

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

How can taking a career interest inventory help me discover new jobs that I might enjoy?

Careers 2: What They Do

What are the job responsibilities for my selected careers?

Careers 3: Working Conditions

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

Careers 4: Career Education and Get Started

What education do my selected careers require, and why is it important to know this?

Careers 5: Career Pitch

Which of the careers explored (by me or my team) best fits my interests and skills and why?

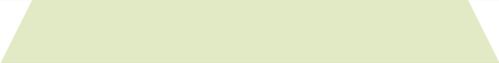
PLANNING PYRAMID

GRADE 8, Unit 3, Careers



Some Students Will:

- Use RUPrepareND.com and other resources to research on their own.



Most Students Will:

- Successfully navigate the What They Do, Education, and Get Started functions of RUPrepareND.com.
- Compare job responsibilities, education requirements, and working conditions associated with each of two careers, and choose the one that's the best fit.
- Describe (subjective) desirable and undesirable aspects of a career based on research.



All Students Will:

- Know how to sign in to RUPrepareND.com and use the career search function.
- Use an interest inventory to arrive at a list of careers.
- Describe, write about, and/or illustrate the main responsibilities, educational requirements, and working conditions of chosen careers.

ROADS to SUCCESS

Grade 8

Newsletter

Careers in the Middle-School Years

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

To find out more, visit www.roadstosuccess.org

Did you know?

Which of the following is most important to student success?

- 1) Money
- 2) Family background
- 3) High expectations

If you guessed #3, you're right. Giving your kids clear, positive messages about what you expect is key to their success.

We expect our kids to crawl before they walk and babble before they talk. Kids also go through stages as they figure out what careers they'd like to pursue.

Somewhere around middle school, students move from career fantasy (pro athlete, singer, actress) to more realistic view of work.

During this stage, they begin to compare what a career requires with what they're good at.

Don't panic if your student doesn't know what she wants to do after graduation! (This process isn't finished until early adulthood, and may be revisited throughout adult life.) There are many things families can do to support young people as they try to

figure out what career is right for them.



- Express concern for your teen's future. Remind students of the need for a high school degree and further training after high school. The mission is to help them prepare for a job they'll love.
- Encourage them to take challenging classes — courses that will allow college as an option or expand students' interests beyond their

current comfort zone.

- Share workplace stories. Talk about what you like about your job.
- Show them what's expected at work — from being on time to teamwork to respect. Draw connections between expectations at work and in other places — schools, sports, family.
- Help interpret the realities of work. Help your teen see workplace issues from another person's perspective.
- Make informal contacts for exploring job choices. Encourage your teen to talk to friends and family members about his/her career interests.

Grade by Grade

Do you like to build kitchen cabinets? Study space travel? Conduct a symphony orchestra? These questions and others like them are part of the Interest Profiler found at RURReadyND.com

The answers provide clues to the kind of work your

son or daughter might be interested in.

The Interest Profiler isn't a fortune teller. And it's not a test. It's simply a place to get started — a guide to the many job possibilities that are out there.

Students take the Interest Profiler as part of their Roads to Success class. Family members can use it, too. Just create a parent account at RURReadyND.com.

Interest Inventory

The **BIG** Idea

- How can taking a career interest inventory help me discover new jobs that I might enjoy?

AGENDA

Approx. 45 minutes

- I. Warm Up: Interest Inventory Revisted (5 minutes)
- II. Connect to RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (20 minutes)
- V. Wrap Up: Career Selection (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 5, Interest Profiler Results
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 22-23, RUReadyND.com Basic Directions
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Interest Profiler Extension
- Chart paper and marker (to record career clusters that the class is most interested in)

OBJECTIVES

During this lesson, the student(s) will:

- Complete an inventory that matches his/her interests with potential careers.
- Create a record of careers of interest.

OVERVIEW

This class is held in the computer lab, and is devoted to getting students up and running with RUPrepareND.com. Students will access RUPrepareND.com and use an interest inventory to generate individual lists of possible career matches.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 22-23, RUPrepareND.com Basic Directions**
 - **Portfolio page 5, Interest Profiler Results**
 - For students who finish early, make copies of **Facilitator Resource 3, Interest Profiler Extension**, or copy the questions onto chart paper.
- If computer access is a problem at your school, create the following materials prior to teaching the career lessons.
 - a. Choose 60 careers of interest to your students (two options per student for a class of 30)
 - b. Print out all relevant information pertaining to each career. (If possible, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
 - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- To avoid transporting all of your student binders to the computer lab, have your students

remove all of their career portfolio and student handbook pages from their binders and staple them together before beginning this unit.

