

# **LESSON 8**

# **CAREERS**

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## **9-11 YEAR OLDS**

### **PURPOSE**

To learn about specific types of clothing and textile careers and occupations.

### **OBJECTIVES**

Youth will be able to:

- ◆ identify five jobs or careers in the textiles and clothing area.
- ◆ classify jobs and careers related to textiles and clothing by various job characteristics or skills.
- ◆ identify jobs and careers in textiles other than those related to clothing and fashion.

### **LESSON TIME**

30 Minutes

### **LEARNING ACTIVITIES**

CAREER VOCABULARY  
CAREER CHOICES  
CAREER CAPERS  
CAREER CONNECTIONS

### **ADVANCE PREPARATION**

1. Read the BACKGROUND BASICS on Careers.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

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## Do

The following is suggested for using the activities in Lesson 8. Materials needed for each are listed within the activity.

- ◆ Identify careers related to clothing and textiles with CAREER VOCABULARY and CAREER CHOICES.
- ◆ Explore the world of textiles occupations and opportunities within your local communities in CAREER CAPERS.
- ◆ Identify career clusters by categorizing careers with CAREER CONNECTIONS.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Name five of the careers that you learned were in the textile industry.
- ◆ Name some careers that you discovered were in the clothing and textile industry.
- ◆ What are elements of a career you should consider?  
**education requirements, salary, region, and working conditions**

## APPLY

Help youth learn to apply what they have learned to their daily clothing choices.

- ◆ Look at your local community and the jobs available in the textiles and clothing industry.

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## BACKGROUND BASICS...Careers

Career opportunities in the textile industry have grown with the increased use of the computer and other new technologies. Careers in textiles are no longer limited to those dealing directly with fabric or fashion designs.

For example, computers are a necessary part of the textile industry. Not only do computers help to track shipments, keep inventory and forecast future sales, but they help in the designing and creating of items also. Using CAD (Computer Aided Design) computers can be programmed to tell a machine how to weave the fabric. They can analyze a color sample and tell you how to dye a particular fabric to match other fabrics. Computers are used to quickly create fabric designs and to arrange pattern pieces on the smallest amount of fabric possible. Even the sewing machines in our homes are becoming computerized. These machines sew faster and can be programmed to do a lot of the work for us.

It is important to recognize those careers that are indirectly related to textiles, but still play a large role in providing us with the choices in clothing and other items made from textiles. Some examples of the non-traditional textile jobs include those of the chemist, the engineer, the mechanic, and the interior decorator. The activities in this lesson will explore those careers, hopefully increasing awareness of the steps needed to bring the consumer the items they desire but also to help youth recognize the world of occupations and career opportunities available to them.

### Career Clusters

A career cluster is a group of occupations that are alike in the kind of work that each involves, and each cluster focuses on certain types of business related skills and interests. Some clusters might be more business related while other might concentrate more on creativity. The skills that define the jobs in a career cluster should be transferable from one job to another in the cluster. If you have skills for one of the jobs in the career cluster, it should be easy to make a career move to another job in the cluster.

Identifying career cluster can be important in planning career goals and exploring opportunities. A career cluster that has many transferable skills might be better for a person just beginning their career, while as they become more specialized, they could move into a career cluster with less transferable skills. Identifying career clusters helps identify opportunities that might not have been considered before.

When identifying career clusters, there are several categories of information that it is important to consider. The actual job and the responsibilities entailed, the wage, the skills and education needed; working conditions and lifestyle conditions that the job demands are a few examples.

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Careers in the Clothing and Textile Industries can be classified into several general categories by the nature of the jobs. The following classifications are used in the activities in this lesson.

By focusing in on classifying and clustering careers, we hope young people will begin to see the basic skills or competencies that are needed in most jobs today. During recent years, a national effort has been in force to help educate youth for the future workforce. Five nationally recognized competencies can be learned by youth at early ages in out-of-school settings when curricula is coordinated with formal learning. The workforce competencies are:

## RESOURCES

They know how to allocate time, money, materials, space, and staff.

## INTERPERSONAL SKILLS

They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

## INFORMATION

They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

## SYSTEMS

They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

## TECHNOLOGY

They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

In addition, competent workers in high-performance workplaces need these Foundation Skills:

## BASIC SKILLS

Reading, writing, arithmetic, and mathematics, speaking, and listening.

## THINKING SKILLS

The ability to learn, to reason, to think creatively, to make decisions, and to solve problems.

## PERSONAL QUALITIES

Individual responsibility, self-esteem and self-management, sociability, and integrity.

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Many of the activities throughout this project have been designed with these skills in mind. As you conduct any activity throughout this project, help youth reflect of the skills they are acquiring and those they will use throughout life!

