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ABSTRACT

This packet consists of 11 learning activities for middle school students related to the 12 key topics in Ohio's Individual Career Plan (ICP) process. The activities focus on workplaces and careers; tools of the trade (list occupations in which tools are used); it's my job (skills necessary for a pictured job, reasons the worker might lose his/her job, and other jobs the worker could do); a day in the life of an art student (with a questionnaire with questions regarding academic planning, decision making, and goal orientation); visual arts careers; back to the future (interviews with people of different ages); comic dilemma (problem solving); "it's my business" (a business idea and self evaluation about chances of success); mission impossible (deciding which programs students with different interests would choose); stacking the decks (career clusters); and who's who in your town? (identifying individuals in one's own community in occupational clusters). (YLB)



Issue 6 1999-2000 Middle School The 12 Key Topics

The 1999-2000 packets were selected from the previous packets developed in the last 10 years. A variety of authors (all educators) have contributed to these packets.

New art for this issue was done by Conrad Brunner, Alliance City Schools, Alliance Career Development Program.



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.... WORKPLACES and CAREERS....

"Secretaries work in business offices and doctors work in hospitals."
This is not true anymore. Many careers are found in a variety of places.

Look at each workplace below and list five different jobs that might be found at each site. Be ready to share and defend your answers with the class. Try to think of careers that your classmates might not.

BANKS	CAR DEALERSHIP	TRUCKING COMPANY	MALL (NOT STORES)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
DEPARTMENT STORE	ZOO	NEWSPAPER	DAY CARE CENTER
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TV STATION	RESTAURANT	GAME COMPANY	AIRLINE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
PARK	FITNESS CENTER	ANIMAL HOSPITAL	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Additional Activities

Circle the workplace in which you'd enjoy working. If one isn't listed, add it here _____ Put a check mark by a career you're interested in or would like to know more about. If one isn't listed, add it here

Does the workplace and career match up? If not, is there any way you could envision them matching in the future? Are there any summer jobs and/or volunteering opportunities available at any of these worksites? What kinds of opportunities are there? List any career from above that you feel will be greatly reduced in number or eliminated in the future. Tell why.



Activity 1

For each tool below, list five occupations in which the worker would use that tool. Be able to defend your answers.

<p>DRILL</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>KNIFE</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>MICROSCOPE</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>RULER</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>SAW</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>COMPUTER</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>TAPE MEASURE</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>DICTIONARY</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>WHISTLE</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>PAINT BRUSH</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>MICROPHONE</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2WAY RADIO</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 2

Think of some other tools and list them on the back with three occupations that utilize the tool. Pair up with a classmate and play a game in which you list the occupations and the classmate must tell the tool in common. Continue to take turns trying to stump your classmate.

(All Academics)



Career Information

→ IT'S MY JOB!

Skills are very important to do one's job and to do it well. In column B list (5) skills necessary to do the job of the person in column A. For many reasons jobs don't last forever. In column C list (3) reasons why the persons in column A might lose their jobs. Since job skills are essential, and important in many areas and careers, list in column D (5) different occupations the person in column A could do using their same skills in the year 2010.

A	B	C	D
 <p>Pres. Clinton</p>	1. 2. 3. 4. 5.	1. 2. 3.	1. 2. 3. 4. 5.
 <p>Will Smith</p>	1. 2. 3. 4. 5.	1. 2. 3.	1. 2. 3. 4. 5.
 <p>LeAnn Rimes</p>	1. 2. 3. 4. 5.	1. 2. 3.	1. 2. 3. 4. 5.
<p>(Your Choice)</p>	1. 2. 3. 4. 5.	1. 2. 3.	1. 2. 3. 4. 5.

A day in the Life of an Art Student

By Julia Huelsman

Everywhere you look you can see something that was made, produced or designed by an artist. These items range from the commercials on television to the car you travel in to all the books you enjoy reading and looking through. Becoming an artist and learning how to do these special things requires an education like any other job.

When I decided that I would really enjoy going into the field of art, I called many universities to find information on colleges with strong arts programs. From this information, it was certain that I would attend a school specifically designed for art.

Art schools are basically the same as other colleges. I have to complete four years of education (if not more), take regular academics like English and history, and will be credited with a degree. The difference is that the majority of my classes are art classes.

