FACS State Course Name: Nutrition and Wellness

Unit: Nutrition and Wellness Careers  Lesson: N & W Career Exploration

Competencies/Purpose: N14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONW43.2 – Analyze career paths within dietetics, fitness and nutrition industries

Time Needed: 180 minutes (2 block periods)  Author: Diane Racicot

FACS Standards (Colorado and National):
CONW3.2.1 Determine the roles and functions of individuals engaged in dietetics, fitness and nutrition careers.

Colorado Academic/Model Content Standards (CDE):

RWC04.02.a - Research and Reasoning - Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment - Synthesize information to support a logical argument

RWC01.03.a - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience

RWC01.07.b - Oral Expression and Listening - Oral presentations require effective preparation strategies - Use verbal and nonverbal techniques to communicate information

PWR2.2.a - Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information / Information Technology - Select, integrate, and apply appropriate technology to access and evaluate new information

PWR2.7.d - Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for actions.

PWR2.7.f - Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Demonstrate awareness of and evaluate career options.

PWR2.7.g - Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.

Objectives- 1. Upon completion of this lesson, students will be able to list and categorize at least 15 different occupations relating to the Nutrition, Fitness and Wellness fields, including the education and training requirements for these occupations. 2. They will compare and contrast two of these occupations, (one they are interested in and one they have never heard of).
**Tools, Equipment & Supplies:**
- Computers (Wall Wisher, Prezi, Go Animate, Glogster)
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Overhead Masters
- Workbook pgs. Click here to enter text.
- Other Click here to enter text.

**Resources:**
- Handouts
- Multimedia Click here to enter text.
- Overhead Masters
- Workbook pgs. Click here to enter text.
- Other Click here to enter text.

**Key Terms: Career Cluster:** A grouping of occupations and broad industries

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<th>Pathways: A broad groupings of careers that share similar characteristics and whose employment requirements call for many competencies</th>
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<tr>
<td>Plan of Study: A document sequence of academic and career-related courses, from ninth grade to post secondary education which leads to an industry-recognized certificate or licensure, and/or an associate or baccalaureate degree, etc.</td>
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**ICAP: Individual Career and Academic Plan**

**Introduction of Lesson:** (Day one is scheduled for the computer lab or with laptops)

1. Daily Supplement Question: List 5 jobs related to the nutrition, fitness and wellness industry. Give examples of each. (Using at least 5 complete sentences, students will answer this question as a bell ringer/warm-up).
2. Wallwisher: Students will be asked to post at least 2 different occupations relating to nutrition, fitness or wellness that have not been posted.
3. Before topic is discussed as a class, students are handed a blank piece of paper and asked to fold it in 4 column, with the following headings:
   - Health Information
   - Diagnostic Services
   - Biotechnology Research & Development
   - Support Services
4. Class Discussion: As Students review the answers to their daily supplement question, students list jobs that fall under each category. Students will then be asked to circle two occupations that might interest them and one that they have never heard of.

**Exploring the Content (Lesson):**

1. Class will review the Colorado Career Cluster Model introduced earlier.
2. Using collegeincolorado.org, depending how far they reached the day before, students will review at least two of the following: “Compare to Another Career”, “Add to Profile”, “Your Profile” and “Start Career Plan”.
3. Summarizing the written information and podcasts on the careers, they will create a colorful comparison of two careers, using a T Chart or Venn Diagram, on the computer or a large piece of paper, using pictures and short phrases.
4. Class Discussion: Students will share their findings with the class using their poster, computer projector screen or other format that the whole class can see.
5. Students may need time to finish, edit and share their presentations the next class period.

**Review/Summary:**

1. As students listen to the presentations, they will create a graphic organizer that lists at least 15 occupations relating to the nutrition, fitness and health fields.
2. **Students will post their findings around the room for their classmates to review.**

**Assessment:**

1. Visual Presentation: Students will be evaluated on the construction of the visual as well as the presentation.
2. Graphic Organizer
3. Written Open-Ended, multiple choice and matching questions on the Unit Test.

**FCCLA Integration:** Students may utilize this lesson to compete in Applied Technology or Career Exploration. FCCLA National Programs that can be Used for STAR Event Projects may include Career Connection, Community Service and Families Acting for Community Traffic Safety, Power of One and Student Body. For instance, Student Body includes educating peers about making informed, responsible decisions and establishing positive habits and attitudes so students could create mini lessons for the Today’s Foods classes about not only health or culinary-related careers but any nutrition and wellness topic, which would not only introduce the underclassmen to the chosen topic but it would also introduce them to FCCLA and FCCLA competitions.