

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)
- IV. 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 (2 per student)

STUDENT HANDBOOK PAGES:

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

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Career Cards (one copy (2 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 IHaveAPlanIowa.gov 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 IHaveAPlanlowa.gov. 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 of IHaveAPlanlowa.gov. Students then use IHaveAPlanlowa.gov 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 the IHaveAPlanlowa.gov website 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, IHaveAPlanlowa.gov 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 www.IHaveAPlanlowa.gov 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, IHaveAPlanlowa.gov 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 special ed classes, you may wish to substitute career info found at www.bls.gov/k12 rather than use career profiles on IHaveAPlanlowa.gov. Students will still need help with the material on this website, written on an eighth-grade reading level. Use the A-Z index to search for careers. Note that only a limited number of careers are available.

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

You may wish to display all of the directions and instructions for IHaveAPlanlowa.gov 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, IHaveAPlanIowa.gov 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 the IHaveAPlanIowa.gov website, 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 skills and 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 on chart paper. On the bottom of the page, the students should have written their 2 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 the IHaveAPlanlowa.gov website.

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 5 minutes to read over the two cards with your partner. You will need to write at least 3 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 5 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 the IHaveAPlanlowa.gov website 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 from the website and summarize the big ideas into your own words. You should NOT be copying the text from IHaveAPlanlowa.gov word for word. Why do you think it's important to summarize the information from IHaveAPlanlowa.gov? [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 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 all of the bullets, 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 bullet. After reading the bullets stop and ask: “What are some common tasks of an Athletic Trainer?”]

Make sure to stop after each bullet 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 IHaveAPlanIowa.gov. Let’s log on and look at an example, “Athletic Trainer.” [Model how to log on to IHaveAPlanIowa.gov 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 button in the left-hand column 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 8 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 7 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 are 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: *Middle School Teacher*

What They Do: Job Description

In your own words, write a general description for what a person who has this career does.

Middle School Teachers typically work in a school that includes grades 6-8.

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

- *Present lessons through lectures, demonstrations or discussions.*
- *Confer with parents or guardians.*
- *Correct homework.*

What They Do and Interview: Working Conditions

Where do people typically work?

- *Middle school teachers work in an environment that may be loud and distracting. They spend most of their time inside and need to stand more than 1/3 of the time.*
- **Whom do they work with?**
Middle school teachers work with students, other teachers, parents, and administrators.

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

Middle school teachers usually do not have to travel unless they are unable to find a job in their own community. Then, they may need to travel to a more distant community. The physical demands of the job include being able to speak clearly and understand the students. Unmotivated students and paperwork are the most stressful things about being a middle school teacher.

- **How many hours a week do people typically work?**

Middle school teachers work during the school day and they also have to work on evenings and week-ends grading papers.

What to Learn: Education

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

Teachers must have a bachelor's degree from a four-year college. They also have to complete an approved teacher education program.

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

Teachers who wish to continue their education can earn a Masters in Education. This generally takes 1-2 years depending if you are taking classes part-time or full-time.

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 description for what a person who has this career does.

studio

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

- Hire Key Staff
- Oversee the 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, physical demands, or stress is involved?

lots

- How many hours a week do people typically work?

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 IHaveAPlanIowa.gov

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: www.IHaveAPlanIowa.gov

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 description for what a person who has this career does.

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, physical demands, or stress is involved?

- How many hours a week do people typically work?

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 description for what a person who has this career does.

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, physical demands, or stress is involved?

- How many hours a week do people typically work?

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 IHaveAPlanIowa.gov

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: www.IHaveAPlanIowa.gov

IHaveAPlanIowa.gov 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 IHaveAPlanIowa.gov website (www.IHaveAPlanIowa.gov).
 - a. Account ID: _____ Password: _____
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 1-3 from the **What They Do** section.
2. Scroll down the **What They Do** page until you see the section titled **Working Conditions and Physical Demands**.
3. Read and **summarize** the information. Answer the questions listed on your **Career Cards** for this section.

Note: You will use the information from the Working Conditions section of the What They Do tab along with information from the Interview tab to answer these questions. Not all careers will have Working Conditions and Physical Demands information.

Interview: Working Conditions

1. Complete steps 1-3 from the **What They Do** section.
2. Click the **Interview** tab on the left side of the screen.
3. Read and summarize the information. Answer the questions listed on the career card for this section.

What To Learn: Education

1. Complete steps 1-3 from the **What They Do** section.
2. Click on the **What to Learn** tab on the left side of the screen.
3. Read and summarize the information. Answer the questions listed on your **Career Cards** for this section.

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 description for what a person who has this career does.

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, physical demands, or stress is involved?

- How many hours a week do people typically work?

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 description for what a person who has this career does.

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, physical demands, or stress is involved?

- How many hours a week do people typically work?

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.)