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|---------------------|---|
| <b>OBJECTIVES:</b>  | For youth to: <ul style="list-style-type: none"><li>◦ identify careers in clothing and textiles.</li></ul>                        |
| <b>LIFE SKILLS:</b> | <ul style="list-style-type: none"><li>◦ Practice creative thinking skills.</li><li>◦ Group cooperation skills.</li></ul>          |
| <b>MATERIALS:</b>   | CAREER WORD SEARCH workbook page 31<br>JOB IDEAS FROM A TO Z LIST<br>Paper and pencils<br>Chalk board/chalk or flip chart/markers |
| <b>TIME:</b>        | 30 Minutes  |
| <b>SETTING:</b>     | A comfortable room with tables and chairs.  |

## INTRODUCTION

A career is the job you want to hold when you grow up. There are many careers that you may not realize exist. You may be surprised at all the job opportunities that exist that relate to the clothing and textile industry. Let's focus in on jobs and career possibilities that we can explore.

Let's start with what we know...think about when you went to a fabric store to shop for your pattern, fabric and notions, what kinds of jobs did you see? (list on a chalkboard or flipchart)? Now, think about all the textile items around you. They all have to be made by someone and there are many people involved in the process. What different kinds of jobs can you think of that produces, markets and delivers these items to your community? Think of all the ads you see on television, magazines and catalogs. These are all produced by people, many who have a career in textiles.

## Do

Create a CAREER VOCABULARY - Jobs from A to Z!

- ◆ Have the participants complete the CAREER WORD SEARCH on page 31 of their workbooks.
- ◆ Now that you're beginning to think about some careers and job opportunities in the clothing and textile industry, using the alphabet let's see how many jobs you can write down from A to Z.

NOTE: Youth may wish to team up to do this. You can encourage them to think about the learning experiences from all their previous activities (making fabric, cutting out garments, caring for clothing, etc).

## LESSON 8: CAREERS

### Activity 1: Career Vocabulary

- ◆ Use the CAREERS: "Jobs A to Z" IDEAS LIST to draw suggestions from the group if they can't think of possibilities.

## REFLECT

- ◆ Was it hard to find the careers in the word search? Did you help your friends?
- ◆ Could you think of a career for each letter of the alphabet?
- ◆ Did you mind if others helped you think of a career?  
**no, working together helps create more ideas**
- ◆ Let's name some careers that you identified were in the clothing and textile industry.
- ◆ What is a related career to the textile industry?  
**truck driver, engineer, mechanic**
- ◆ Did you realize the number of jobs created and the people it takes to make a garment? Get it to the consumer? Keep it clean?
- ◆ Name a career that you might be interested in?

## APPLY

- ◆ Demonstrate the use of your new career vocabulary. Play the Career Vocabulary game. Seat your group in a circle. Have a participant volunteer to be *it*. *It* points to someone in the circle and calls any letter of the alphabet (excluding the letter x). The person called upon must then respond with a career in textiles that begins with that letter. Give the respondent 30 seconds to respond.
- ◆ Allow the participants to be creative in the answers. If they can justify an answer then give them credit. Be sure to include related careers. If the person says a career, then they get to be *it* and choose the next person and letter. If they do not call out a correct career, the original *it* chooses another person and a different letter. Encourage the participants to choose a variety of letters and try not to repeat careers.

## **"Jobs from A to Z" IDEAS LIST**

### **A**

Advertising Account Manager  
Alterations Expert  
Artist

### **B**

Buyer/Assistant Buyer -  
goes to the wholesale markets and fashion shows and chooses merchandise for their stores

### **C**

College Instructor/Professor  
Colorist -  
a color chemist that formulates or matches color dyes for fabric/yarns.  
Computer Programmer  
Copywriter - composes ads, prepare material to promote sales through newspapers, catalog, leaflets and direct mail.

Cotton Farmer  
Customer Service Personnel

### **D**

Delivery Truck Driver  
Department Manager  
Display Director -  
designs displays for the store for promotion of merchandise, special looks for holidays or promotions  
Dressmaker -  
a garment maker with excellent sewing skills, who sews the final samples of the original designs.  
Dry Cleaner  
Presser - operates the machines that iron clothes  
Sorter - separates clothes that can be washed together  
Spotter - examine clothes for stains

### **E**

Engineer -  
chemical and environmental/textile engineers might work with fiber and fabric industries, dry-cleaning industries, etc.  
Extension Home Economist

### **F**

Fabric Buyer -  
selects and buys fabric for retail fabric stores or fashion designers.  
Fabric Designer -  
is an artist who designs new fabric patterns, designs and color combinations for fabric companies  
Fabric Finisher -  
applies finishes to fabrics: sizing, flame retardants, perma-press finish.  
Fashion Coordinator -  
establish fashion policy for their stores, plan special programs for schools and other groups, produce style shows, and occasionally work with sales personnel to keep them up to date on fashion trends.



## **LESSON 8: CAREERS**

### ***Activity 1: Career Vocabulary***

Fashion Stylist - thinks up original new ideas for garments

Fashion Designer -

designs garments for special customers, ready-to-wear manufacturers, motion pictures or stage productions, or pattern companies.

## **G**

Garment Construction:

Cutters - operate machines that will cut through the fabric

Finishers - complete any hand sewing on a garment

Markers -

transfer the outline of the pattern to the fabric for cutting

Sorters - sort fabric pieces into bundles according to piece

Patternmaker -

draft final patterns from the original designers' sketches; prepare muslin sample garment; work with designer to help designs succeed.

Pattern grader -

expand the patternmaker's first sample to all other sizes the consumers will buy.

