

**Working Conditions**

The **BIG** Idea

- What can you learn about a career from the working conditions and people in that job?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: More Than Meets the Eye (5 minutes)
- II. Summarizing Working Conditions (15 minutes)
- III. Researching Working Conditions (15 minutes)
- IV. Wrap Up: What Did You Learn? (10 minutes)

**MATERIALS**

**PORTFOLIO PAGES:**

- Portfolio pages 6-9, Career Card, two per student, (from lesson 2)

**STUDENT HANDBOOK PAGES:**

- Student Handbook pages 26-26B, Working Conditions and Interview: Athletic Trainer
- Student Handbook pages 25-25A, RUPrepareND.com Directions (from lesson 2)

**FACILITATOR PAGES:**

- Facilitator Resource 1, Do Now
- Facilitator Resource 2, Highlighted Working Conditions and Interview: Athletic Trainer
- Facilitator Resource 3, Summarized Career Card: Athletic Trainer
- Facilitator Resource 4, Sample Career Card: Athletic Trainer

**MEDIA:**

- Discovery Channel’s Dirty Jobs clip from web, (Optional)

Overhead projector

LCD projector and laptop

Highlighters

Index cards (optional)

**OBJECTIVES**

During this lesson, the student(s) will:

- Consider the meaning of “working conditions.”
- Use RUPrepareND.com to research and summarize the working conditions for the two careers they selected.

## OVERVIEW

In this lesson, students will investigate the working conditions of different careers. To begin, they'll discuss the meaning of working conditions and see examples of things they could learn about a job from its working conditions. Next, they'll use RUPrepareND.com to research information about the working conditions for their two careers. Lastly, they'll summarize this information on their **Career Cards**.

## 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 word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 26, Working Conditions and Interview: Athletic Trainer**
  - **Student Handbook pages 25-25A, RUPrepareND.com Directions**
  - **Facilitator Resource 2, Highlighted Working Conditions and Interview: Athletic Trainer.**
  - **Facilitator Resource 4, Sample Career Card: Athletic Trainer**
- If students will be using computers, write the web address RUPrepareND.com on the board or chart paper.
- If you decide to use the Discovery Channel's "Dirty Jobs" clip as an alternate warm up, make sure the link works and preview the clip. (See **IMPLEMENTATION OPTIONS** for details.)

## VOCABULARY

**Working conditions:** The overall environment of a workplace, including the setting, the people one works with, the hours, and the mental and physical stresses.

**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. List two day-to-day tasks for each of your two careers. (Hint: we did this last class.)
2. Based on the **What They Do: Job Description** from last week, which career are you most interested in? Explain.

[Then call on students to read their answers and begin discussing the working conditions as described in the **Warm Up.**]

See **Careers Lesson 2** for adaptations for struggling readers.

If the RUPrepareND.com Career Profile for a student's selected career does not include an interview section, students should look at the interviews at [www.nextsteps.org](http://www.nextsteps.org). If the selected career does not appear on Next Steps AND it does not include an interview in RUPrepareND.com, students should look for a related career to explore in RUPrepareND.com (for example, the career profile for "Materials Scientist" does not include an interview, but the related career, "Materials Engineer", does include an interview). Students can find related careers by clicking on the **What They Do** page of any **Career Profile** and then clicking on the name of any career in the blue box labeled, **Related Careers**. Alternately, the student may choose another career from the **Career Cluster** or **Career Pathway** that their chosen career is a part of.

If individual students finish their research early, have them research the working conditions for another career from their **Portfolio page 5, Interest Profiler Results**.

For an alternate **Warm Up** activity, show students a clip from the Discovery Channel's "Dirty Jobs": <http://dsc.discovery.com/videos/dirty-jobs-golfball-diver.html>

The "Golfball Diver" segment runs three minutes. (If you're unable to locate this URL due to website reorganization, go to the Discovery Channel's website ([www.dsc.discovery.com](http://www.dsc.discovery.com)))

and search for “Dirty Jobs” video clips. **Note: Not all “Dirty Jobs” videos are suitable for classroom viewing, so previewing is required.**) Synopsis: Mike Rowe, host of the Discovery Channel’s series, “Dirty Jobs,” takes on the sometimes-dangerous job of golfball collector. In this clip, we see him put on scuba gear, avoid alligators, and pick up golfballs with his toes.