- ❑ Students will choose two careers to research for this unit. For one of the careers, students can choose whatever career they want to research, provided that it can be found in RUPrepareND.com. The second career will be picked from a list of high-demand jobs in your area. You will need to create a list of 20 to 30 jobs that are in high demand in North Dakota. Each of these careers must require one of the following post-secondary education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school.

To find employment projections for North Dakota, go to

<http://www.ndworkforceintelligence.com/faq.asp?session=faq> . Choose whether to view projections by year, annual openings, or fastest growing occupations.

BACKGROUND INFORMATION

RUPrepareND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students will have a password-protected portfolio online where they can store their Interest Profiler results, save information related to careers they read about, build a resumé, and much more. Parents can access RUPrepareND.com by creating a parent account.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUPrepareND.com.

Computer Lab Issues

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Parts of RUPrepareND.com may be blocked by school's system.

- Student use of computers for purposes other than career research.

In the **PREPARATION** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

Student Misbehavior on Computers

Establish clear expectations and consequences for misuse of the computers before students begin. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website he/she is given a warning.
- The second time a student is seen on another website he/she is no longer permitted to work on the computer. Instead he/she will complete the work using a paper version. (This may require making copies of the pages in advance.)

Preparing Students For Unexpected Career Matches

Students may be disappointed or surprised by the clusters and related careers that they are matched up with by the Interest Profiler. Explain in advance that the results should be seen as a guide. The results are designed to reflect the students' interests; however, students may research a career they have not been matched with if it is listed in RUPrepareND.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Portfolio: A place to save research, collect information, and record accomplishments.

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

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 five activities or things that you are very interested in.
2. List three careers you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about? Explain.

Note: The Do Now is *entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up as written.*

To assist in modeling written directions, use an LCD projector to explain the instructions.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

If your students finish their **Interest Inventory** early, you may want to have them answer the questions on **Facilitator Resource 3, Interest Profiler Extension.**

ACTIVITY STEPS

I. Warm Up: The Interest Profiler (5 minutes)

1. **SAY SOMETHING LIKE:** For the next five weeks, we'll be investigating careers. You'll take a look at two—one career of your dreams and one that's likely to be in demand when you graduate.
2. **SAY SOMETHING LIKE:** We're going to start our research by completing the **Interest Profiler**, as you did in seventh grade. Who remembers what the **Interest Profiler** was used for? Why might we be taking it for a second time? [Take student responses.] Does anyone in here think that they are the EXACT same person they were last year? I know that I'm not. I've had new experiences and learned new things over the last year that have changed who I am. Maybe not a lot, but definitely some. It's natural that as we change and grow older, our interests and what we enjoy change too. When you take the interest inventory, it's possible that you'll respond to every question in the exact same way and get the exact same jobs that you did last year, but my guess is that most of you will get slightly different results.

II Connect to RUPrepareND.com (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will need to sign into your account. It will be possible for you to visit RUPrepareND.com from any home or library computer, using your account name and password. You can explore careers and majors any time you want.
2. Guide the students through the sequence to sign on to RUPrepareND.com.
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
 - Type the web address into the dialog box (www.RUPrepareND.com).

III. Create a Portfolio (5 minutes)

If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

IV. Interest Profiler (20 minutes)

1. **SAY SOMETHING LIKE:**

- Now, click on the Career Planning tab at the top of the page.
- Next, click on the Learn About Yourself section.
- Click the **Interest Profiler**.

Let's read the instructions together. [Ask a student volunteer to read the instructions on the Interest Profiler Start page]. How do you begin? [Click the **Get Started** button].

2. **SAY SOMETHING LIKE:** Let's try the first one together . . .

[Have someone read the first sentence. Call attention to the "Remember" box and ask someone to read it out loud. Then instruct the students to check the box which best expresses their feelings.]

3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will bring the best job matches.]

4. **SAY SOMETHING LIKE:** After you finish the **Interest Profiler** activity, your top interest areas will appear on the screen. Click the blue **View Careers** button to see your list of matching careers. If you have more than two interest areas, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.

One important note - **Interest Profiler** will suggest lots of careers you may never have thought of. Don't worry at all if a career you're really interested in isn't included on the list - this is not an exact science, and you'll have a chance to write down additional careers you'd like to investigate. [Ask for final questions and instruct the students that they have 20 minutes to complete this inventory on their own

5. [Give the students a five-minute warning. Invite students who have finished the Interest Profiler to explore the resulting list of career matches by clicking on **View careers**. Students should print out their list of matching careers and put it in their portfolios. Students can print the list of matching careers by clicking the Print This link at the top of the page.]

6. [Once all the students have obtained their **Interest Profiler Results**, ask students to note any patterns in jobs they were matched with, what seemed accurate, and what surprised them.]

V. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE:** You now should all have your top career interests from your **Interest Profiler Results**. In this unit, you'll be researching two careers. One of the careers is entirely your choice. This means that you can research a career that is not on your list, as long as it can be found on RUPrepareND.com. I recommend using your list as a guide for this career choice.

For your second careers, I am going to assign each of you a career that we know for a fact is in high demand in our state. Each of you will research a different career so that we can all learn about these great local opportunities. Why do you think we're researching careers that are in high demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area so you can make informed choices. For example, would you move to a new place to get exactly the job you want, or is staying close to home your top priority?

[Assign each student a career from the in-demand careers list. Ask students to complete **Portfolio Page 5, Interest Profiler Results**. The last section of the worksheet asks students to select their two favorite careers. Circulate around the classroom to help students having trouble deciding.]

2. **SAY SOMETHING LIKE:** Next time, we'll review how to use RUPrepareND.com and you'll begin researching your chosen careers.

Between now and then, you can visit RUPrepareND.com from any computer. All you need is your account name and password.

DO NOW

Careers 1: Interest Inventory

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

Questions:

1. List five activities or things you are interested in doing.

2. List two careers you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about?
Explain.

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Interest Profiler Extension

Directions: If you finish your **Interest Profiler** early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

- Explain why you think your BEST match fits your skills and interests.

- List careers that seem to be similar, and then explain how you think they are all related.
(Example: pediatrician, family practitioner, physical therapist, nurse. All of these careers are part of the Health Science career cluster.)

RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, Safari, etc).
- Type in the web address into the dialog box (**www.RUPrepareND.com**).
- When the Sign In page appears enter your portfolio name and password into the sign in area on the right side of the screen.

II. Interest Profiler

- Now, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will show Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match up to your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete **Portfolio page 9, Interest Profiler Results**.

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Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student name: _____

Date: _____

Take the Interest Profiler in RUMReadyND.com. Review your results, and then list your favorite six careers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look through the rest of your careers list. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. _____
2. _____
3. _____
4. _____
5. _____

My two career selections are: (to be completed at the end of class)

1. _____
2. _____

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 RUReadyND.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.

2. Describe one reason why each career interests you.

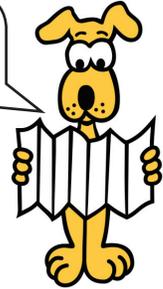
Career 1: _____

Career 2: _____

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

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?

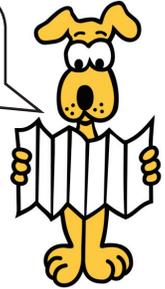
Teachers need to earn a bachelor's degree. They also need to complete a teacher training program.

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?

- 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.)

What To Learn: Education

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

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

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.

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

- _____

- _____

- _____

What They Do and Interview: Working Conditions

- Where do people typically work?

- Whom do they work with?

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

- 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.)

What to Learn: Education

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

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

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

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

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

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

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.

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?

- Whom do they work with?

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

- 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.)

What To Learn: Education

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

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

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.

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?

- Whom do they work with?

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

- 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.)

What To Learn: Education

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

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

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. 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))

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 RUReadyND.com. Let's sign in and look at an example: "Athletic Trainer." [Model how to sign into RUReadyND.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:

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

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.

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.**"

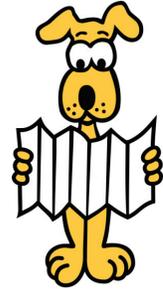
Perhaps the biggest reward an athletic trainer receives is helping athletes reach the pinnacle of success, while showing them how to lead a healthy, productive life once they retire from the sport.

"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?

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

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.

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?

- Whom do they work with?

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

- 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.)

What to Learn: Education

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

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

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: RUPrepareND.com

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

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

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.”

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

Working Conditions you would enjoy...	<i>Working Conditions you would not enjoy...</i>

Career Education and Get Started

The **BIG** Idea

- What education do my selected careers require, and why is it important to know this?

AGENDA

Approx. 45 minutes

- I. Warm Up: How Much Education for that Job? (10 minutes)
- II. Education: Research and Summarizing (15 minutes)
- III. Get Started (15 minutes)
- IV. Wrap Up: Never Say Never (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 6-9, Career Card, (two per student), (from lesson 2)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 25-25A, RUPrepareND.com Directions (from Lesson 2)
 - Student Handbook page 27, Identify that Education!
 - Student Handbook page 28, How Much Education?
 - Student Handbook page 29, Education: Athletic Trainer
 - Student Handbook page 30, Connections
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Identify that Education! Answer Key
 - Facilitator Resource 2, How Much Education? Answer Key
 - Facilitator Resource 3, Highlighted Education: Athletic Trainer
 - Facilitator Resource 4, Summarized Career Card: Athletic Trainer
 - Facilitator Resource 5, Sample Career Card: Athletic Trainer
- Overhead projector
- LCD projector and laptop
- Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to find information about the types of education required to pursue the careers of their choice.
- Summarize the education requirements for each career on their **Career Cards**.