My art education throughout high school was nothing more than a regular art class and lots of practice on my own. But, more importantly, I was involved with clubs and extracurricular activities, such as sports, band, and plays. This proved to be a lot of hard work, but taught me the importance of dedication and responsibility that would prepare me for the amount of work I would be doing at college.

Here is a typical day for me at art school:

6:00 a.m.

I have to get up early to finish a project that has to be turned in at my 8:30 class. The project that I am working on is for a poster contest. Working most of the night on just the illustration alone, I now have to complete the type.

8:30 a.m.

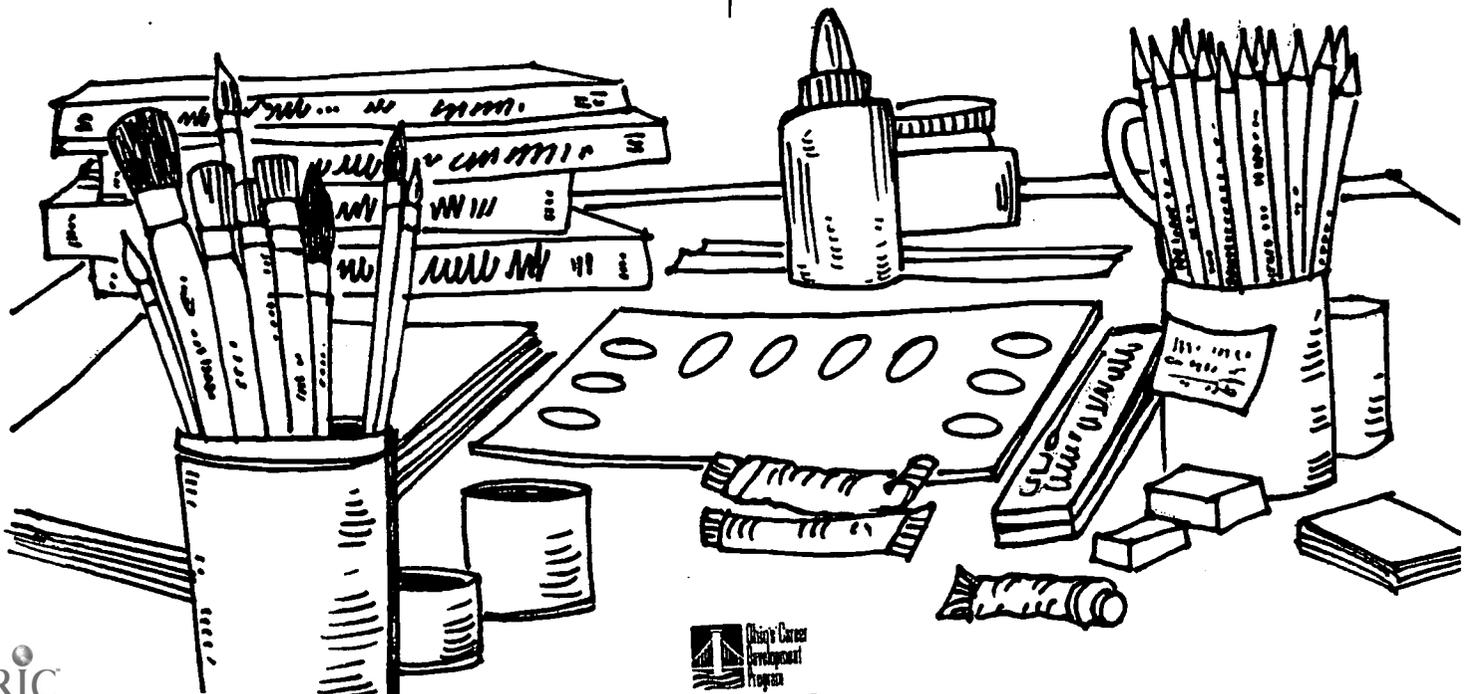
I quickly take a shower, gather some supplies and my project and run to class. I get there just in time for attendance. Everyone puts their projects on the board in front of the class. There are two other classes besides mine that are entering the contest. Only one person will win, and I am sure it will be a difficult decision as all the projects are very nice. Class is dismissed early, but I decide to stay a little longer to add some finishing touches.

10:00 a.m.

I turn my project in to my instructor. He reminds me that I have to set up an interview time with him for the greeting card company that is visiting our school next week. We arrange a time and I go home.