Before viewing, ask:

- What do you think a golfball collector does?
- What do you think the working conditions for this job would be?

After viewing, ask:

- What working conditions did you observe?
- Would you enjoy the work of a golfball collector? Why or why not?

## ACTIVITY STEPS

### I. Warm Up: More than Meets the Eye (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! Last week, you explored the job responsibilities for both of your careers. You also started to complete a **Career Card** for each career. This week, you're going to research your careers' working conditions. Then you'll record this information on your **Career Cards**.
2. **SAY SOMETHING LIKE:** You might be wondering what I mean by working conditions. I'll give you some examples. What do these careers have in common? Park ranger, mail carrier, traffic guard. *(They all work outside, on the move.)* What about these careers? Pediatrician, elementary school teacher, nanny. *(They all work with children.)*
3. **SAY SOMETHING LIKE:** Knowing the working conditions of a job gives you a much better picture of what a job is all about. And that's the goal for this week—getting a closer look at your two careers. The more you know about a career, the better you can determine if it's a good fit for you.

### II. Summarizing Working Conditions (15 minutes)

1. **SAY SOMETHING LIKE:** Last week, we used RUPrepareND.com to summarize the job description for an athletic trainer. This week, we're going to summarize the working conditions for this job. Who can explain what it means to summarize a passage? [Allow students to respond.] Exactly. When you summarize a reading, you are selecting the most important ideas and putting the big ideas into your own words.
2. **SAY SOMETHING LIKE:** Before we start reading about the working conditions of an athletic trainer, let's read through that section of the **Career Card**. The questions will help us identify the important information.

[On chart paper, display the questions listed under working conditions on the **Career Card**. Have a different student read each question.]

Let's look at the working conditions for an athletic trainer together.

Turn to **Student Handbook page 26, Working Conditions and Interview: Athletic Trainer**. After each bullet point we are going to stop and discuss the important facts. I will highlight the important facts on the overhead and you should highlight these facts

with the highlighters you were just given. Wait to highlight the information until we go over it together.

[Have a different volunteer read each bullet point. After each bullet point ask the students to restate the most important information. Then model how to underline **just** the key information.]

**SAY SOMETHING LIKE:** Suppose you are an outgoing, active person who enjoys working with people and engaging in physical activity. Which of these working conditions would you enjoy? Which would be more difficult? [Write these questions on chart paper or an overhead and discuss these questions as a whole class.]

[Display **Facilitator Resource 4, Sample Career Card: Athletic Trainer** using an overhead or LCD projector. Model how to summarize the information for the **Working Conditions** section on the **Career Card**.]

### III. Researching Working Conditions (15 minutes)

1. **SAY SOMETHING LIKE:** This information is easy to find 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: Enter Athletic Trainer into the Search box in the upper right corner of the screen. Click this link in the results list.]
2. **SAY SOMETHING LIKE:** You may have noticed that the **What They Do** section covers a limited selection of working conditions. You'll need to search this page to find information about the setting, the people an athletic trainer works with, and the mental and physical stresses. If you don't find all of that information on the **What They Do** page, you'll have to dig a little deeper. For that, we'll turn to the **Interview** section of the career profile.

[Click on the **Interview** tab on the left side of the screen and have a different volunteer read each paragraph. If time doesn't allow all paragraphs to be read aloud, you may allow students to finish reading the interview to themselves or in a small group.]

**SAY SOMETHING LIKE:** Now let's use the information in this interview to find answers to the questions on the **Career Card**. Sometimes the information will be easy to find, but other times you will need to make an inference based on what you read. As I ask each question, search for the information on **Student Handbook pages 26-26B, Working Conditions and Interview: Athletic Trainer**. When you find the answer, underline it.

[Put the interview section of **Facilitator Resource 2, Working Conditions** and **Interview: Athletic Trainer** on the overhead. Point out the underlined answers to each question after students give their response. In most cases they are not word-for-word answers, but are statements within the interview article from which we can infer the answers to the questions. For example, when we learn that an athletic trainer stays in a hotel or travels to the Olympics, we can infer that they travel regularly for their job.]