Spreader -

a skilled person who precisely stacks smooth layers of fabric so that many garments can be cut out at the same time

## **H**

Home Economics/Family Consumer Sciences Teacher

## **I**

Interior Decorator

Inspector -

someone who inspects at several levels within the manufacturing processes within the textile industries

## **J**

Jobber - the job title of the garment distributor from wholesale to retail.

## **K**

Knitter/Knitting machine operator

## **L**

Laboratory Technician

Laundry Worker

Lawyers - work with industries requiring patents, federal regulations, etc.

## **M**

Maintenance Worker

Mechanic

Merchandise Manager -

oversees the merchandise supply for an entire retail store; may participate in buying trips and help plan store promotions

Models

## **N**

## **O**

Operators - looms, knitting machine or other machine operators

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### ***Activity 1: Career Vocabulary***

#### **P**

Pattern Designer -

an artist who creates the fashion designs for a home-sewing company who makes retail patterns.

Photographer - shoots the photos for fashion layouts for promotions/advertisements/commercials

Promotions Director - organizes sales and when they are going to have them

#### **Q**

Quality Control Expert - designs the quality control systems used in manufacturing fabrics/garments.

#### **R**

Researcher - finds out what fashions, fabrics, stores, etc. people like best through surveys

#### **S**

Salesperson - answers questions about merchandise and sells the clothes and accessories.

Security Guard

Sheep Rancher (wool)

Shoe Salesman

Stock Clerk

#### **T**

Tailor

Textile Chemist-

develops new fibers and finishes to treat fabrics (fire resistant; stain resistant)

Textile Technologist-

expert on mechanical processes in fabric manufacturing

#### **U**

Upholsterer

#### **V**

Vat dye workers

#### **W**

Warehouse Manager

Weaver

#### **X**

#### **Y**

Yarn Converter - changes fibers into yarns

#### **Z**

Zipper Manufacturer

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ identify and define careers in the textile industry.</li><li>○ identify and explore careers related to the textile industry.</li></ul>
<b>LIFE SKILL:</b>	○ Careers and the world of work.
<b>MATERIALS:</b>	CAREER CHOICES questions YES AND NO CHOICES CARDS for each team CAREER EXPLORATION Workbook activity, page 32 Suggested gameboard plan
<b>TIME:</b>	30 Minutes
<b>SETTING:</b>	Room with tables for participants to work in small teams.
<b>ADVANCE PREPARATION:</b>	Copy Yes and No Cards for each team and cut out. Or, provide scissors to youth to prepare their own before starting.

## INTRODUCTION

Many people work in the clothing and textile industry, but we often do not realize this because their job is behind the scenes. Often we do not see them working, but we do enjoy the benefits of their work.

## Do

### Play the CAREER CHOICES GAME

- ◆ Divide the participants into teams of two or three. Give each team a stack of yes and no cards. Have teams seated at tables so they can work independent of each group.
- ◆ The leader shuffles the question cards and calls out the name of an occupation allowing the teams to answer in only a few seconds. The team answers either yes or no as to whether the career is in the textile industry, and the leader reads the rest of the statements. If the team answers it correctly, they score. The teams can answer questions simultaneously by quickly choosing their answer card and placing it out front on the table.
- ◆ Only correct answers will be rewarded with a score and incorrect answers result in no score.

## REFLECT

- ◆ Name five of the careers that you learned were in the textile industry.
- ◆ Name some careers that you already knew were related to the textile industry.
- ◆ Do all these jobs relate to actual garments or parts of the process?  
**most jobs relate to part of the process of making a garment and then marketing and getting it to the consumer**
- ◆ Name a job that has to do with research or developing new fabrics.  
**engineer, chemist, scientist**

## APPLY

- ◆ Complete the CAREER EXPLORATIONS Workbook activity on page 32.
- ◆ Play this game with a friend or your family.
- ◆ Go on a scavenger hunt around your community and look to see what kind of jobs people are doing in clothing and textile related industries. Make a list of the jobs these people do.

**QUESTIONS FOR CAREER CHOICES GAME**

1. sells shoes- (yes) our shoes are made from textiles such as canvas
2. writes TV advertisements -(yes) that is one way to find out about new sales at the malls and what the newest fashions are
3. raises sheep - (yes) you can advance one more if you can name what fiber comes from sheep (wool)
4. picks cotton - (yes) cotton comes from cotton plants and many of our clothes are made out of cotton
5. computer programmer - (yes) the computer programmer designs programs that display the fashion on the screen for fashion designers
6. drives a delivery truck - (yes) this person works to bring the clothes to the store for you to buy
7. an engineer - (yes) they design the sewing machines at the factories; they also design heating and cooling systems for the factory; have a lot to do with the production process
8. drives a school bus - (no) they do not have anything to do with textiles
9. a chemist - (yes) they can create more durable fibers, dyes and finishes to suit our needs
10. government worker - (yes) there are many government regulations on fabric quality and what has to be on a fabric label
11. grocery store clerk - (no) they do not have anything to do with textiles
12. English teacher - (no) they do not have anything to do with textiles
13. home economics/family and consumer sciences teacher -(yes) this person works with students to help them learn more about textiles and sewing
14. an accountant - (yes) they do the bookkeeping for manufacturers/retailers.
15. a dry cleaner - (yes) this person cleans garment through a special process, helping people care for their clothing properly
16. operates a laundromat - (yes) lets other people care for their clothing properly, cleaning it on a regular basis
17. fashion designer - (yes) designs original ideas for clothing

