SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: BREAKING INTO THE SHOE BUSINESS

SUBJECT: Guidance Activity GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency
• Learning to Work: Standard 3. Students will explore careers and the connection of school to work.
Competency 3.3. Identify the transition and transfer skills from school to work.
Competency 3.7. Identify ways in which individual abilities, interests, work values, and personality traits influence career options

National Career Development Guidelines Goal/Indicator
• Educational Achievement and Lifelong Learning: GOAL ED1. Attain educational achievement and performance levels needed to reach your personal and career goals.
Indicator ED1.K7. Recognize that your educational achievement and performance can lead to many workplace options.
• Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.
Indicator CM3.K4. Identify several ways to classify occupations.
Indicator CM3.K5. Identify occupations you might consider without regard to your gender, race, culture, or ability.
Indicator CM3.A2. Students will demonstrate the ability to use the Internet to research information about occupations and employment.

Lesson Objectives
1. Students will understand how math and science skills learned in high school can be transferred to occupations such as those in the South Carolina Science, Technology, Engineering, and Mathematics Career Cluster.
2. Students will research one occupation in the South Carolina Science, Technology, Engineering, and Mathematics Career Cluster.
3. Students will list several occupations in at least three career clusters.

Assessment
1. Students will research one occupation in the South Carolina Science, Technology, Engineering, and Mathematics Career Cluster.
2. Students will complete the *It Takes a Team* worksheet.
3. Optional: Students will participate in a project to design an athletic shoe.

Preparation
• Prior Learning—Activity on South Carolina's career clusters and career interest assessment, ability to access and browse the Internet

• Handouts/Worksheets—*South Carolina's Career Clusters* handout, *It Takes a Team* worksheet, brochures from the local CTE center
• Resources—O*Net (www.onetcenter.org), SCOIS, or other CIDS, Optional: websites (www.bmes.org/careers.asp, www.nait.org, www.nikebiz.com), access to computer lab, several athletic shoes
• Time Required—90 minutes

Procedures

Part One (45 minutes)
• Place several athletic shoes on a table in the front of the class. Ask students to brainstorm some occupations they think are required to design, produce, deliver, market, and sell athletic shoes.
• List the occupations on the chalk/white board.
• Give students a copy of the *South Carolina Career Clusters* handout and review it briefly with them. Review the list of occupations and have the students assign a cluster to each. What are the major clusters (e.g., Science, Technology, Engineering, and Mathematics, Business Management and Administration, Manufacturing, and Marketing, Sales, and Services) represented? Make the point that it takes a team to develop and deliver a product.
• Select several of the listed occupations and have students determine what school subjects are most closely related to those occupations. Make the point that students are now learning skills they will use in the workplace.
• Tell the students to copy the list of occupations. They will need the information for the research they will do in the next class.
• Continue the discussion by asking students to name companies that are major manufacturers of athletic shoes. Ask students to check their athletic shoes for the country where the shoe was made. Most of the shoes are made in other countries. Ask students to identify the occupations on the brainstormed list they think might be located outside of the United States. Explain to students that moving work outside the country is called "out-sourcing" and is a growing practice. What impact does this have on the shoe industry in the United States? On other industries?

Part Two (45 minutes—computer lab)
• Give students a copy of the *It Takes a Team* worksheet and review it with them. Tell students they will research an occupation from the Science, Technology, Engineering, and Mathematics cluster.
• Help students access O*Net, SCOIS, or another CIDS and give them time to do their research and complete the worksheet (about 25 minutes).
• Direct students to the Nike website (www.nikebiz.com) and have students explore the jobs section to see actual requirements for real jobs. Discuss the various opportunities and compare them to the list of occupations the students brainstormed.

• Suggest to students they might use SCOIS, O*Net, another CIDS, or visit the library to further explore occupations.

• Suggest students explore the Biomedical Engineering Society and the National Association of Industrial Technologists websites (www.bmes.org/careers.asp, www.nait.org) for more information.
• Make the connection between the CTE programs, careers of interest, high school courses, and writing their high school career/education plan. Be sure students realize that what courses they take in high school and how they achieve have an impact on what postsecondary education/training opportunities will be open to them.

Part Three (Optional)
• Have students work in groups to design an athletic shoe that will allow students to perform superhuman feats. They must use math and science applications in designing the shoe to determine the distance, height, etc. the shoe will allow them to perform.
• If possible do the project as a contest and contact a local athletic shoe store to donate a gift certificate to the winner.
• Coordinate this activity with the math and science teachers.

Agriculture, Food & Natural Resources
Processing, production, distribution, financing and development of agricultural commodities and natural resources.

Architecture & Construction
Designing, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications
Creating, exhibiting, performing and publishing multimedia content.

Business, Management & Administration
Organizing, directing, and evaluating functions essential to productive business operations.

Education &Training
Providing education and training services, and related learning support services.

Finance
Financial and investment banking, insurance, and business financial management.

Government & Public Administration
Executing governmental functions at the local, state, and federal levels.

Health Science
Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism
Managing restaurants and other food services, lodging, attractions, recreation events, travel-related services.

Human Services
Providing for families and serving human needs.

Information & Technology
Designing, supporting, and managing hardware, software, multimedia, and systems integration.

Law, Public Safety & Security
Providing legal, public safety, protective, and homeland security services.

Manufacturing
Processing materials into intermediate or final products.

Marketing, Sales & Services
Performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics
Performing scientific research and professional technical services.

Transportation, Distribution, & Logistics
Managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

It Takes a Team

Name: _____ ***Date:*** _____

Directions: Part 1—Choose one occupation from the Science, Technology, Engineering, and Mathematics cluster that would be involved in designing and developing an athletic shoe. Answer the questions below.

Occupation Name _____

1. What are the major work duties/responsibilities for this occupation?

2. What skills and abilities are required?

3. What high school courses would help you prepare for this occupation?

4. What education/training after high school is required?

5. What is the salary range for this occupation?

6. What is the employment outlook for this occupation?

7. How does this occupation match with your career interest assessment?

8. Which of your strengths and personal qualities "fit" with this occupation?

Directions: Part 2—The clusters listed below contain occupations required to produce, deliver, market, and sell athletic shoes. Write the names of three of those occupations for each cluster.

Business, Management and Administration Career Cluster:

1. _____

2. _____

3. _____

Manufacturing Career Cluster

1. _____

2. _____

3. _____

Marketing, Sales, and Services Career Cluster

1. _____

2. _____

3. _____