- Where do people typically work?

[Allow students time to search for and underline the answers. Ask them to raise their hand when they answer. Athletic trainers work with professional sports teams or at universities.]

- Whom do they work with?

[Allow students to respond. Athletic trainers work with professional and amateur athletes. We can also infer that they work with coaches and other people who work with the sports team.]

- How much travel, physical demands, or stress is involved?

[Allow students to respond. Athletic trainers have to travel with the athletes. The job can be very stressful—especially when working with a seriously injured athlete.]

- 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.)

[Allow students to respond. Athletic trainers may need to provide around-the-clock care to an injured athlete.]

3. For most of your careers, you will be able to find the answers to the four questions by reviewing the information on the **What They Do** page or by reading the **Interview**.

Working conditions are often discussed in the final paragraphs of the **What They Do** page.

[Model how to search for related careers. Click on the **What They Do** tab and remind students that working conditions are often described in the final paragraphs. Then click on the **Interview** tab and remind students that working conditions information is found throughout the interview.]

4. **SAY SOMETHING LIKE:** Now it's your turn to research this information for your two careers. Remember, you're going to complete just the **Working Conditions** section on your **Career Cards** for both your careers. You have about 14 minutes, or about seven 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.
5. [Give students time to read and summarize the working conditions for their two selected careers. Circulate around the classroom to answer any questions. You may also want to let them know when seven minutes have passed so they can gauge if they're on track.]

#### IV. Wrap Up: What Did You Learn? (10 minutes)

1. **SAY SOMETHING LIKE:** I hope that 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 a career change? What surprised you about what you learned today? [Have students write their responses on an index card individually, and then have volunteers share their answers.]
2. **SAY SOMETHING LIKE:** That's it for today. Next week, we're going to look at careers in a different way. We're going to research the education required for each of your careers. Next class will be our last day of using RUPrepareND.com to research our careers. By the end of next class, you should have a pretty good idea of which career would be the best fit for you. Two weeks from today, you'll be able to share what you've learned with your classmates.

## DO NOW

### Careers 3: Working Conditions

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

Questions:

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1. List two day-to-day tasks for each of your two careers. (Hint: we did this last class.)

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2. Based on the information that you read in the **What They Do** section from last week, which career are you most interested in? Explain.

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## Highlighted Working Conditions and Interview: Athletic Trainer

People who do this job report that:

- You would often handle loads up to 20 lbs., sometimes up to 50 lbs. You might do a lot of lifting, carrying, pushing or pulling.
- Work in this occupation involves bending or twisting your body more than one-third of the time
- Exposure to pollutants, gases, dust, fumes, odors, poor ventilation, etc.
- Exposed to disease and infections more than once a month through work such as patient care, laboratory work, and sanitation control
- Conditions are very hot (above 90 F) or very cold (under 32 F)
- Work in this occupation requires being outside most of the time
- Work in this occupation involves standing more than one-third of the time
- Work in this occupation involves walking or running more than one-third of the time

Working in this career involves (physical activities):

- Bending, stretching, twisting, or reaching
- Seeing clearly up close
- Speaking clearly enough to be able to be understood by others
- Identifying and understanding the speech of another person
- Using abdominal and lower back muscles repeatedly or over time without tiring

Work Hours and Travel

- Irregular hours
- Overnight travel
- Weekend work

SOURCE: RUReadyND.com

## Interview

Not many kids have a clear vision of their future, but Mike Burnstein sure did.

At 14, Burnstein volunteered to do equipment duties for a Junior A hockey team with the hope of becoming an athletic therapist. He sharpened skates and learned about player injuries. Before long, whenever a kid in gym class got injured, his high school sports teacher would call him down from math to have a look.