OVERVIEW

In this lesson, students will investigate the different types of education required by different careers. To begin, they'll discuss different types of education, from apprenticeships and technical schools to four-year colleges and beyond. Then they'll examine how to identify and summarize the required and recommended education for their two selected careers. Finally, they'll check out the **Connections** feature of RUPrepareND.com for ideas about where they can go for further information.

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:
 - **Facilitator Resource 5, Sample Career Card: Athletic Trainer**
 - **Student Handbook pages 25-25A, RUPrepareND.com Directions**
 - **Student Handbook page 27, Identify that Education!**
 - **Student Handbook page 28, How Much Education?**
 - **Student Handbook page 29, Education: Athletic Trainer**
 - **Student Handbook page 30, Connections**
- If students will be using personal computers, write the web address RUPrepareND.com on the board or chart paper.
- To assist students with vocabulary, photocopy a class set of the vocabulary listed in this lesson for students to use during their independent RUPrepareND.com research.

BACKGROUND INFORMATION

In this lesson, you will need to explain the difference between tech/trade schools and community colleges. Many careers can receive their training through either type of education, making the distinction between the two very difficult. Tech/trade schools are very job oriented. All of the classes and coursework are geared directly towards tasks and skills for your chosen career. Community college coursework includes a job training component found in the tech/trade schools, but students are also exposed to general studies courses. These courses would allow a student to transfer after two years to a four-year school with some, if not all, of their credits. A tech/trade school is a good choice for a student who wants to enter the workforce as soon as possible. A community college is a good choice for someone considering going on for a four-year degree.

Lastly, the vocabulary for this lesson can be confusing to students. Using chart paper, an overhead projector, or a white board, you will need to explain that some vocabulary words share the same meaning.

- Community college or two-year college; associate's degree
- Four-year college or university; bachelor's degree

VOCABULARY

Post-secondary education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Community college (Two-year college): A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an **associate's degree**.

Technical/trade school: A post-secondary school that offers instruction and training in a variety of skills and trades.

Apprenticeship: a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Four-year college or university: a post-secondary school that provides four years of study. Upon graduating, students receive a **bachelor's degree**.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 27, Identify that Education!** as a DO NOW. Give students three minutes to answer the questions. Once students have completed their quiz, go over the answers, and then begin with the discussion in the **Warm Up**.

RUReadyND.com is written at an 11th- or 12th-grade reading level, which means that the reading level may be a challenge for some students. Encourage students 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 RUReadyND.com resources so students can highlight and take notes directly on the pages. In addition, you could pair stronger students with struggling readers.

You may not have time to complete all of the activities in this lesson. If you are running short on time, you may cut out **Activity III, Connections**, or have students research one or two websites instead of three.

ACTIVITY STEPS

I. Warm Up: How Much Education for That Job? (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everybody! In this unit, you've been exploring two careers. So far, we've focused on job responsibilities and working conditions. This week, we're going to look at the education that is required for each of your careers.
2. **SAY SOMETHING LIKE:** Most jobs will require some training or education after you graduate. There are different kinds of education. For our purposes, we're going to focus on six different categories of education:
 - High school only
 - Apprenticeships
 - Technical/trade programs
 - Community college
 - Four-year college or university
 - Graduate school
3. **SAY SOMETHING LIKE:** Before we try to match individual careers to their education, let's review these different categories. I'd like you to turn to your **Student Handbook, page 27, Identify that Education!** Take two minutes and see if you can match each type of education to its correct description on the list. [Give students a few minutes to complete this handbook page.]
4. [When students are done, show the answers (**Facilitator Resource 1, Identify that Education! Answers Key**) on an overhead projector. Briefly review any types of education that are confusing to the students. Make sure to explain the difference between the tech/trade schools and community colleges here. (See **BACKGROUND INFO** for a detailed explanation.)]
5. **SAY SOMETHING LIKE:** Of course, different jobs require different levels of education. Now that you all know the differences between the types of education, let's see if we can correctly match six careers to the types of education they require. [Instruct students to turn to **Student Handbook page 28, How Much Education?**. Give the students two minutes to complete this activity. Then go over the correct answers using an overhead version of **Student Handbook page 28, How Much Education?**. Underneath each career draw the path of education necessary to work in that career.