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### *Activity 2: Careers Choices*

18. construction worker - (no)
19. policeman - (no)
20. interior decorator - (yes) works with different fabrics to cover couches and match curtains and rugs with appropriate fabrics
21. mechanic - (yes) somebody has to fix the production machines
22. shipping clerk - (yes) this person is in charge of sending out the right amount of clothing to the stores
23. buyer - (yes) this person goes to the apparel marts like in Atlanta or New York and purchases clothes and decides the fashions that their stores will carry
24. alterations expert - (yes) this person alters clothing just slightly so that it will fit the person better
25. dog catcher - (no)
26. forest ranger - (no)
27. sales clerk - (yes) these are the people who help you when you are shopping, and they operate the cash register
28. janitor - (yes) these people are needed to keep manufacturing plants and retail stores clean and safe.
29. someone who works for a chemical company - (yes) they might produce dyes that color your clothing or chemicals that give fabric a shiny finish, or a rough finish
30. quality control inspector - (yes) this person checks the fabrics, garments for flaws; they sometimes put a sticker on your garment saying that it had been checked
31. lifeguard - (no)
32. gas station attendant - (no)
33. secretary - (no)
34. doctor - (no)
35. photographer - (yes) fashion photographers shot the photos for advertising and commercials.

<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>

<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>



**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>

**SUGGESTED AGE:** 10-11 years old

**OBJECTIVES:** For youth to:

- list job opportunities in the community.
- describe elements needed for textiles careers.

**LIFE SKILLS:**

- identify career clusters and opportunities.
- determine similar requirements for job clusters.
- identify qualities that contribute to job success.

**MATERIALS:** Chalk board or flip chart  
Chalk or markers  
JOBS From A to Z Ideas List  
FOCUS ON CAREER CONNECTIONS Activity sheet  
CAREER CAPERS Workbook page 33

**TIME:** 45 Minutes

**SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATION:**  
Make set(s) of cards of the jobs identified in Activity to sort or use the one in Activity 4 and add additional ones to it.

## INTRODUCTION

Let's explore some connections between the different clothing and textile related jobs.

A **career cluster** is a group of occupations that are alike in the kind of work that each involves, and each cluster focuses on certain types of business related skills and interests. Some clusters might be more business related while other might concentrate more on creativity. The skills that define the jobs in a career cluster should be transferable from one job to another in the cluster. If you have skills for one of the jobs in the career cluster, it should be easy to make a career move to another job in the cluster.

When identifying career clusters, there are several categories of information that it is important to consider. Let's start with the type of jobs. In the clothing and textile industry there are usually seven different job areas we can use to sort the different types of jobs. These are:

- ▶ **Research and Development:** create and develop new fibers, fabrics, laundry detergents, cleaning products or other developments related to various industry products or procedures. Careers include scientists, chemists, engineers, computer programmers, etc.

- ▶ **Design and Merchandising:** while considered the "glamour" and most exciting side of the industry, it is the most limited and competitive for jobs. This is a highly creative team of people that create the designs and fashions.
- ▶ **Production:** all the manufacturing processes involved in the production of clothing and textile merchandise, everything from growing cotton to cutting patterns.
- ▶ **Communications:** communicating and promoting the merchandise to the consumer.
- ▶ **Retailing:** This probably the area you know the best...when you visit shopping malls and retail stores... all the employees you see are involved in the retail career opportunities.
- ▶ **Education:** Educating others whether it's the consumer, high school or college student is the nature of these career opportunities.
- ▶ **Special Services:** Several careers and jobs provide specialized services to consumers in the clothing and textile arena of making, repairing or cleaning clothes or other textile items.

## Do

Identify CAREER CONNECTIONS!

- ◆ Sort the JOBS from A to Z into stacks into the job areas you think they belong.

## REFLECT

- ◆ How well did you do in identifying which job cluster?
- ◆ What characteristics of the jobs in each cluster make them unique to that group?  
**these clusters are more defined toward the nature and the industry type versus similar skills**
- ◆ Would the background skills and abilities of the individuals in these jobs create a different set of clusters?  
**yes, for example have youth try to sort jobs that require creative talent/skills; writing skills; science skills; etc...**
- ◆ Would skills in one job be transferrable in another based in this classification?
- ◆ What other ways could we look at job clusters?

## Do

Career clusters can help us identify jobs in our community because they are often related. For example, some are business related while others might focus more on helping people. Let's brainstorm some career textile jobs in our community and place them in a career cluster.

