

# Unit I

## Investigate Key Careers in Nutrition and Wellness

### Practical Problem:

How do I identify careers related to nutrition and wellness?

### Missouri Family and Consumer Sciences Competencies:

- (E-1) Identify career clusters and careers related to nutrition and wellness.
- (E-2) Research jobs and careers related to nutrition and wellness.
- (E-3) Examine ethical issues and work-related responsibilities.

### Enabling Objectives for Competency Mastery:

1. Review career clusters and identify those that relate to nutrition and wellness.
2. Gather information on careers related to foods and nutrition.
3. Gather information on careers related to health, fitness, and wellness.
4. Explore ethical issues in the work-place.
5. Describe work-place responsibilities.

## Teacher Background Information

### Rationale

While many aspects of nutrition and wellness relate to personal health, many career and technical jobs are available in these fields. Increasing interest in a healthful lifestyle, new technology, current research, and access to health care all contribute to job growth. The Career Paths/Career Clusters concept is intended to give all students the academic preparation, guidance, career-related knowledge, and flexibility to help them plan studies that are in line with their interests, abilities, and career goals.

### Background

The Career Paths/Career Clusters framework supports the schools' need for academic accountability and improved achievement for all students. At the same time, the Career Paths/Career Clusters allow family and consumer sciences teachers to help students explore many aspects of the health, nutrition, fitness, and food industries where increasing employment opportunities are available.

New jobs and career paths emerge every few months or years. It is not possible to prepare students new for the possibilities that lie ahead. Students need basic workplace skills that can be adapted to many changing work places.

Entry level jobs allow inexperienced workers to learn on the job. Many jobs require specialized training and may not be available to students without some advanced preparation. Other jobs require higher education, certification, or credentials. Through planning, evaluation and goal-setting students can explore the world of work.

Career Communications, Inc. has developed American Careers student publications and Teaching Guides to integrate academic and career development objectives. Student activities are contextual, respond to the needs of diverse learners and meet state standards and national counseling and career development guidelines. Information about these resources is available online at <http://www.carcom.com/>

## References:

Department of Labor Bureau of Labor Statistics. (2006). Occupational Outlook Handbook, 2006-07 Edition (BLS Bulletin 2600). Washington, DC: U.S. Government Printing Office (online version: <http://www.bls.gov/oco/home.htm>)

Eubanks, E; Sasse, C.R; and Glosson, L.R. Shaping your Future. (2000). (pp. 438-505). New York: Glencoe/McGraw-Hill.

Family, Career, and Community Leaders of America (FCCLA). Career Connection. CD-ROM

Missouri Department of Elementary and Secondary Education Division of Career and Technical Education. Career Clusters. [http://dese.mo.gov/divcareered/career\\_clusters.htm](http://dese.mo.gov/divcareered/career_clusters.htm) accessed October 3, 2004

Montgomery, B. Curriculum Resource Guide for Career and Family Leadership. (2002). (pp. 139-163). Columbia, MO: The Curators of the University of Missouri on behalf of the Missouri Department of Elementary and Secondary Education.

## Instructional Strategies

1. **Review career clusters and identify those that relate to nutrition and wellness. (Competency E-1)**
  - a. Print out a copy of the Missouri Career Cluster poster at [http://dese.mo.gov/divcareered/career\\_clusters.htm](http://dese.mo.gov/divcareered/career_clusters.htm) and post for review. Brainstorm a list of careers related to nutrition, food, science, fitness, and health, or wellness.

### **Questions for Discussion/Formative Assessment**

- *Is it possible to pursue a career in any of the cluster areas that relate to one of these topics?*
- *Why do you think the clusters are organized the way they are?*
- *List some of the skills or strengths people in each cluster might have?*
- *Do you feel you are more interested one cluster, or are there several that appeal to you?*

**Teacher Note:** <http://www.careerclusters.org/> is the website for the information on Career Clusters. You will find descriptions for all 16 career clusters with links to sample plans of study.

- b. Use the K-W-L-M technique to tap into your prior knowledge of career clusters. Connect that knowledge to new information related to nutrition, food science, fitness and health, or wellness. Draw the K-W-L-M grid an overhead transparency or large sheet of poster paper. Brainstorm facts you know about career cluster from previous classes. Develop a set of questions you want to discover more about regarding career opportunities in food service, health care, technology, fitness, nutrition, or other helping professions. Save the work on the chart and add details and descriptions to the Learned column as you work through this unit. Near the end of the unit you will fill in the last two columns of the grid with information that you learned and resources to consult for further information.