(See **Facilitator Resource 2, How Much Education? Answer Key.**) Instruct the students to write these paths below each career on **Student Handbook page 28.**]

II. Education: Research and Summarizing (15 minutes)

1. **SAY SOMETHING LIKE:** For the past two weeks we have been working on summarizing the information from RUPrepareND.com on your **Career Cards**. Today you are going to complete the final section of your **Career Cards**. Who can explain what it means to summarize a passage? [Allow students to respond.] Exactly, when you summarize a reading, you are putting the big ideas into your own words.
2. **SAY SOMETHING LIKE:** Last week we summarized the **Working Conditions** for an athletic trainer. This week we're going to summarize the **Education** requirements together. Before we start reading about the **Education** of an athletic trainer, let's read through the questions from the **Career Card**. These questions will help us identify the important information from RUPrepareND.com.

[On chart paper, display the questions listed under **What to Learn: Education** on the **Career Card**. Have a different student read each question. Explain the definitions for "required" and "recommended."]

Let's walk through an example together. Turn to **Student Handbook page 29, Education: Athletic Trainer**. [Pass out highlighters to students.] We are going to stop and discuss any important information. I want you to keep an eye out for education that is required to be an athletic trainer along with education that is recommended for athletic trainers. I will underline the important facts on the overhead and you should highlight those facts with the highlighters you were just given. Wait to highlight the information until we go over it together.

[Have a volunteer read the paragraph aloud. Use an overhead transparency of **Student Handbook page 29, Education After High School** to show students how to identify and underline just the key information. Then, display **Facilitator Resource 5, Sample Career Card**. Ask students to restate the most important information about required and recommended education, and complete the **Education** section using their suggestions.]

3. [Give students 10 minutes to research and summarize the required and recommended education for their selected careers. If students finish early, have them share their research with a partner or allow them to look up the **Connections** info for their second career.]

III. Connections (15 minutes)

1. **SAY SOMETHING LIKE:** By now, you probably have one career that you are more interested in. Now you're going to review websites outside of RUPrepareND.com that can give you additional information about that job.
2. [Model how to access the **Connections** tab of the career profile for "electrician" by typing "electrician" into the **Search** box in the upper right corner of the page. Then click on the link for **Electrician** when it appears. Click on the **Get Started** tab on the left side of the page.]
3. **SAY SOMETHING LIKE:** The **Connections** tab provides information about associations and other Internet sites related to the career that you chose. An association is typically a group of people in a particular profession who works to bring benefits and recognition to the profession.

For example, the International Brotherhood of Electrical Workers (IBEW) is an association that works on behalf of electricians. The IBEW does many things, including providing information about apprenticeships. If you click on the link for **IBEW**, you can learn more about it.

[Click the link for the **International Brotherhood of Electrical Workers**. It will open in a new tab or window. Point out key information to give the students an idea of what type of information can be found on the site. To show students how to learn about apprenticeships, click on the red **NJATC logo** on the bottom of the page, then on **NJATCU**.]

SAY SOMETHING LIKE: RUPrepareND.com will have a number of associations listed for most careers. Some of the associations will have websites, while others will only have mailing addresses. Today you will only have time to explore the websites, but on your own, you could write to one of the associations at their mailing address for additional information.

You'll also see a list of other Internet sites listed on the **Connections** page of RUPrepareND.com. You can explore these sites to learn more about the career, too. If there are no association websites listed on the **Connections** page for your career, choose one of the other Internet sites to explore instead.

Please take the next eight minutes to complete **Student Handbook, page 30: Connections** using the information on the **Connections** tab. You will be writing the name of three associations or Internet sites in column one. Write the URL or web

address for each of those sites in column two. In column three, I'd like you to write down one piece of information that you learned from each site.

[If students finish early, have them share their research with a partner or allow them to look up the **Connections** info for their second career.]

IV. Wrap Up: Never Say Never (5 minutes)

1. **SAY SOMETHING LIKE:** Raise your hand if you are sure you will go to a four-year college. Now raise your hand if you're sure you'll go to a community college or technical program. Who is sure they won't go to college at all?

No matter what you expect your future to hold, one thing is certain—you're sure to face some surprises! After your research today, you've probably learned first-hand how education can open doors to exciting careers out there. And often, the more education you have, the more opportunities you'll have. So, even if you still don't think college is for you, I hope you keep yourself open to all options when it comes to your education after high school.

2. **SAY SOMETHING LIKE:** That wraps up today's lesson. Next week is the last week in our careers unit. You are going to decide which of your two careers seems to best fit all of your interests and skills. Then you'll pitch that career to some of your classmates.

Identify that Education! Answer Key

The letter next to each career matches the type of education to its description.

- A. Apprenticeship
- B. Technical/trade program
- C. Community college
- D. Four-year college
- E. Graduate school

1. **C** A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an associate's degree.
2. **B** A post-secondary school that offers instruction and training in a variety of skills and trades.
3. **A** A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.
4. **D** A post-secondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.
5. **E** A school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

How Much Education? Answer Key

The letter next to each career below identifies the type of education it requires:

- A. High school only
- B. Apprenticeship
- C. Technical/trade program (vocational programs)
- D. Community college (two-year school or associate's degree)
- E. Four-year college (bachelor's degree)
- F. Graduate school

For each career have the students identify the correct career, then walk them through one possible path to that career.