- ◆ Discuss what jobs in your community are in the textile industry or related to textiles. Write the ideas up on the board or flip chart. Some ideas to include are: retailers, home economics teachers, extension workers, artist, factory worker, cleaners (furniture and clothes), alterationists, tailor/seamstress, engineers and chemists. Be sure to include all areas involved in textiles. Concentrate on your community in particular and be sure to mention and special factories, distributors, or buying marts in your community.
- ◆ Help the participants organize the occupations in to career clusters according to the type of work that is done using FOCUS ON CAREER CONNECTIONS Activity Sheet.
- ◆ Plan to visit with a person in the textile industry, either arrange for the person to come talk to your group or tour their place of work.
- ◆ Discuss and write down questions that you plan to ask the person you are visiting. Find out about their work, would you like to choose it as a career?

## REFLECT

- ◆ Name some of the careers that you identified in your community.
- ◆ Was it easy to identify career clusters? What is a main characteristic of a career cluster?  
**the type of work done, such as dealing with people or research; education requirements; transferable skills**
- ◆ What careers did you discover in your community that are related to textiles?  
**answers will vary; be sure to include community opportunities**
- ◆ What kinds of questions do you plan to ask of the person you are going to visit?  
**what are your working hours? What do you have to wear to work? How much schooling have you had? Do you travel? Did you go to a technical or special school? What are some special skills that your job requires?**

**APPLY**

- ◆ Bring a visitor to your meeting or go on a field trip. Discover the opportunities your community offers in the textile area. Be sure to use the questions you wrote out ahead of time.
- ◆ Go to the library to find out more about a particular career that interests you. Find out if you could have that opportunity in your community.
- ◆ Complete the CAREER CAPERS Workbook Activity, page 33, to discover more about what you like to do and the working conditions or "lifestyle" that youth want.



## *FOCUS on CAREER CONNECTIONS...*

*Record Jobs you found in your community in each of the categories!*

**RESEARCH AND DEVELOPMENT:**

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**DESIGN & MERCHANDISING:**

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**PRODUCTION:**

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**COMMUNICATIONS:**

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**RETAILING:**

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**EDUCATION:**

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**SPECIAL SERVICES:**

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- OBJECTIVES:** For youth to:
- identify careers in the textile field.
  - match careers with education requirements, pay, working conditions, and region of the country.
- LIFE SKILLS:**
- Practice strategy and decision-making skills.
  - Classification skills.
- MATERIALS:** CAREER CONNECTIONS CARDS  
PERSONAL PORTFOLIO Workbook page 34
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables or floor space for card game.
- ADVANCE PREPARATION:**  
Copy and cut out occupation cards. Copy and cut out characteristics cards to match the number of occupation cards used.

## INTRODUCTION

When deciding what career you would like to follow, there are many things that you should consider. You need to remember not only the glamorous things about the job, but the daily routine activities also. Knowing these things will help you be prepared to get a job in the field of your choice.

## Do

Play CAREER CONNECTIONS!

- ◆ Seat participants in a circle (Groups of 2-4). Deal out five cards to every player. Place the rest of the cards in the center of the circle. Play the game just as you would gin rummy.
- ◆ The goal of the game is to gather a career occupation and four correct characteristics of an occupation in your hand. This is a set: an occupation card, a salary amount, working conditions, education requirements and region of the country. The first person to have a set wins the game. The set must be correct (have the leader check the set to be sure).
- ◆ To play the game, the first person begins by picking up a card from the center deck. The player must then discard one card, face up, making a pile next to the extra cards. The second player can either pick up the top card of the discard pile or the extra card deck. Players continue picking up cards and discarding until one person has a correct set. Players should only have five cards in their hand.
- ◆ Once the game has ended, discuss the characteristics of the career set that has been completed. Discuss each element and how it relates to the job. Is the job one you would like?



- ◆ Repeat the game if time allows.

## **REFLECT**

- ◆ What are the elements of a career you should consider?  
**education, salary, region, and working conditions**
- ◆ Rank these elements in the order you consider most important. Would you be willing to take a job that met only three of your elements? How flexible could you be? Would you really like the job?
- ◆ Why do we think about things like the characteristics of a job?  
**because we want to be happy doing what we have chosen for a life long career**
- ◆ Name a career that requires a college education.  
**chemist, computer technician, engineer**
- ◆ Name careers that do not require a college education.  
**sales clerk, photographer, store manager, dressmaker/alterations, etc.**
- ◆ Are there any relationships between the education level required and the salary?  
**yes, generally, the more education you have, the more money you can make**

## **APPLY**

- ◆ What are some of the working conditions/job characteristics that you like or dislike?  
**working outdoors/indoors, geographic location, office setting, etc.**
- ◆ Name a career that you might like to go into.
- ◆ Talk to people who are currently working in the textile industry. Find out what their job involved, do they like their job, what do they do on a daily basis.
- ◆ Develop your own **PERSONAL PORTFOLIO**, on page 34 of the Workbook, by "advertising" your current or future skills for the careers of your choice.

**LESSON 8: CAREERS*****Activity 4: Career Characteristics!***

**Note to Teacher:** The goal of this activity is to introduce youth to the different dimensions to consider when thinking about a career. There are no "absolute right answers" to this game - the ranges and classifications used are general to illustrate the concepts youth will need to do specific research for more realistic salary, degree and skill characteristics.