10:30 a.m.

On the way home, I meet a friend who is extremely busy finishing a project for an afternoon class. I am very impressed with his painting. I offer to gather supplies and



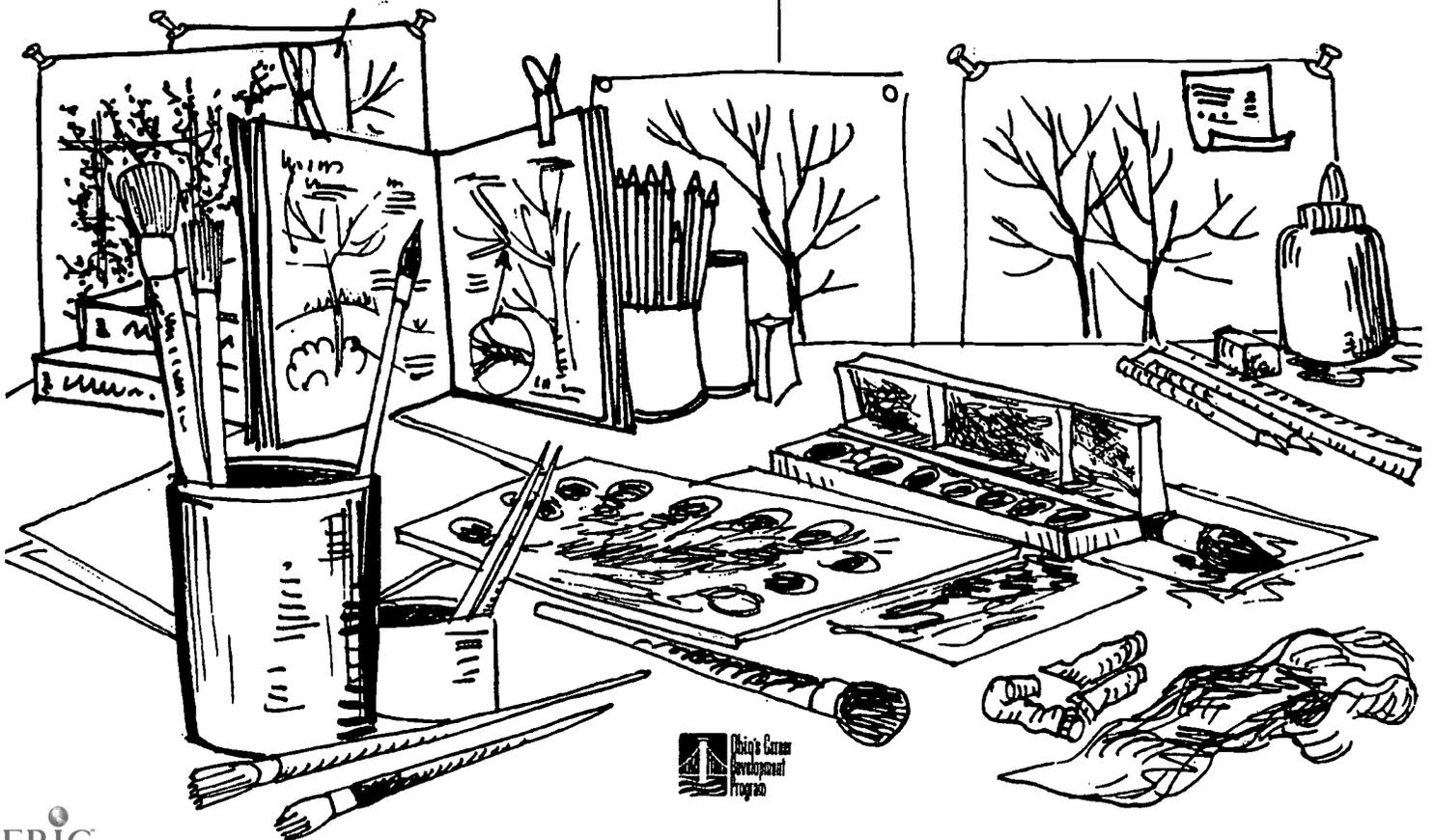
materials to help him finish in time for his class.