1. **B** Electrician:

HS diploma → Apprenticeship (four to five years)

2. **F** Pediatrician

HS diploma → Four-year college → Four years of medical school → Residency at hospital

3. **E** High school teacher

HS diploma → Four-year college

4. **C** Aircraft mechanic

HS diploma → Tech/trade school

OR:

D: *HS diploma → Community college*

5. **D** Dental assistant

HS diploma → Community college

OR:

C: *HS diploma → Tech/trade school*

6. **A** Telephone operator

HS diploma

*** Most aircraft mechanics go to tech/trade school, while most dental assistants get their certification at community college. However, in both careers, either path is possible.*

EDUCATION: ATHLETIC TRAINER

From RUPrepareND.com

A bachelor's degree from an accredited college or university is required for almost all jobs as an athletic trainer. According to the National Athletic Trainers Association, 68 percent of athletic trainers have a master's or doctoral degree. Athletic trainers may need a master's or higher degree to be eligible for some positions, especially those in colleges and universities, and to increase their advancement opportunities. Because some positions in high schools involve teaching along with athletic trainer responsibilities, a teaching certificate or license could be required. In 2006, 46 States required athletic trainers to be licensed or registered; this requires certification from the Board of Certification, Inc. (BOC).

SOURCE: RUPrepareND.com

Summarized Career Card: Athletic Trainer

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



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?

The minimum level of education required for an athletic trainer is a bachelor's degree, which you obtain by graduating from a four-year college or university. Most states also require athletic trainers to get a professional certification.

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

Most Athletic Trainers also have a Master's degree or a Doctoral degree. These degrees required more schooling after graduating from a four-year college.

Sample Career Card: Athletic Trainer

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.

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?

- Whom do they work with?

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

- 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.)

What to Learn: Education

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

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

Identify that Education!

Directions: Below you will see six categories of education. Match the type of education to its description below by writing the letter (A, B, C, D, E) next to each one.

- A. Apprenticeship
- B. Technical/trade program
- C. Community college
- D. Four-year college
- E. Graduate school

1. _____ A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an associate's degree.
2. _____ A post-secondary school that offers instruction and training in a variety of skills and trades.
3. _____ A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.
4. _____ A post-secondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.
5. _____ A school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

How Much Education?

Different jobs require different levels of education. Six categories of education are:

- A. High school only
- B. Apprenticeship
- C. Technical/trade program (vocational programs)
- D. Community college (two-year school or associate's degree)
- E. Four-year college (bachelor's degree)
- F. Graduate school

Identify the type of education typically required for each career below by writing the letter (A, B, C, D, E, F) next to each one. (Some careers may have more than one correct answer.)

- 1. _____ Electrician
- 2. _____ Pediatrician
- 3. _____ High school teacher
- 4. _____ Aircraft mechanic
- 5. _____ Dental assistant
- 6. _____ Telephone operator

EDUCATION: ATHLETIC TRAINER

From RUPrepareND.com

A bachelor's degree from an accredited college or university is required for almost all jobs as an athletic trainer. According to the National Athletic Trainers Association, 68 percent of athletic trainers have a master's or doctoral degree. Athletic trainers may need a master's or higher degree to be eligible for some positions, especially those in colleges and universities, and to increase their advancement opportunities. Because some positions in high schools involve teaching along with athletic trainer responsibilities, a teaching certificate or license could be required. In 2006, 46 States required athletic trainers to be licensed or registered; this requires certification from the Board of Certification, Inc. (BOC).

SOURCE: RUPrepareND.com

Connections

DIRECTIONS: Sign into RUReadyND.com. Type the name of the career that you are researching into the **Search** box in the upper right corner and click **Go**. Click the name of the career when the link appears. Next, click on the **Connections** tab on the left side of the page. In the first column below write down the names of three associations or other Internet sites that sound interesting to you. In the second column, write the web address or URL for that site. Click on the links for the first site. Search for one piece of information that is interesting to you and write it in the third column. Then, click on the links for the second and third sites and write down interesting information from these sites.

Career: _____

Name of Association or Site	Web Address	Interest Information

Career Pitch

The **BIG** Idea

- Which of the careers explored (by me or my team) best fits my interests and skills and why?