**Annual Salary Key:**

\$	Minimum Wage or Less than \$20,000	\$\$	\$20,000 - \$50,000
\$\$\$	\$50,000 - \$75,000	\$\$\$\$	\$75,000 +

Occupation: Textile Chemist  
Salary: \$\$\$  
Region: Limited to Southern/Northeastern U.S.  
Job Characteristics: Working in a lab, doing research  
Education: College Degree, Masters, Ph.D.

Occupation: Sales Clerk  
Salary: \$  
Region: Anywhere  
Job Characteristics: Many hours of standing; talking with the public; only in large cities  
Education: High School Diploma, not required

Occupation: Buyer  
Salary: \$\$ - \$\$\$  
Region: Large City  
Job Characteristics: Travels often; attends fashion showrooms and designer shows  
Education: College Degree

Occupation: Artist  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: Deadlines  
Education: Fine Arts College Degree, artistic talent

Occupation: Store Manager  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: Handle complaints, long hours of standing, deal with employees  
Education: Experience required, some college

Occupation: Fabric Designer  
Salary: \$\$\$\$  
Region: Large City  
Job Characteristics: Need computer knowledge, artistic talent  
Education: College degree

Occupation: Home Economics/Family & Consumer Science Teacher  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: School, working with youth; people skills  
Education: College Degree

Occupation: Advertising Agency  
Salary: \$\$ - \$\$\$  
Region: Anywhere  
Job Characteristics: Office setting; many deadlines  
Education: College Degree

**LESSON 8: CAREERS*****Activity 4: Career Characteristics!***

Occupation:	Quality Control Expert
Salary:	\$\$ - \$\$\$
Region:	Predominantly limited to Southern/Northeastern U.S./International manufacturing locations
Job Characteristics:	Manufacturing plants; office setting
Education:	College Degree, Masters
Occupation:	Chemical/Textile Engineer
Salary:	\$\$\$
Region:	Predominantly limited to Southern/Northeastern U.S./International manufacturing locations
Job Characteristics:	Plant laboratory
Education:	College degree
Occupation:	Copywriter
Salary:	\$\$
Region:	Anywhere
Job Characteristics:	Writing/creativity; office setting; deadlines
Education:	College degree
Occupation:	Alterations Person
Salary:	\$ - \$\$\$ - \$\$\$ (Range will vary - start merely doing the alterations but may own business)
Region:	Anywhere
Job Characteristics:	Advanced sewing skills, people skills
Education:	No degree required
Occupation:	Dry Cleaner
Salary:	\$ - \$\$ - \$\$\$ (Range will vary - start merely doing the alterations but may own business)
Region:	Anywhere
Job Characteristics:	Plant
Education:	No degree required
Occupation:	Public Relations Coordinator
Salary:	\$\$ - \$\$\$\$
Region:	Anywhere
Job Characteristics:	Office setting; people skills
Education:	College degree
Occupation:	Dressmaker for Fashion Designer
Salary:	\$\$\$
Region:	Large city
Job Characteristics:	Deadlines; precision math skills
Education:	No degree required; specialized training/advanced sewing skills
Occupation:	Fashion Illustrator
Salary:	\$\$\$ - \$\$\$\$
Region:	Large city
Job Characteristics:	Deadlines; office setting, creativity
Education:	Artist talent; fine arts college degree

## **LESSON 8: CAREERS**

### ***Activity 4: Career Characteristics!***

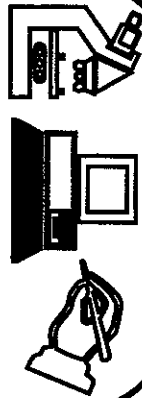
Occupation: Garment Construction  
Salary: \$ - \$\$ (May be paid by the piece)  
Region: Predominantly Southern/Northeastern U.S.  
Job Characteristics: Manufacturing plant  
Education: H.S. Degree; no college degree required

Occupation: Pattern Designer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Computer skills  
Education: College degree

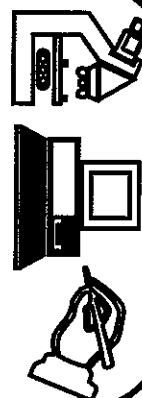
Occupation: Fashion Designer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Creativity, artistic talent  
Education: College degree or degree from a design school or appreciate for a designer

Occupation: Fashion Photographer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Travel; creativity; deadlines  
Education: Creativity/artistic talent; specialized skills; no degree required

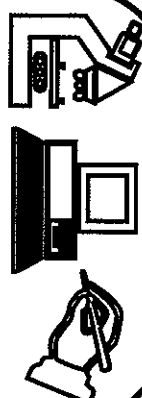
## OCCUPATION CARDS



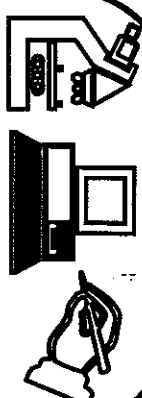
**Textile  
Chemist**



**Sales  
Clerk**



**Artist**



**Store  
Manager**



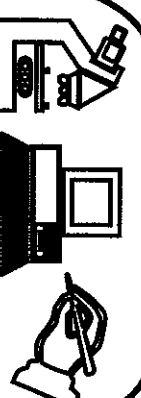
**Buyer**



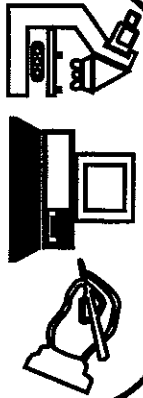
**Fabric  
Designer**



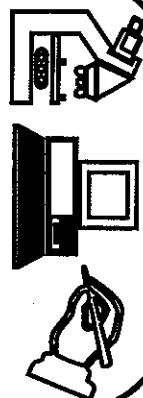
**Home  
Economics  
Family &  
Consumer  
Science  
Teacher**