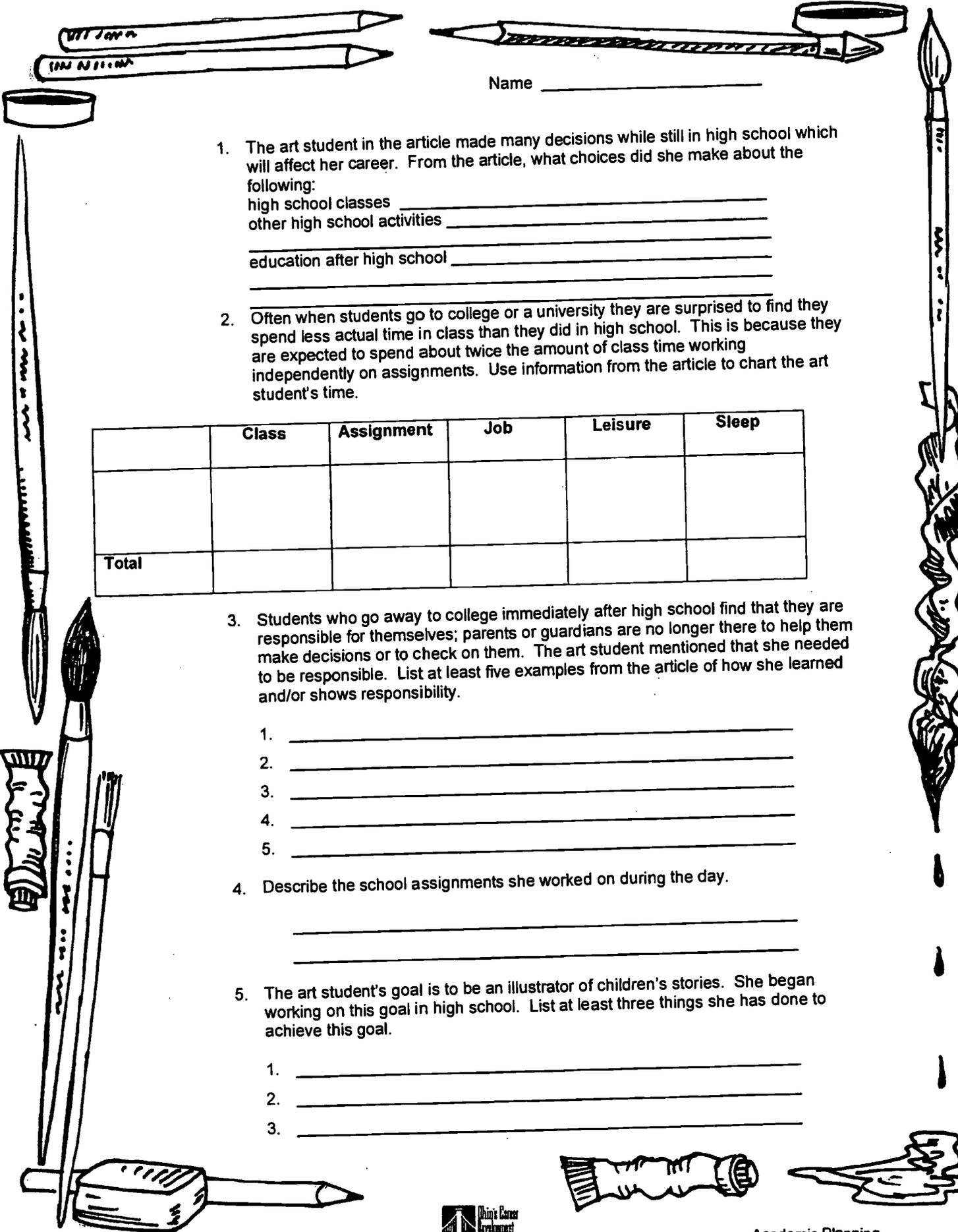
- 11:00 a.m. At home, I eat a little lunch and decide to take a small nap since I did not get much sleep last night.
- 12:30 p.m. Time to go to work. I work for the Registration Office at my school. This is where students sign up for their classes. My job is to enter certain records into a computer. I also answer phones, type, and help my fellow students with questions they have about their classes. On the weekends, I have another job at a science museum. These two jobs are necessary for me to be able to go to college, but they have also given me a lot of experience and have taught me responsibility.
- 3:30 p.m. I normally work until 5:00, but today I leave early because I have lots of home-work to finish. (Setting my own hours is an added plus to this job.) I go home and immediately start on another project. This time it is an illustration you would find in a magazine. I have to work fast because it has to be finalized for my 6:30 class.
- 5:00 p.m. I have play practice. I am not yet finished with my project so I bring it with me to

work on during practice. I think being involved in extracurricular activities is very important. These activities enable me to meet friends and give me a chance to do something other than home-work. Besides that, they are fun. I have class. My project is finished on time. Again everyone puts their projects on the board. This time the instructor reviews them, telling us what is good and bad about each one and how to improve them.