AGENDA

Approx. 45 minutes

- I. Warm Up: Could This Be Your Career? (5 minutes)
- II. Write Your Career Pitch (15 minutes)
- III. Pitch Your Career (15 minutes)
- IV. Wrap Up: My Career (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 6-9, Career Card, (two per student), (from lesson 2)
- Portfolio page 10, Career Pitch
- Portfolio page 11, Career Reflection
- Portfolio page 26, Grade 8 Skills Checklist (Careers Skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 31, Reflection: Career Pitches

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Pitch (Sample)

Overhead projector or chart paper and markers

Index cards (three per student)

OBJECTIVES

During this lesson, the student(s) will:

- Choose their favorite career from the two they researched and summarize the most exciting aspects of that career in a career “pitch.”
- Pitch their career to three students.
- Select their top career choice—either their own or another student’s—and write a reflection about why it is the best choice for them.

OVERVIEW

In this lesson, students will choose their favorite career from the two they've researched and write a career "pitch" about it—describing what's exciting about the job, what kind of people would like this job, and the education required to pursue it. Then they'll pitch their career to a few of their peers. After each student has pitched his or her career to three students, group members will write one interesting fact they learned about each one. Then students will choose the career that's best for them—either the one they pitched themselves, or one that another student pitched. Finally, they will write a career reflection about why the career they chose is best for them.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Career Pitch (Sample)**
 - **Portfolio page 11, Career Reflection**
 - **Student Handbook page 31, Reflection: Career Pitches**

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.**)*

Directions: Read over the sample career pitch for _____ (insert name of career used). Then answer the questions below.

Questions:

1. Does this career appeal to you? Why or why not?
2. What information is included in this sample career pitch?
3. What resources could you use to complete a career pitch for one of the careers you researched?

[Then call on students to read their answers, and then discuss the first **SAY SOMETHING LIKE** from the **Warm Up**.]

For **Activity III, Pitch Your Career**, you can have students pitch their careers to the whole class. The students who are watching can write down a fact they learned about each presentation.

ACTIVITY STEPS

I. Warm Up: Could This Be Your Career? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the fifth and final week in our careers unit. In the last three weeks, you've been researching and thinking about the two careers you selected. This week, you're going to choose your favorite career from these two and "pitch" that career to a group of three or four other students. In this pitch, you're sharing with other students why the career is such a great choice. In a sense, you are trying to persuade them to pursue your career. You will get a chance to think about the careers pitched by your fellow classmates, and figure out if one of these new careers could fit your interests and skills. At the end of class, you will choose the career that is the best fit for you. It can be the one you pitched yourself, or you can select a career pitched by another person in your group. Finally, you'll write a reflection about why that career is the best choice for you.
2. **SAY SOMETHING LIKE:** How do you "pitch" a career? Let's take a look at an example. Say I've chosen flight attendant as my favorite career, and I want other students to see why it's such an exciting job—and maybe even consider it for themselves. [Put the **Facilitator Resource 2, Career Pitch (Sample)** on an overhead projector. Give students a minute or two to read through it.]
3. **SAY SOMETHING LIKE:** Does this career appeal to you? Why or why not?

II. Write Your Career Pitch (15 minutes)

1. **SAY SOMETHING LIKE:** The pitch you write today will look a lot like the example I showed you for flight attendant. If you turn to your **Portfolio page 10, Career Pitch** you'll see the form you'll use for your pitch. [Keep the transparency of the **Facilitator Resource 2, Career Pitch (Sample)** on the overhead projector. This follows the student handbook page.] To write your pitch, you're going to use the information from the **Career Card** you've completed over the past few weeks.
2. **SAY SOMETHING LIKE:** Let's walk through this form together. Let's start at the top, "**If you enjoy...**" This is where you'll list the most exciting things about the career. Again, take a look at the **Career Card** for some ideas. What sections from your **Career Card** could you use for this first part? [Allow students to respond.] Exactly! You could list things from the **What They Do**, or **Working Conditions**. For flight attendant, I used

some of the exciting tasks from the career's **What They Do**.

3. **SAY SOMETHING LIKE:** In the next section, “**If you don’t mind...**” you’ll list two things that might be negative about this career. For example, when I researched the working conditions for flight attendant, I learned that they work long hours, spend a lot of time on their feet, and have to be away from home a lot. I thought those were difficult things about being a flight attendant, so I listed them here. Why do you think it’s important to include the negative aspects of your career? [Allow students to respond.]
4. **SAY SOMETHING LIKE:** In the next section, “**If you are...**” you’ll list a characteristic of someone who might like this career. To complete this section, you will have to make some inferences about the qualities of a person who would enjoy and fit this career. The characteristics I associate with flight attendants are adventure and helping people, so I listed those here. But I also learned, from **Working Conditions**, that flight attendants have to be prepared to deal with different emergencies, and I thought that was another important characteristic.
5. **SAY SOMETHING LIKE:** Next, you’re going to list the name of the career. (“Then consider a career as a...”) And in the last section (“To prepare for this career...”), you’ll look at the education and training you described on the **Career Card**. For example, flight attendants must have a high school degree, but companies prefer a college degree. I also learned that there’s a training program for flight attendants.
6. **SAY SOMETHING LIKE:** As you can see, you’re really using the information you’ve already researched in the **Career Card** to complete your **Career Pitch**. Now your goal is to turn this information into a persuasive pitch that will make everyone else in this class want to pursue that career. Before you begin, do you have any questions?
7. [Give students eight minutes to complete their career pitch.]