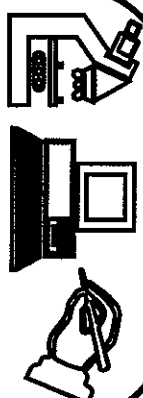
**Advertiser**



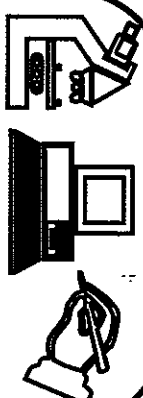
**Quality  
Control  
Expert**



**Engineer**



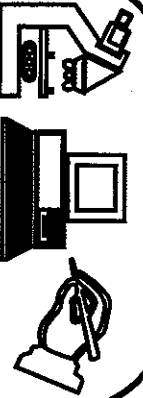
**Pattern  
Designer**



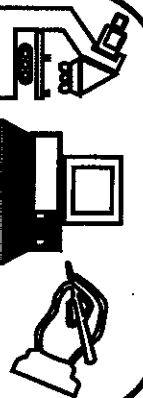
**Fashion  
Designer**



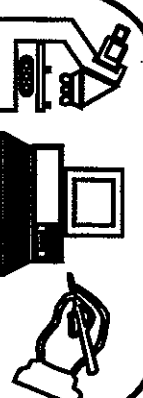
**Fashion  
Illustrator**



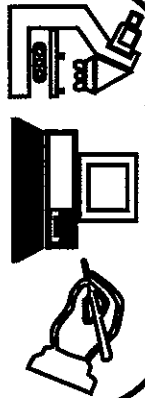
**Dress-  
maker**



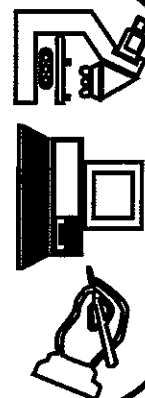
**Garment  
Construction  
Spreader  
Finisher  
Grader**



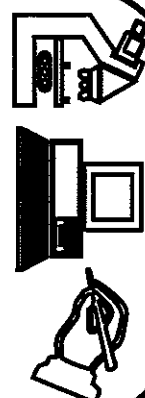
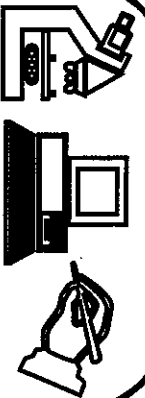
**Photo-  
grapher**



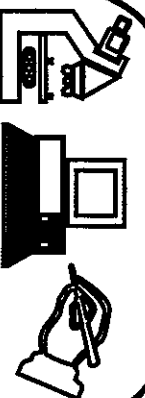
**Public  
Relations  
Coordinator**



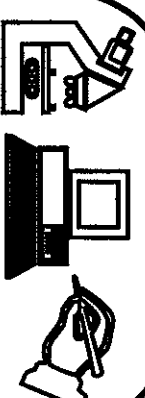
**Copywriter**



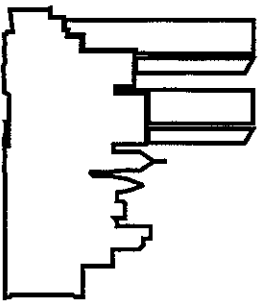
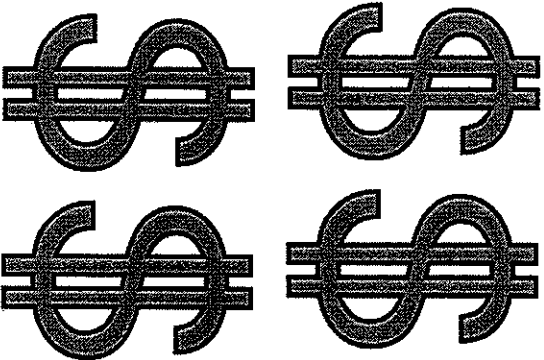
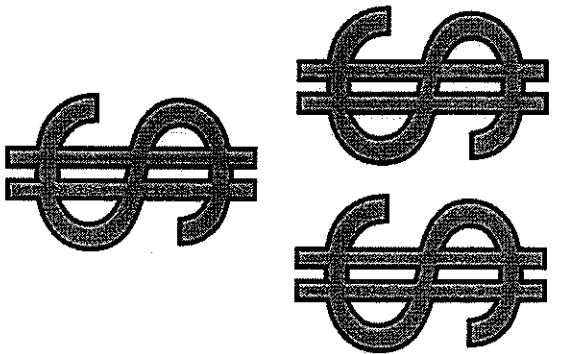
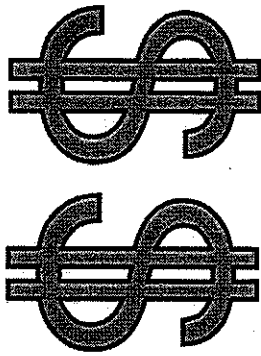
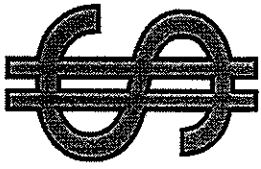
**Alterations  
Person**