- 6:30 p.m. Our instructor finishes and we pick up our projects and go home. At home, I fix some dinner and watch a little television to relax.
- 8:30 p.m. Once again, it is time to do homework. I get out my materials and begin. I am working on finished illustrations to a children's story that I wrote. This is an assignment which I really enjoy and hope to continue to do the rest of my life. My goal is to become a children's book illustrator. Maybe my illustrations will inspire children to read more.
- 10:00 p.m. I have just finished my assignment and head off to bed. It has been a long day and tomorrow will be the same.

I know it sounds horrible having to stay up late doing lots of homework, and sometimes I think it is. But in the long run, all this hard work will pay off with a good job. Best of all, I know that becoming an artist means that I will be paid for doing a job that I really enjoy.





Name _____

- The art student in the article made many decisions while still in high school which will affect her career. From the article, what choices did she make about the following:
 high school classes _____
 other high school activities _____
 education after high school _____
- Often when students go to college or a university they are surprised to find they spend less actual time in class than they did in high school. This is because they are expected to spend about twice the amount of class time working independently on assignments. Use information from the article to chart the art student's time.

	Class	Assignment	Job	Leisure	Sleep
Total					

- Students who go away to college immediately after high school find that they are responsible for themselves; parents or guardians are no longer there to help them make decisions or to check on them. The art student mentioned that she needed to be responsible. List at least five examples from the article of how she learned and/or shows responsibility.
 - _____
 - _____
 - _____
 - _____
 - _____
- Describe the school assignments she worked on during the day.

- The art student's goal is to be an illustrator of children's stories. She began working on this goal in high school. List at least three things she has done to achieve this goal.
 - _____
 - _____
 - _____

VISUAL ARTS CAREERS

All visual arts workers can be divided into two categories: those who work with commercial businesses (graphic artists) and those who create art for self-expression and exhibit their work in museums and galleries (fine artists). Fill in the blanks below using words from the word bank.