**Teacher Note: Example for KWLM**

What do we know	What we want to discover	What we learned	How can we learn more
List facts	Pose questions	Details and Descriptions	Actions or activities
16 Actual Career Clusters	How much training is needed	Dietitian starting salary	Occup. Outlook Handbook

- c. Use Activity Sheet #1(a) and 2(b): **Career Paths For Anyone Interested in Nutrition and Wellness** to identify which career paths lead to jobs in the nutrition and wellness fields. Using the list of job titles, sort the titles and list them in columns under the Career Path that you think is the best fit. Then divide into six groups to investigate each Career Path. Each group will choose one Career Path to examine. Compare the job titles on your sheet to the description in the Occupational Outlook Handbook (See Reference section in this unit.). Are there some titles that you think should be moved to different column after further investigation?

**2. Gather information on career related to foods and nutrition. (Competencies E-1, E-2)**

- a. Invite the food service supervisor or dietitian from your school district to talk about these careers. Take a tour of your school's food service area. Point out the variety of jobs that are needed for this food service operation.

**Questions for Discussion/Formative Assessment**

- *What types of skills are needed for these jobs?*
- *How much training and education are needed for these jobs?*
- *What is the job market like? Are jobs easy to find or difficult?*

- b. Organize a field trip to a local restaurant. Select one job to explore and report on after the field trip. Ask the appropriate questions during the tour to be able to write a 2-3 paragraph position description for the job you have investigated.

**Questions for Discussion/Formative Assessment**

- *How many different jobs are needed to operate a restaurant?*
- *Is this a growing or shrinking industry in your community?*
- *What skills are needed for each of the positions?*
- *How many hours do employees work on average?*
- *What personality traits and abilities are needed for success in this industry?*
- *What professional organizations are available for someone wanting to learn more?*
- *How do people get started in this industry?*

- c. Use classroom, library or Internet resources to research more about the position you chose in Instructional Strategy 2(b) above. Research the training or education needed for the position, the average starting salary for the position, and other employment facts about the job. Write a one paragraph summary of your findings.
- d. FCCLA Activity. Use the Career Connection CD-ROM to complete the “Career Scan” to identify how your previous experiences prepare you for a career in the nutrition, health, or wellness areas.

**3. Gather information on careers related to health, fitness, and wellness. (Competencies E-1, E-2)**

- a. Interview a person in your community whose job is related to personal health, fitness, or wellness. For example, you might interview someone who is a counselor in a weight-loss center, a dietitian, an athletic trainer, a community educator with the Cooperative Extension Service, or a coach. Choose a type of career that interests you. Interview the person about their education and training for their job, explore the work they do each day, ask about professional organizations or trade associations that support their industry, etc.
- b. Sponsor a career fair at your school. Invite local professionals to set up a table with information about their companies and their careers. They may want to bring in equipment, posters, brochures, or other items to show that helps describe their work. You might also include tables for cholesterol screening, blood pressure checks, etc.
- c. Tour a local hospital or health care facility that offers a wellness program. Explore the areas that are related to health, fitness and wellness.

**Questions for Discussion/Formative Assessment**

- *How many different jobs did you learn about?*
- *What levels of training or education are needed for each job?*
- *Which jobs focus on keeping healthy people healthy? Which jobs focus on helping people overcome health problems?*

**4. Explore ethical issues in the work-place. (Competency E-3)**

- a. Work individually to complete Activity Sheet #2: **Dependability in the Workplace** to explore many issues that reflect an employee's attitude and work-place performance. Divide into small groups to discuss how you would feel if you worked with someone who displayed each of the behaviors described.
- b. Fill in the blanks on Activity Sheet #3: **Attitudes for Job Situations** to examine positive and negative attitudes and how your attitude affects your co-workers.

**5. Describe work-place responsibilities. (Competency E-3)**

- a. Divide the class into teams. Challenge students to imagine they have developed a new food product. They want to start their own business to produce and market this new food product. Each team needs to select the president of their company and decide on their new product. They then need to determine the other positions they will need in their company such as a marketing director or food scientist. Allow time for each "company" to advertise to the whole class. Use the FDA website to help think of legal issues and other issues necessary to obtain permits, inspections, etc. <http://www.cfsan.fda.gov/~comm/foodbiz.html>

**Questions for Discussion/Formative Assessment**

- *How are the companies you created alike and different?*
- *What jobs are needed in every company? What jobs are unique among the companies?*
- *Where would you go first to start your company?*

- b. Work-place safety is an important responsibility all employees share. Visit the Youth Rules website sponsored by the U.S. Department of Labor at <http://www.osha.gov/SLTC/youth/restaurant/index.html> to explore some of the safety concerns for teens working in the food service industry.
- c. Review Fact Sheet #1: **Career Connections** to learn more about this FCCLA program that focuses on different aspects of career development. There are six different areas of career exploration that you may choose to pursue.