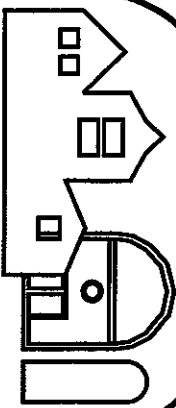
**Dry  
Cleaner**



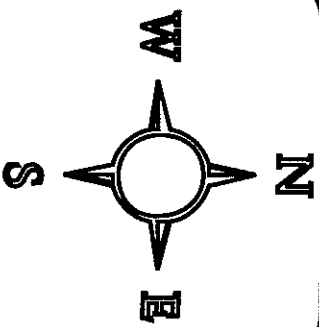
# Characteristics Cards



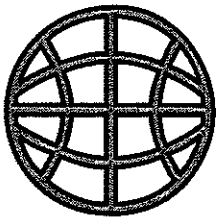
**Large  
City**



**Small  
Town**

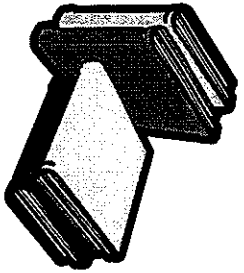


**Geographic  
Region**

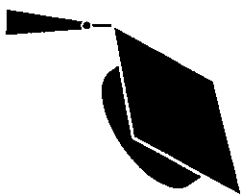


**Anywhere**

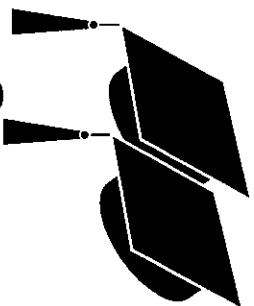




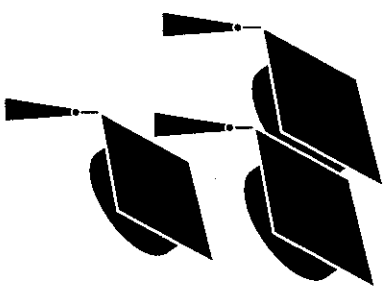
**No  
High School  
Degree**



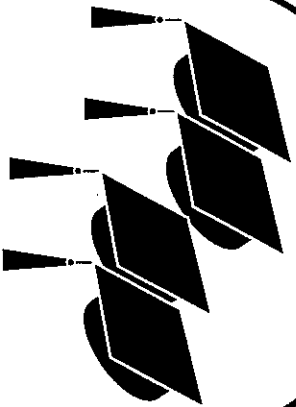
**High  
School  
Degree**



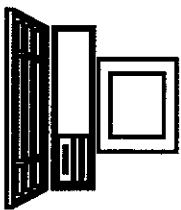
**Some  
College  
or  
Specialized  
Training**



**4-Year  
Degree**



**Advanced  
Degree**



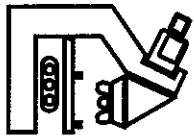
**Office  
Setting**



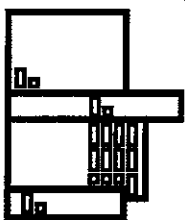
**Creativity  
Writing**



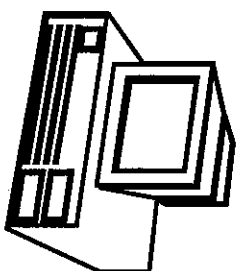
**People  
Skills**



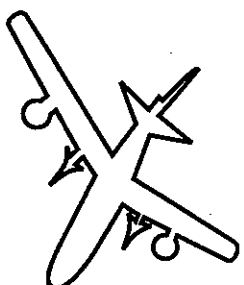
**Lab,  
Research**



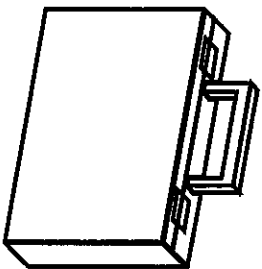
**Manufacturing  
Plant**



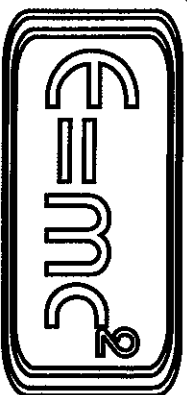
**Computer  
Skills**



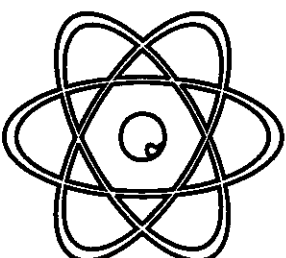
**Travel**



**Business  
Skills**



**Math  
Skills**



**Science  
Skills**