III. Pitch Your Career (15 minutes)

1. [Divide the class into groups of four or five. Display **Student Handbook page 31, Reflection: Career Pitches** using an overhead projector or chart paper and instruct students to turn to this page in their handbook. Explain that each student will have two minutes to pitch his or her career to their group. They can use their **Career Pitch** form, but also have them share the **Career Card** for that career. After each student has pitched their career to their group, the other members must write down something they

learned from that person's pitch on **Student Handbook page 31, Reflection: Career Pitches**. This can be something they found interesting, surprising, or just a general fact they remembered.]

2. [Give students about 10 minutes for their career pitches. Ask them to wrap up their pitches and bring them back as a whole class. Then lead a class discussion using the questions below. You may wish to write these questions on chart paper to ease the facilitation of this discussion.

Debriefing Questions:

- a. What were some careers you heard about today that you hadn't thought about before?
- b. Were there tasks or responsibilities of a job that you could not see yourself doing? Why?
- c. Was there a career(s) that you think you could enjoy? Why?
- d. Why is it important to identify careers that best fit your interests and skills?

[After the discussion, give them one minute to choose their final career—the career they feel is the best fit for them. They may keep the career they've chosen, or choose one pitched by someone else.]

IV. Wrap Up: My Career (10 minutes)

1. **SAY SOMETHING LIKE:** I hope you all learned a lot about the careers presented by your group, and are excited about the final career you chose. In the remaining time, I'd like you to explain why you selected that career. Please turn to your **Portfolio page 11, Career Reflection**. As you see, this page asks you to think about the different aspects of the career you've researched over the past three weeks: **What They Do, Working Conditions, and Education**.
2. **SAY SOMETHING LIKE:** You have the remaining class time to complete this reflection. Before you begin, I'd like to congratulate you all on your work in this unit. I hope you all come away from this unit with some new ideas about possible careers, and how to choose them.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 26, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for careers.

Careers**I can ...**

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use RUPrepareND.com to do independent research.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Evaluate careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the education needed for my chosen career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Careers 5: Career Pitch

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

Questions:

1. Does this career appeal to you? Why or why not?

2. What information is included in this sample career pitch?

3. What resources could you use to complete a career pitch for one of the careers you researched?

Career Pitch (Sample)

Select your favorite career from the three you researched. Use the **Career Card** for that career to complete the pitch below.

If you enjoy...

List at least three exciting or positive things about this career.

- Traveling to new places
- Working with many different kinds of people
- Flying in airplanes

If you don't mind...

List two possible negative things about this career.

- Working long hours on your feet
- Being away from home a lot

If you are someone who...

List two characteristics or values of someone you think would fit this career.

- Loves an adventure and helping people
- Can stay calm and take charge in an emergency

Then consider a career as a...

Write the career below.

- Flight attendant

To prepare for this career, it takes...

Describe the education and training required for this career.

- At least a high school degree, but a college degree is preferred
- Flight attendant training to learn how to handle many situations and emergencies

Reflection: Career Pitches

Directions: Complete the career pitch reflection for each career presented to you.

CAREER PITCH 1

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

CAREER PITCH 2

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

CAREER PITCH 3

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

Is this a good career for someone you know? Tell them about the good, the bad, and the in-between.



Career Pitch: _____ (name of career)

Select your favorite career from the three you researched. Use the career card for that career to complete the pitch below.

If you enjoy....

List at least three exciting or positive things about this career.

- _____
- _____
- _____

If you don't mind...

List two possible negative things about this career.

- _____
- _____

If you are someone who...

List two characteristics or values of someone you think would fit this career.

- _____
- _____

Then consider a career as a...

Write the career below.

_____ !

To prepare for this career, it takes...

Describe the education and training required for this career.

Which career is for you?
Explain why.



Career Reflection

Listen carefully to each career pitch from students in your group. When you've heard all the pitches, choose the career that you think is the best fit for you and explain your answer below.

Top Career Choice: _____

I chose this career because (check all that apply):

- I like the day-to-day responsibilities. (Explain)

- The working conditions are a good match for my personality. (Explain)

- I am willing to complete the education needed for this career. (Explain the necessary education for this career and why you are willing to complete it.)

One obstacle that might prevent me from pursuing this career is....

One thing I can do to overcome this obstacle is....