Word Bank

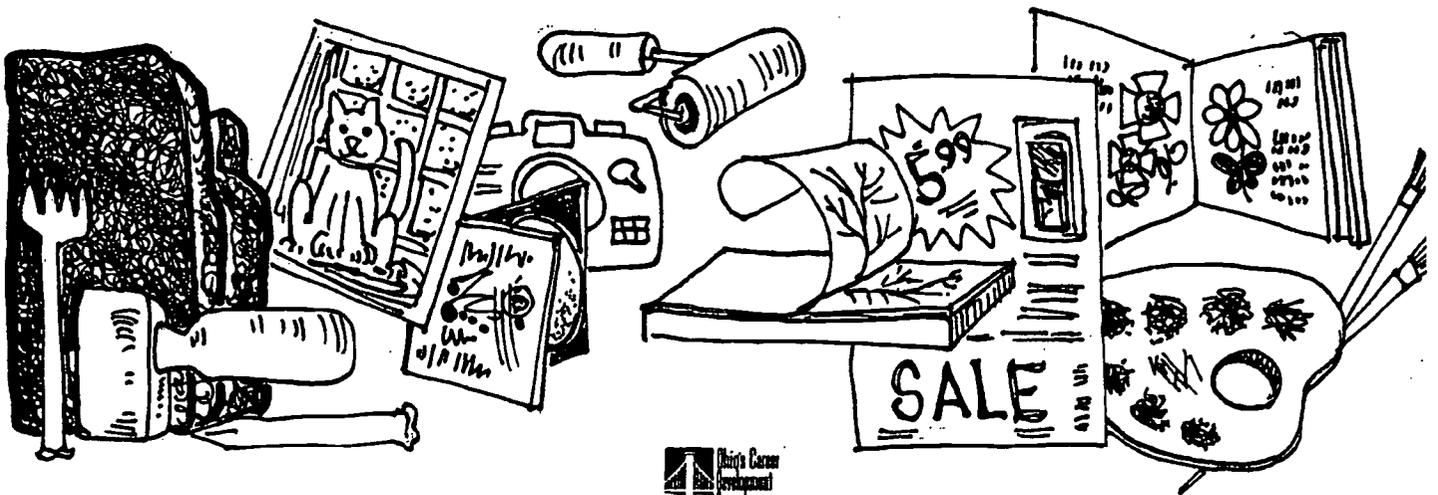
Illustrator
Sculptor
Editorial Artist

Painter
Graphic designer
Cartoonist

Printmaker
Photographer
Medical Illustrator

Free Lance
Portfolio
Animator

1. I draw pictures for children's books. _____
2. I use clay, stone metal, marble, or other materials to create a three-dimensional piece of art for display. _____
3. I design the covers for tapes, CD's, or albums or theater posters or magazine covers. _____
4. I use acrylic, water color or oil to express my inner feelings. _____
5. I use humor with my drawings to make people think and laugh. _____
6. When artists look for work, I am the collection of art samples they present to possible employers. _____
7. I capture images on film in a unique way to show my feelings about a topic. _____
8. I design films which usually make people laugh are often enjoyed by children. _____
9. I have a strong science background and draw pictures of the human body, usually for textbooks for pamphlets. _____
10. I design the packaging for any product you might buy in a store. I might use a computer to help me do this. _____
11. I cut designs into wood, stone or metal and often use ink to create repeated designs as a form of self-expression. _____
12. I am the term used to describe the three out of five artists who are self-employed and sell their work to different businesses. _____



Back To The Future

By looking at different periods of time, one can see how our world has changed in the areas of careers, economics, and even entertainment. One may even be able to make forecasts about how the world around us will continue to change.

For this activity, you will interview three different people. Each of the subjects you interview must fit one of the following categories:

- someone born before 1925
- someone born between 1925-1945
- someone born between 1945-1972

When you have finished your interviews, project how (you only) will answer these questions twenty years from now.



...INTERVIEW QUESTIONS...



Interview Questions for Each Participant

Participant should answer the questions based on the era of time when they first entered the work force.

1. What was your first job after leaving high school or other formal education?
2. How much education and/or training did you have for this job?
3. How much money were you paid for this work? Hourly? Salary?
4. Where, at the time, did most of the people work that you knew?
5. What were the highest paying occupations of that time?
6. Based on an average annual income at the time in America, how much did people pay for a home or rent, an automobile or other form of transportation?
7. Who was president of the United States? Can you name any other leading politicians?
8. Name as many top radio and/or TV or movie entertainers as you can.
9. List the leisure activities you participated in and costs, if any.
10. If you were to enter the job market today, what career choice would you make and why?

COMIC DILEMMA

Read the incomplete comic strips below. Think about possible solutions. In the blanks draw the best solution for the dilemma.

(Girls Playing Hoops)



(Boys want to play)

(Ball Goes out of Bounds)



(One Boy gets the ball)

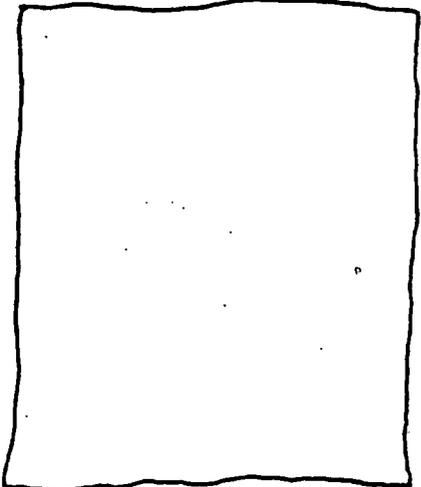


Substitute teacher passes out science test.



UNKNOWNLY, SHE HANDS OUT THE TEST ANSWER KEY.

YOU GET THE ANSWER SHEET...



STEP ASIDE OLD MAN, I'LL HANDLE THE LUGGAGE!



YOU CAN'T PLAY HOCKEY, 'CAUSE YOU'RE A GIRL!



I WOULDN'T TRY THAT IF I WERE YOU!