## Summative Assessments

### Paper and Pencil

1. Research a job that interests you in the area of nutrition, health, or fitness. Write your own career statement or goal statement that you would use on a resume to apply for that position. (Competencies E-1, E-2)
2. Using the information from your interview in Instructional Strategy 3(a), write a summary report describing the person you interviewed and what you learned about his or her job. Be sure to include a description of the person's job and explain why this job would or would not appeal to you as a career option. (Competency E-2)

### Classroom Experiences

1. FCCLA Activity. Develop an Illustrated Talk to present information about appropriate work-place behaviors and ethical issues. Use technology to support your presentation. (Competency E-3)

**Fact Sheet #1****Career Connection**

1910 Association Drive, Reston, VA 20191 – (703) 476-4900 – (703) 860-2713 Fax – [www.fcclainc.org](http://www.fcclainc.org)

**Career Connection:**

Career Connection is a national FCCLA program that guides young people to link their options and skills for success in careers, families, and communities. Through individuals, cooperative and competitive activities, members –

- Discover their strengths
- Target career goals
- Initiate a plan for achieving the lifestyle they desire

**Career Connection Topic Areas:**

Six units focus students' activities on different aspects of career development. Students can choose a unit, then plan and carry out related projects that strengthen their awareness of skills needed for careers. Each unit includes information, related activity ideas, at least 14 specific project suggestions, three or four reproducible project tools, and more.

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| <ol style="list-style-type: none"> <li>1. <b>PLUG IN</b> to Careers<br/>Understand Work and Career Connection Program</li> <li>2. <b>SIGN ON</b> to the Career Connection<br/>Link Personal interests, skills, and goals to career clusters</li> <li>3. <b>PROGRAM</b> Career Steps<br/>Prepare with education, leadership, and work experiences</li> </ol> | <ol style="list-style-type: none"> <li>4. <b>LINK UP</b> to jobs. Learn to find and land a job.</li> <li>5. <b>ACCESS SKILLS</b> for Career Success. Practice being productive.</li> <li>6. <b>INTEGRATE</b> Work and Life.<br/>Manage interconnected roles in families, careers, and communities.</li> </ol> |
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**Career Connection CD-ROM:**

The Career Connection and Leaders at Work CD-ROM provides everything students need to make the Career Connection, including –

- a “Career Scan” to help students identify and analyze
- previous career-related experiences
- dozens of ideas for simple, short-term student activities
- more than 90 suggestions for individual, cooperative, and competitive student projects
- insight from FCCLA alumni and family-friendly employers
- two reproducible tool sheets to use with projects and activities

For more information on the FCCLA Career Connection program and the Career Connection and Leaders at Work CD-Rom, log onto the FCCLA Web site, [www.fcclainc.org](http://www.fcclainc.org). Contact your local FCCLA chapter to find out how to make a Career Connection through FCCLA.

**Awards:**

Family, Career and Community Leaders of America offers national recognition to chapters and members that complete FCCLA Career Connection projects. This honor includes cash awards and special recognition for their hard work and innovative projects in the National Programs Award Application available on the FCCLA Web site, [www.fcclainc.org](http://www.fcclainc.org).

Awards: Middle School Award - \$1,000

High School Award – \$1,000

Runner – Up Award - \$500

Deadline: Award applications due to FCCLA national headquarters postmarked by March 1.



**Competency E-1  
Activity Sheet #1(a)**

**Name** \_\_\_\_\_

**Career Paths for Anyone Interested  
in Nutrition and Wellness**

Using the list of occupations below, write the name of the occupation under the column on the next page that you believe is the best match for the career path related to that occupation. For example, what career path do you think a Personal Trainer would fall under: Business, Management and Technology, Human Services, Arts and Communication, Health Services, Industrial and Engineering Technology, or Natural Resources and Agriculture? Sort all of the job titles below into the appropriate career path column.

