

Tootsie Roll™, Tootsie Roll™, Who Art Thou?

Unit # 1 Title:	Who Am I as a Career?
Lesson Title:	Tootsie Roll™ , Tootsie Roll™ , Who Art Thou?*
Grade Level:	6
Length of Lesson:	30 minutes

Resources:

- Career Cluster Descriptions (page 4)
- Career Cluster Posters (set of six, pages 5-10)
- Occupation Card Sort Answers (page 14)

Activity Sheets:

- Career Cluster Group Project Form (page 11)
- Occupation Cards, cut into 36 individual cards (pages 12-13)
- Worker Interview Form (page 15)

Supplies:

- Tootsie Roll™ (or similar product)
 - This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities.

Lesson Goal:

- The student will categorize 36 jobs into the 6 career clusters.
- The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation:

- **Essential Question:**
 - How do the career clusters relate to who you are?
- **Engagement (Hook):**
 - Students will be asked to think of something that they have to do, but don't like.
 - Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.
 - Next, students are asked to imagine something that they enjoy doing.
 - Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years.
 - Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

*Adapted from: www.missouricareereducation.org/project/guideln/cd2

Procedures:

Instructor Procedures/Instructional Strategies/Student Activities

1. Review career clusters and the attributes of the individuals who work in them, utilizing the **Career Cluster Descriptions**. Display the six **Career Cluster Posters** on the board or wall.
 - a. Students will respond to a question/answer session, such as, “Which cluster is the fixing and building cluster?”
2. Divide students into task groups. Each group will be given the following materials: **Career Cluster Group Project Form**, at least six **Occupation Cards** per group, **Worker Interview Form**.
 - a. Students are given a 5-minute time limit to perform the task.
 - b. Give each student group a set of the **Occupation Cards** and one copy of the **Career Cluster Group Project Form**. A student recorder will write the occupation name in each of the six categories.
 - c. The **Career Cluster Posters** from this lesson can also be used to determine where occupations best fit.
3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career cluster).
 - a. The class will check the answers with the following non-verbal signs:
YES -- thumbs up MAYBE -- thumbs sideways NO -- thumbs down
4. Tootsie Roll™ review of Career Clusters: The counselor holds up a bag of Tootsie Rolls or another food product with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which career cluster would this be?” (Arts & Communication)
 - a. Students will respond to questions as a check for understanding.
5. Read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which career cluster produces these items?” (Agriculture, Food & Natural Resources)
 - a. Students will respond to questions as a check for understanding.
6. “Now, imagine that you are working in the Tootsie Roll™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career cluster are you going to call for help?” (Manufacturing)
 - a. Students will respond to questions as a check for understanding.
7. “When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? Someone in an office needs to figure out where and when to make more candy. Which career cluster is this?” (Business Management & Administration)
 - a. Students will respond to questions as a check for understanding.
8. “Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have a few. Your mom reads the package to find out what one serving is (read from the nutritional information on the package). Who determines serving size, calories, and other nutritional information?” (Health Science)
 - a. Students will respond to questions as a check for understanding.

9. “You are a chef in a restaurant. You have come up with a new recipe of “Tootsie Roll™ Surprise,” a super brownie that features Tootsie Rolls™. What career cluster would your job fall into?” (Hospitality & Tourism)

a. Students will respond to questions as a check for understanding.

10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?

a. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.

11. Distribute two copies of the **Worker Interview Form** with one for practice, or print on both sides of the paper. Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they’ll practice by interviewing a peer-partner.

Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.

a. Students will contribute to list of interviewing skills.

12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the questions as if he or she were working in that work role (encourage outrageous roles).

Give students time to review the **Worker Interview Form** from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a “quick-check” of the process. Have partners switch roles and follow the same procedures.

a. Students will select the worker role they will assume; review “Worker Interview” questions; and participate in practice interviews.

13. Following students’ practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.

a. Students will reflect on process and ask clarifying questions about the procedures and/or process.

14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students’ commitment to completing the project.

Note: The most readily available worker is a parent or caregiver. Whomever students choose to interview may be in the workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her occupation/job. The same questions apply to any occupation and the students will gain a wealth of information about work, working and workers by interviewing someone. This will help students develop greater understanding and respect for all human beings. Students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the workforce.

a. Students will complete the **Worker Interview Forms** in keeping with the instructions given by the counselor.

Resource: Career Cluster Descriptions

Career Clusters are groupings of occupations by the tasks/roles of workers. People working in a specific career cluster typically share interests, abilities, and talents. Career clusters help you identify a career focus without being locked into a specific occupation.