"It's My Business"



My Business Idea Is:

Use a "Thumbs Up" or "Thumbs Down" symbol to self-evaluate each statement. Then, get feedback from at least 10% of your classmates. (See your teacher if you need help computing how many classmates equal 10%.)

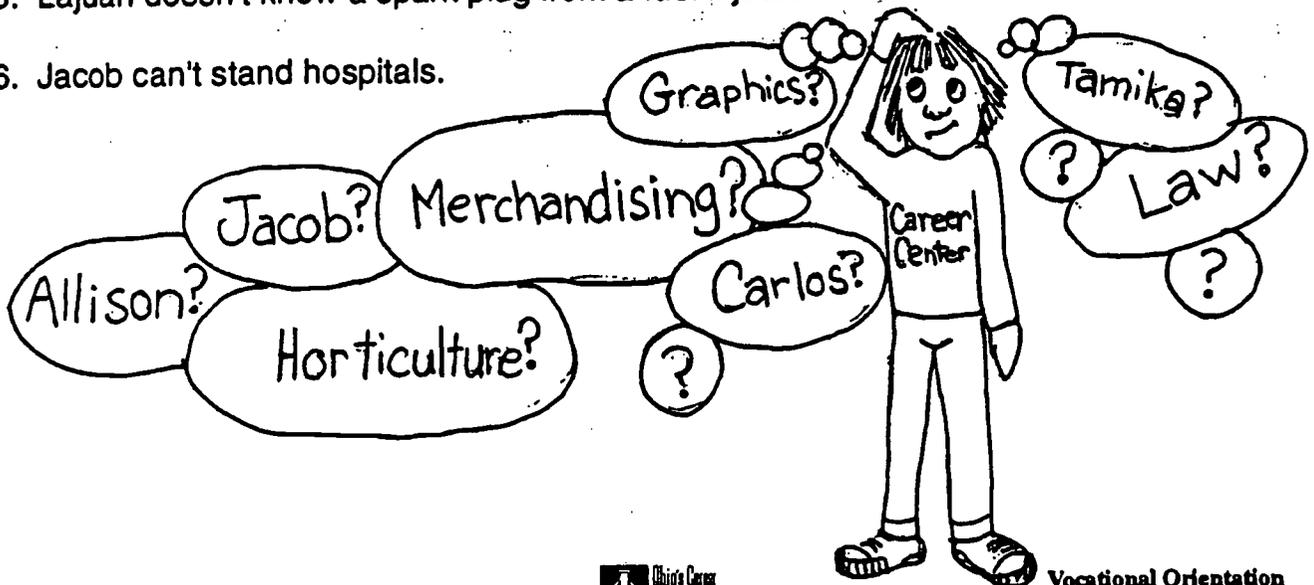
1. I have the time to provide this service or make this product.
2. I would enjoy providing this service and/or creating this product over and over.
3. The materials are easy to get.
4. The materials I would need are affordable.
5. There's a demand for this service and/or product.
6. The service and/or product is not already available.
7. I have the skills necessary to provide the service and/or create this product.
8. Final Evaluation: should I pursue my business idea?

MISSION IMPOSSIBLE

Carlos, Jessica, Tamika, Jacob, Lajuan, and Allison are signing up for programs at their local career center/joint vocational school. Using the clues below figure out which students are enrolling in which programs.

	Graphic Comm.	Auto Mechanics	Horticulture/ Groundskeeping	Merchandising	Health & Medical Occ.	Law Enforcement
Carlos						
Jessica						
Tamika						
Jacob						
Lajuan						
Allison						

- Allison and Tamika like to work outside.
- Jacob asked the auto mechanic student for advice on his car.
- Tamika and the horticulture student enrolled in English together.
- Jessica, Lajuan, the merchandiser and the health care student carpool on Thursday.
- Lajuan doesn't know a spark plug from a fuel injector.
- Jacob can't stand hospitals.



