

A Day on the Job

The **BIG** Idea

- What are the day-to-day tasks and responsibilities of the career I'm investigating?

AGENDA

- Approx. 45 minutes
- I. Warm Up: On-the-Job Activities (5 minutes)
 - II. A Day in the Life (10 minutes)
 - III. Research Career #2 (25 minutes)
 - IV. Wrap Up: What Did You Learn? (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 8-9, Career Report (begun in lesson 2)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 22, A Day in the Life
 - Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____
- Overhead projector
- LCD projector
- Laptop
- Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use CFWV.com to find information about one of his/her selected careers, including What They Do, Money and Outlook, and What to Learn.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students will be researching the second career they selected. To begin, they'll write down the main things they did the previous day in "A Day in the Life" schedule. Then they'll discover how to use CFWV.com to investigate the daily activities and responsibilities of people with a specific career. Next, they'll work independently to complete a Career Report for their career. Finally, they'll answer questions reflecting on whether that career is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the CFWV.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address www.cfwv.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 22, A Day in the Life.**
 - **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**
- For the sample career highlighted in **Activity II, A Day in the Life**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears on the CFWV.com website, such as "Graphic designer" rather than just "designer.")

BACKGROUND INFORMATION

Today students will be using CFWV.com (www.cfwv.com) to research their second selected career.

Last week, they completed a Career Report for their first career. This week, they'll complete a Career Report for their second career. They will be researching What They Do, Is This For You, Skills You Need, What to Learn, and Money and Outlook. Through their research, students should be able to reflect on the activities, responsibilities, working conditions, physical demands, work hours, and travel requirements of someone within this career.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 22, A Day in the Life** as a DO NOW. Give the students five minutes to answer the column that is labeled "My Life." Once the students have completed their quiz, begin with the discussion written in the **Warm Up**.

See **Careers Lesson 3** for tips on readability issues for the CFWV.com website.

For the **Earning Follow-up** question on the **Career Report**, you may choose to have the class look up two careers of their choice. Rather than using related careers, students will use two careers of varying wages as benchmarks. One of the careers should be one the students consider to have low wages, while the second career should be one they consider to have high wages. Students should enter these values in for all three **Career Reports**. (Career Reports are used in Lessons 3-5).

ACTIVITY STEPS

I. WARM UP: On-the-Job Activities (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the fourth week in our careers unit. Last week, you used the CFWV.com website to research the first career you chose. This week, you're going to research a second career. You're also going to find out about the tasks and responsibilities of someone in this job.
2. **SAY SOMETHING LIKE:** To begin, I'd like you all to turn to your **Student Handbook page 22, A Day in the Life**. On this chart, you're going to list the major activities you did yesterday. You only need to include the major events. For example, you don't have to write that you dressed for soccer practice from 3:45 to 4:00, stretched from 4:00 to 4:15, and ran drills until 4:45. Just mark the whole time you were involved in soccer practice. Also, keep the activities brief. Write in words or short phrases, like "soccer practice," "dinner with family," or "homework."
3. [Give students a few minutes to complete the chart.]
4. [Explain that while a job description might sound interesting, whether or not you would enjoy it really boils down to the daily activities and responsibilities. Students will now explore what type of activities people in their assigned career spend their days on.]
5. [Ask students to turn to their **Portfolio page 8, Career Report**. Have students locate the second career they identified, and explain this will be the career they'll research today.]
6. **SAY SOMETHING LIKE:** As you learn about your career and read about other careers today, remember to be thinking about whether or not each one is a good fit for you.

II. A Day in the Life (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's find out how we can use CFWV.com to learn about the daily activities and responsibilities of a specific career – in short, how they spend their days! Look at your **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Use the information on the "What They Do" page of the career profile to answer the questions on that page. This will help you to understand what types of activities a person in this career might do on a typical day. Along with a Career Report, you'll be completing this handout for your assigned career today. Use this page to follow along as we look at a sample career together.

2. [Sign in to your own CFWV.com account. Using your laptop and LCD projector, model how to sign in.]
3. **SAY SOMETHING LIKE:** Today, let's look at the career profile of a Landscape Architect. How do we do that? [At this point, students should be able to describe the steps: 1) Click the **Career Planning** tab at the top of the page; 2) Click **Explore Careers**; 3) Type in "Landscape Architect" in the search box and click **Go!**. Model how to do this on your laptop.]
4. **SAY SOMETHING LIKE:** Before we look at this Career Profile, does anyone know what a landscape architect does? [Take answers. Explain that a landscape architect works outside, creating gardens, patios, and other outdoor spaces. They also spend part of their time in an office preparing plans and meeting with clients.]
5. [Point out the **What They Do** section of the profile.]

SAY SOMETHING LIKE: Let's look at the **What They Do** page for a Landscape Architect.

6. **SAY SOMETHING LIKE:** Now let's read the information on the **What They Do** page and see what a Landscape Architect does on the job and what the working conditions, physical demands, work hours, and travel are.

[Ask: What does it sound like a Landscape Architect does for most of the day? What are some major tasks and activities? What are the working conditions and physical demands? Do they travel?]

7. **SAY SOMETHING LIKE:** For your career, you're going to reflect on this information on the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Answer each question the best that you can based on the information on the **What They Do** page. On some questions, you will be asked to reflect on what you've learned. Answer those questions with your own opinion.

III. Research Career #2 (25 minutes)

1. [Have students turn to their **Portfolio pages 8-10, Career Report (Second Set)**. Explain that they should begin by completing this form for their second career. When they've finished, they should complete the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**.]

2. [Give students about 25 minutes to complete their research, while you circulate to answer questions, trouble-shoot, and keep them focused and on-task.]

IV. WRAP UP: What Did You Learn? (5 minutes)

1. [Ask volunteers to describe one way a day in their career life would be different from a day in their school life – other than the obvious “I’d get paid.”]
2. **SAY SOMETHING LIKE:** You all did a great job today. Next week, we’ll talk about how your personal values affect career choices and you’ll research the last of your three careers.

A Day in the Life

Write down all the important things you did yesterday. Try to identify only the key activities of your day, rather than the minor tasks. For example, it's more important to know when you were at soccer practice than when you changed into your soccer shoes.

| Time | My Life |
|------------------|---------|
| 7:00 – 8:00 am | |
| 8:00 – 9:00 am | |
| 9:00 – 10:00 am | |
| 10:00 – 11:00 am | |
| 11:00 – 12:00 pm | |
| 12:00 – 1:00 pm | |
| 1:00 – 2:00 pm | |
| 2:00 – 3:00 pm | |
| 3:00 – 4:00 pm | |
| 4:00 – 5:00 pm | |
| 5:00 – 6:00 pm | |
| 6:00 – 7:00 pm | |
| 7:00 – 8:00 pm | |
| 8:00 – 9:00 pm | |
| 9:00 – 10:00 pm | |
| 10:00 – 11:00 pm | |

A Day in the Life: Reflection on the Life of a _____

Read the What They Do page of the Career Profile for the career that you are researching. Answer the questions below based on your readings and your own reflection.

Career: _____

What are some of the tasks that a person in this career has to do?

Which tasks do you think would be the most interesting?

Which tasks would you find the most difficult?

Which activities surprised you?

What are some of the working conditions and physical demands for this job?

What are the work hours and travel like?