“This is what I wanted to do all my life,” says Burnstein, who is the **head athletic therapist for the Vancouver Canucks.**

Burnstein knew exactly where to go for training, and shortly after graduation, he got the job with the Canucks. But it wasn’t long before he had his baptism of fire. Star player Pavel Bure received a serious injury early in the season. Bure blew out his anterior cruciate ligament—an important ligament surrounding the knee. **It was going to take months of work.**

“It was a big hurdle for me to overcome,” says Burnstein, admitting that **coping with Bure’s fame was a challenge.** “When he got hurt at the start of the season, I was thrown in the kitchen right away. He’s one of the best players in the world and I had to rehab him back.”

If that wasn’t enough, the ever-watchful media also focused on Burnstein and Bure. But they both came through it. “At the time I hated it,” Burnstein says. “Now I can sit back and relax. Once you’ve been through something like that, you know it can’t get any worse.”

While the pressures outside the professional sports umbrella aren’t as intense, **all therapists deal with the future of athletes in their job.** “Knowing you’re helping a young athlete is important, even though they don’t realize it at the time,” says Lynn Bookalam, **head athletic therapist and clinic coordinator at McGill University.**

While Bookalam doesn’t work in pro sports, she has worked with world-class athletes as chief athletic therapist at the 1992 Olympic Games in Albertville, France. **Sometimes her work demands round-the-clock care,** depending on the conditions under which the injury occurred.

“I remember when a precision figure skater collided with a teammate, hit her head and suffered a mild concussion,” says Bookalam. “I ran on to the ice, assessed her and arranged for transport to the first aid room. Because we were at the world championships and living in the same hotel, **I treated her four times per day.**”

Then there’s the mixed pressure of balancing what’s best for the athlete and what’s best for the sport. **Convincing an athlete to hold back or even leave the sport can be tough.**

**“The hardest part is telling an athlete they have to alter their participation level in their late teens or early 20s due to a serious injury,”** says Bookalam.

Kent Falb, president of the National Athletic Trainers' Association, says a trainer's work is vital to the success of any team, yet **trainers still struggle with their public image.** "There's lots of trainers out there — computer trainers, horse trainers, lion trainers," laughs Falb, who is also head athletic trainer with the Detroit Lions.

Falb was once asked to speak at a Rotary Club meeting. The speaker introduced him as a lion trainer. Needless to say, Falb always emphasizes the word "athletic" when he talks about his job. "When people just say the word trainer, it doesn't give us the respect or the dignity," he says.

But there are pluses to the business, Falb says. **"I like the fact that you're in a health profession, but you're dealing with healthy, physically active people,"** he says.

"You could treat people in a clinic with these types of injuries, using the same techniques. But here I'm dealing with the injuries, but with world-class athletes. And I'm involved in **a highly competitive, highly professional business.**"

Perhaps the biggest reward an athletic trainer receives is helping athletes reach the pinnacle of success, while showing them how to lead a healthy, productive life once they retire from the sport.

"My job has had a tremendous impact on my life," says Bookalam. "It has allowed me to put it in better perspective, and I've learned that **unless you're healthy yourself,** you can't help other injured athletes. It's taught me that there is life after elite sports — good health later in life might be worth more than the moment of victory at the time."

## 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?

Athletic trainers work with professional sports teams, at medical clinics, or at universities.

- Whom do they work with?

Athletic trainers work with professional and amateur athletes.  
We can also infer that they work with coaches and other people who work with the sports team.

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

Athletic trainers have to travel with the athletes. The job can be very stressful — especially when working with a seriously injured athlete.

- 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.)

Athletic trainers may need to provide around-the-clock care to an injured athlete.

### 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.

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### What They Do and Interview: Working Conditions

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SOURCE: RUReadyND.com

**If you were an athletic person who liked working with people...**

Working Conditions you would enjoy...	Working Conditions you would not enjoy...

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Falb was once asked to speak at a Rotary Club meeting. The speaker introduced him as a lion trainer—needless to say, Falb always emphasizes the word “athletic” when he talks about his job. “When people just say the word trainer, it doesn’t give us the respect or the dignity,” he says.

But there are pluses to the business, Falb says. “I like the fact that you’re in a health profession, but you’re dealing with healthy, physically active people,” he says.

“You could treat people in a clinic with these types of injuries, using the same techniques. But here I’m dealing with the injuries, but with world-class athletes. And I’m involved in a highly competitive, highly professional business.”

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