

## Lesson 6

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### Note to teacher:

This lesson is designed to get students thinking about different aspects of various careers. The questions posed in the instruction portion of the lesson are intended to be discussion starters, but may be answered by students in written form if necessary. Approximately 2/3 of the class time should be spent on the discussion, with the last third being spent exploring the students' career choices in OLMIS.

### Materials Needed:

Copies of the Lesson 6 worksheet, computers

### Objectives:

1. Students will be exposed to a career in the CAM strand of Arts and Communication. (These are available through the Oregon Department of Education or your school district.)
2. Students will get practice thinking critically about different aspects of various careers.
3. Students will begin to identify the training needed for their career interests.

### Evaluation:

- The class will hear a short vignette read by the teacher and then will respond to critical thinking questions in a discussion format. If the class does not respond to the discussion format, the students could respond in writing to 2 or three questions of their choice.
- Each student will complete a short worksheet on the education and training requirements of their chosen career interest.

### Instruction:

1. Read the following career vignette to the class.

#### A Day in the Life of Mario Lewis

Mario Lewis gets up at 8 o'clock, has a quick breakfast, grabs his bag and heads for the gym. After working out for an hour and a half, it's off to the shower. At ten-thirty, he walks into KLRT, a news station where he is a newscaster. Grabbing a juice from the vending machine on the way to his desk, he greets the other members of the news team; his co-anchor Julie, his camera man, Gunter, and his correspondent, Alan. At his desk, he quickly scans his messages and notes the latest news releases coming through on the printer. Deciding that they can wait, he spends an hour on the phone chasing down leads on a feature story about local water pollution levels in the stream system. While he is busy answering his e-mail, the phone rings. As he listens to the voice on the other end, he suddenly sits up straighter.

"OK. Got it. I'll be right there" he says. Standing up, he motions excitedly to Gunter across the room. As Gunter grabs the camera and the van keys and they head out the door, Mario explains, "There was a robbery at the art gallery down on 6<sup>th</sup> and Lincoln about 5 minutes ago. The Calandari painting was

stolen!” The two rush to the scene and spend an hour interviewing witnesses and getting the story. When they head back to the van, Mario begins to type up the story and Gunter links to the station by satellite to transmit the video tape.

After they finish, Mario and Gunter head over to the University to interview the Head of the Stream Ecology Department for Mario’s feature story. Mario has prepared a list of questions and Dr. Mitchener is a lively interview. Within an hour they are on their way again. This time to Jefferson Elementary School, where the fifth grade class has invited Mario to be the guest speaker for Career Day. Gunter makes good use of the time by getting some filler footage for the evening news.

The busy news crew grabs a sandwich and some film footage of the local stream on the way back to the studio, where Mario writes up his story about the stream quality for tomorrow’s broadcast. The make-up technician calls Mario over to her booth at 5 o’clock and preps him for the evening newscast. After a quick conference with the show director, he slips into his seat behind the anchor desk and smiles at Julie just as the countdown reaches 5...4...3...2... Good evening, and welcome to the 5:30 news on KLRT. I’m Mario Lewis. Our top story today...

An hour later, he peels off his coat, washes off the stage makeup and wraps up the final story details for tomorrow. At 7pm, Mario waves goodnight to his crew and heads home for dinner with his family.

2. Here are some discussion starting questions to try. Feel free to add your own as well.
  - Does Mario have to have his own car for work?
  - Are his hours of work flexible?
  - Does Mario have people that work for him?
  - How much responsibility does Mario have?
  - Does Mario work by himself or with other people?
  - Does Mario work indoors or outdoors?
  - Is the job physically stressful?
  - What kind of appearance does Mario have to have?
  - Does he make an hourly wage or a salary?
  - Does Mario do the same thing every day or is every day different?
  - Does Mario have a long commute to work?
  - What kind of education would a person need to have Mario’s job?
  - Is there any special training that a person would need?
3. Have each student open the Occupational Information Center and locate information on their career interest.
4. Hand out the Lesson 6 worksheet and allow the students time to research the required skills and education necessary to complete the questions on the worksheet.