Vocational Orientation

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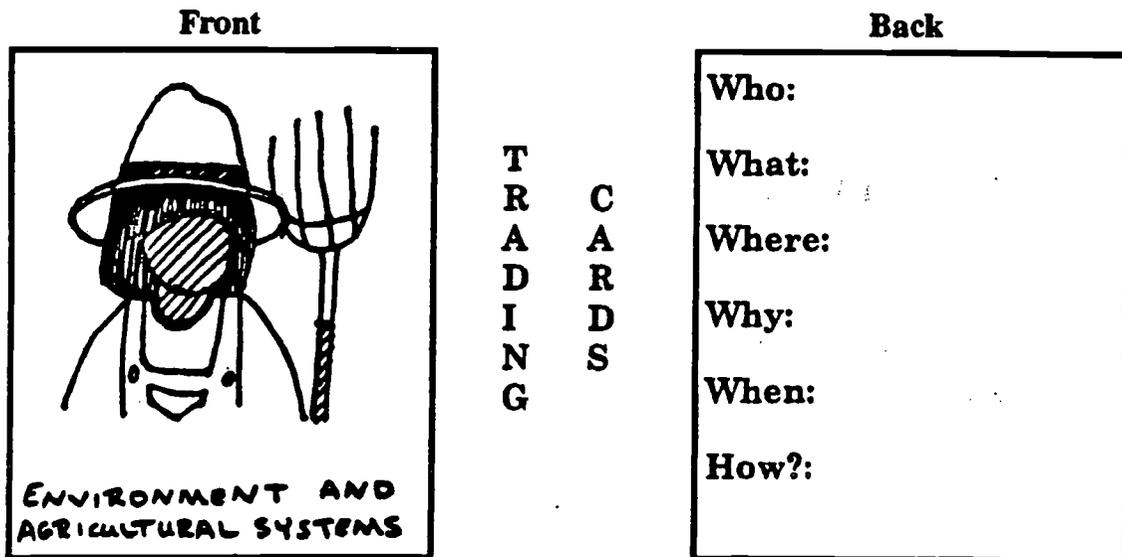
Stacking the Decks!

Divide the class into 6 groups and assign a career cluster to each group.

- Career Clusters:**
1. Arts and Communications
 2. Business and Management
 3. Health Services
 4. Human Resources
 5. Industrial and Engineering Systems
 6. Environmental and Agricultural Systems

Students need to research (using a variety of resources such as OCIS, biographies, or Internet) and select a famous person to represent their career cluster.

Then have students make a trading card for their famous person. On the front of the card, a picture should be included and on the back, the 5 W's should be included.



Each student should report on her or his person by giving a short oral report. The students in the audience should take notes as they listen to the report.

Put the trading card up on the bulletin board after the student has given the oral report.

After all students have reported on their person, you are ready to play the game, *Stack the Deck*.

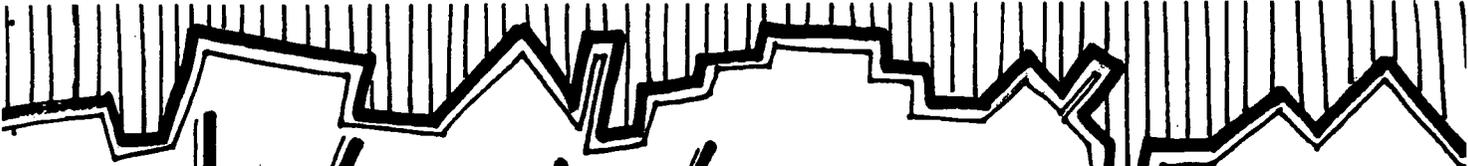
Stack the Deck Game

Take down all trading cards from the bulletin board and make multiple copies of each one.

Each day play the game by giving some clues to the class about two cards. (students may use their notes)

Students are to write the names of the people that the clues describe and hand in their answers. All correct answers are given a copy of the trading card. The object of the game is to collect a set of 6 cards representing the 6 career clusters. Students may trade cards with each other in order to try to achieve this object. The first one to collect all 6 career clusters is the winner.





Who's Who in _____? continued

Describe some major community needs. Consider the following areas.

- Schools
- Business
- Environment
- Construction
- Social/Human Services

Discuss possible solutions to your community needs such as

- Election of new officials
- Change of law
- Additional taxes
- Community service

Extension

What service could you do for your community?
Is this a one-time service or on-going?
How can you get others involved?

Get your class to organize a special project:

- enlist your teacher and other adults to help;
- publicize your event;
- take pictures during event; and
- wrap up event with a collage of pictures and anecdotes, a reflective poem or writing, or other act of closure to evaluate success or failure of service.



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