- **AGRICULTURE, FOOD & NATURAL RESOURCES**
 - Occupations in this cluster are related to the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
- **ARTS, A/V TECHNOLOGY & COMMUNICATIONS**
 - Occupations in this cluster are related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- **BUSINESS MANAGEMENT & ADMINISTRATION**
 - Occupations in this cluster are related to planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
- **HEALTH SCIENCE**
 - Occupations in this cluster are related to planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- **HOSPITALITY & TOURISM**
 - Occupations in this cluster are related to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
- **MANUFACTURING**
 - Occupations in this cluster are related to planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

AGRICULTURE, FOOD, & NATURAL RESOURCES



Occupations in this cluster are related to the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS



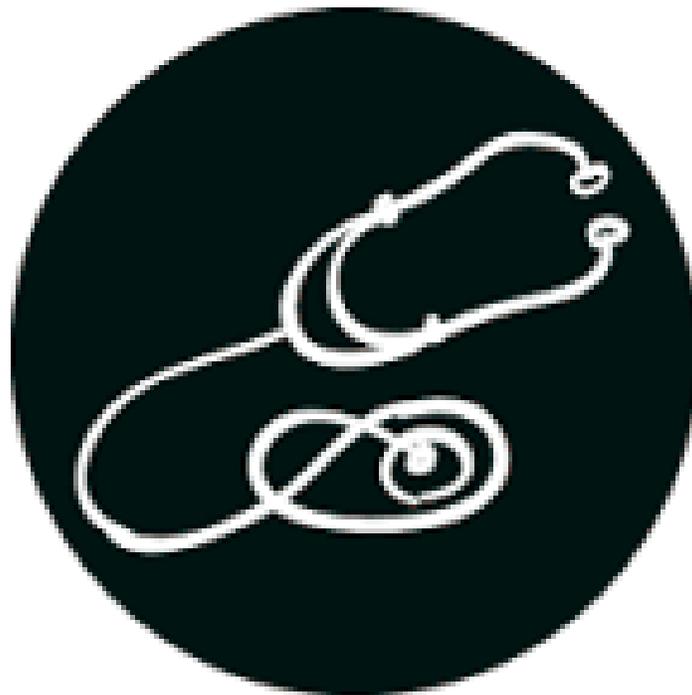
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MANUFACTURING



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Activity Sheet: Career Cluster Group Project Form

Agriculture, Food, & Natural Resources	Arts, A/V Technology & Communication
Business Management & Administration	Health Science
Hospitality & Tourism	Manufacturing

Accountant	Engineering Technician
Barber	Farmer
Budget Analyst	Graphic Designer
Chef	Housekeeping Attendant
Chiropractor	Industrial Machinery Mechanic
Conservation Scientist	Interior Designer
Dentist	Loan Officer
Dietitian	Machine Tool Operator
Electronic Equipment Assembler	Metal Fabricator

Musician	Speech Pathologist
Nursing Assistant	Stock Clerk
Pest Control Worker	Tour Guide
Photographer	Travel Agent
Physical Therapy Assistant	Veterinarian
Receptionist	Water Treatment Operator
Recreation Worker	Web Page Designer
Reporter	Welder
Retail Sales Person	Zoologist

Resource: Occupation Card Sort Answers

<p>Agriculture, Food, & Natural Resources</p> <p>Conservation Scientist Farmer Pest Control Worker Veterinarian Water Treatment Operator Zoologist</p>	<p>Arts, A/V Technology & Communication</p> <p>Graphic Designer Interior Designer Musician Photographer Reporter Web Page Designer</p>
<p>Business Management & Administration</p> <p>Accountant Budget Analyst Loan Officer Receptionist Retail Sales Person Stock Clerk</p>	<p>Health Science</p> <p>Chiropractor Dentist Dietitian Nursing Assistant Physical Therapy Assistant Speech Pathologist</p>
<p>Hospitality & Tourism</p> <p>Barber Chef Housekeeping Attendant Recreation Worker Tour Guide Travel Agent</p>	<p>Manufacturing</p> <p>Electronic Equipment Assembler Engineering Technician Industrial Machinery Mechanic Machine Tool Operator Metal Fabricator Welder</p>

Activity Sheet: Worker Interview

Student Name:	Grade:
Whom did you interview:	
Occupation:	
Questions to Ask the Person You Interview:	
Why is your job important to your company, organization or to the community?	
What led you to this occupation?	
How many hours do you work each day? _____ How many days do you work each week? _____	
Describe your work and working conditions (including your likes/dislikes):	
What special skills or talents are needed for this job (including technology)?	
What high school courses helped you prepare for this job?	
What education or training beyond high school prepared you for this job?	

Occupations in Activity
Accountant
Barber
Budget Analyst
Chef
Chiropractor
Conservation Scientist
Dentist
Dietitian
Electronic Equipment Assembler
Engineering Technician
Farmer
Graphic Designer
Housekeeping Attendant
Industrial Machinery Mechanic
Interior Designer
Loan Officer
Machine Tool Operator
Metal Fabricator
Musician
Nursing Assistant
Pest Control Worker
Photographer
Physical Therapy Assistant
Receptionist
Recreation Worker
Reporter
Retail Sales Person
Speech Pathologist
Stock Clerk
Tour Guide
Travel Agent
Veterinarian
Water Treatment Operator
Web Page Designer
Welder
Zoologist