Personal Trainer	Clinical Dietitian	Owner
Weight Counselor	Sanitarian	Cook
Community Recreation Director	Marketing Director	Food Court Coordinator
Wellness Specialist	Product Research and Development	Nutrition/Health Educator
Employee Assistance Advisor	Public Health Educator	Assistant Art Director
Food Technician	Dietary Aide	Food Stylist
Food Inspector	Community Health Nurse	Food Editor
Food Scientist	Food Sales Manager	Test Kitchen Manager
Food Science Technician	Assistant Banquet Manager	Food Bank Director
Lab Technician	Chef	Meals on Wheels Director
Catering Director	Home Health Aide	



Competency E-1  
Activity Sheet #1(b)

Name \_\_\_\_\_

**Career Paths for Anyone Interested in  
Nutrition and Wellness**

Natural Resources Agriculture
Industrial and Engineering Technology
Health Services
Arts and Communication
Human Services
Business, Management and Technology

**Competency E-3**  
**Activity Sheet #2**

Name \_\_\_\_\_

## Dependability in the Workplace

Place an X in the column to indicate the dependability of the worker described in each statement.

	Dependable	Not Dependable
1. This worker is at work on time every day.	<input type="checkbox"/>	<input type="checkbox"/>
2. This worker comes back from breaks late once in awhile.	<input type="checkbox"/>	<input type="checkbox"/>
3. This worker sits down when he gets tired; he just does his work when he feels like it.	<input type="checkbox"/>	<input type="checkbox"/>
4. This worker makes a commitment to do a job and then does it.	<input type="checkbox"/>	<input type="checkbox"/>
5. This worker makes phone calls during the working day instead of doing her work.	<input type="checkbox"/>	<input type="checkbox"/>
6. The workers make medical and other personal appointments after work hours.	<input type="checkbox"/>	<input type="checkbox"/>
7. This worker promises to cover a co-workers shift and then at this last minute decides not to work.	<input type="checkbox"/>	<input type="checkbox"/>
8. This worker looks around for more work to do when one task is finished.	<input type="checkbox"/>	<input type="checkbox"/>
9. This worker calls in sick whenever he just wants the day off.	<input type="checkbox"/>	<input type="checkbox"/>
10. This worker tries—even when the job seems too difficult.	<input type="checkbox"/>	<input type="checkbox"/>
11. This worker keeps her work area neat and organized.	<input type="checkbox"/>	<input type="checkbox"/>
12. This worker writes down her supervisor's instructions and asks questions when they are not clear.	<input type="checkbox"/>	<input type="checkbox"/>

Competency E-3  
Activity Sheet #3

Name \_\_\_\_\_

**Attitudes for Job Situations**

The following statements represent positive and negative attitudes. Under each statement, indicate (1) whether it represents a positive or negative attitude, (2) who is affected, (3) the expected outcome, and (4) a suggestion for an alternative action.

Example: "It is time to stop my work for my break, but I know this filing needs to be finished this morning, I will finish filing and then take my break."

**Attitude:** Positive

**Who is Affected:** Co-workers or supervisor who needs to use those files

**Expected Outcome:** Employee is thought to be responsible and reliable

**Alternate action:** "It is my break time; I will finish this when I get back."

- 1. OH! I overslept, I will call the office to let someone know that I am running late and will be there soon.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

- 2. Nobody at the office like Keri. I guess I don't like her either. It may be that I have not tried to get to know her. I will start being friendly to her this afternoon.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

- 3. I need pencils and 3-ring binders for school. I will take some from the office supply cabinet. There are plenty of extras stored there and they don't really belong to anyone at work.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

4. Ms. Carlson told me to do this task step-by-step until I learn the routine, but this shortcut will save time. I know she won't mind if I finish quickly and move on to something else.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

5. I need to make an appointment for my dental checkup. I will try to schedule the appointment early in the afternoon and then just take the rest of the day off. It wouldn't make sense to come back to work for just an hour or so.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

6. I want to come in a few minutes early tomorrow so that I can organize my desk area before everyone else arrives and the phones begin ringing. It will go faster if I don't have other interruptions.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

7. I was just making photocopies and I overheard Dylan tell Chris that he thinks Mr. Tyler is going to fire Liz this afternoon because Dylan found a memo about it in the copy machine. Did you know about it?

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_

8. Joi asked if I would take her shift on Saturday because her mother is visiting from out-of-town. I don't have plans, but I told Joi that I did because I don't want to work her shift. I know she covered for me last month when I was sick, but that's different because I didn't plan to be sick.

**Attitude:** \_\_\_\_\_

**Who is Affected:** \_\_\_\_\_

**Expected Outcome:** \_\_\_\_\_

**Alternate Action:** \_\_\_\_\_