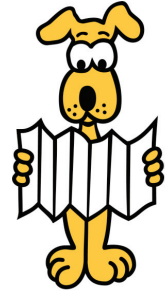
- Cares for athletic injuries using physical therapy equipment, techniques and medication.
- Administers emergency first aid, treats minor injuries, and refers injured people to a physician.
- Develops training programs and routines designed to improve athletic performance.
- Massages body parts to relieve soreness, strains, and bruises.
- Wraps ankles, wrists and other body parts with tape, bandages or braces.
- Confers with coaches to select protective equipment.
- Evaluates athletes' readiness to play.
- Inspects playing fields to locate any items that could injure players.
- Leads stretching exercises for team members before games and practices.
- Recommends special diets to improve health, increase stamina, and control weight of athletes.

SOURCE: RUPrepareND.com

## Summarized Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: ATHLETIC TRAINER



### What They Do: Job Description

In your own words, write a general job description for a person in this career.

Athletic trainers teach athletes how to avoid getting hurt  
and help them recover after an injury.

List three specific tasks this person might do in a typical day.

- Set up work-out and training programs for athletes so that they can perform well.
- Use physical therapy equipment and techniques to take care of athletes when they are injured.
- Treat minor injuries or provide emergency first aid to injured athletes.

### What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?  
\_\_\_\_\_  
\_\_\_\_\_
- Whom do they work with?  
\_\_\_\_\_  
\_\_\_\_\_

- How much travel or stress is involved? What else does the job demand?

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- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

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### What To Learn: Education

What is the minimum level of education required for this career?

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Explain any additional education for this career. (Include name and number of years for this type of school.)

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## Sample Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: \_\_\_\_\_



### What They Do: Job Description

In your own words, write a general job description for a person in this career.

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List three specific tasks this person might do in a typical day.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### What They Do and Interview: Working Conditions

- Where do people typically work?

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- Whom do they work with?

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- How much travel or stress is involved? What else does the job demand?

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- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

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What is the minimum level of education required for this career?

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Explain any additional education for this career. (Include name and number of years for this type of school.)

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## What They Do: ATHLETIC TRAINER From RUPrepareND.com

### Just the Facts

- Evaluates, advises, and trains athletes to maintain their physical fitness.
- This career is part of the Health Science cluster; Health Informatics pathway.

### A person in this career:

- Cares for athletic injuries using physical therapy equipment, techniques and medication.
- Administers emergency first aid, treats minor injuries, and refers injured people to a physician.
- Develops training programs and routines designed to improve athletic performance.
- Massages body parts to relieve soreness, strains, and bruises.
- Wraps ankles, wrists and other body parts with tape, bandages or braces.
- Confers with coaches to select protective equipment.
- Evaluates athletes' readiness to play.
- Inspects playing fields to locate any items that could injure players.
- Leads stretching exercises for team members before games and practices.
- Recommends special diets to improve health, increase stamina, and control weight of athletes.

## RUPrepareND.com Directions

NOTE: If you finish a section early, all work must be checked and approved before beginning to work on anything else.

### What They Do: Job Description

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1. Sign into RUPrepareND.com.
2. Click on the Career Planning tab at the top of the page and then click on the Explore Careers section.
3. Write the name of your career in the "Search For" box and press Go!
  - a. You can also search for a career alphabetically. Instead of writing the name of your career in the search box, click on the letter that your career starts with. You will find a list of every career that begins with that letter.
4. From the results list, select the career title that most closely matches the one you are looking for.
5. The first section to come up will be the What They Do page. There is also a tab on the left that will bring you here.
6. Read and summarize the information in the first section. Answer the questions listed on your Career Cards for this section.

### What They Do: Working Conditions

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1. Complete steps one to three from the **What They Do: Job Description** section (above).
2. Read the information on the **What They Do** page. Look for any information that will help you answer the questions from the **What They Do: Working Conditions** section of the **Career Card**.
3. Summarize the information you have read to answer the questions listed on your **Career Cards** for this section.

Note: You will use the information from the **What They Do** tab along with information from the **Interview** tab to answer these questions.

### Interview: Working Conditions

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1. Complete steps one to three from the **What They Do: Job Description** section (above).
2. Click the **Interview** tab on the left side of the screen.
3. Read the **Interview** page. Look for information that will help you answer any remaining questions in the **What They Do: Working Conditions** section of your **Career Card**. Answer the questions listed on the career card by summarizing the information from the **Interview** page.

### **What To Learn: Education**

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1. Complete steps one to three from the **What They Do** section.
2. Click on the **What to Learn** tab on the left side of the screen.
3. Read the information on this page. Answer the questions listed on your **Career Cards** for this section by summarizing the information that you read.

## Career Card

Is this career for you?  
Use this page for  
all the details.



Use this form to record important details about your selected careers.

Career: \_\_\_\_\_

### What They Do: Job Description

In your own words, write a general job description for a person in this career.

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List three specific tasks this person might do in a typical day.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

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- Whom do they work with?

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- How much travel or stress is involved? What else does the job demand?

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- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

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### What To Learn: Education

What is the minimum level of education required for this career?

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Explain any additional education for this career. (Include name and number of years for this type of school.)

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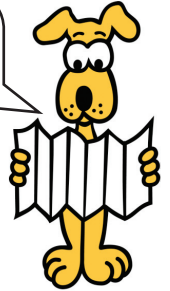
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## Career Card

Is this career for you?  
Use this page for  
all the details.



Use this form to record important details about your selected careers.

Career: \_\_\_\_\_

### What They Do: Job Description

In your own words, write a general job description for a person in this career.

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List three specific tasks this person might do in a typical day.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

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- Whom do they work with?

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- How much travel or stress is involved? What else does the job demand?

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