

**Using the KLWS chart:** Have students use this graphic organizer to indicate what they **K**now about the episode topic, what they **W**ant to know about the episode topic, what they **L**earned about the episode topic, and what they **S**till have questions about.

As optional extensions, consider including **I**mportance (why is this information important?), **A**ctions (what actions will I take?), and **R**esources (what resources do I need and how will I find them?).

### Steps:

- 1. Pre-viewing:** Share with students that they will be watching the next episode of The Career Center. Let them know that they will be using a KLWS chart to organize relevant information they gather from the episode and class discussions. Review how to use this organizer as needed. Have students complete the sections of the graphic organizer related to what they **KNOW**, and what they **WANT TO KNOW** about the topic of careers in sports. Invite students to turn and talk with a shoulder partner to share what they have recorded. After students have had time to discuss, have volunteers share items from their **KNOW** and **WANT TO KNOW** lists, and create a whole class artifact capturing these comments.  
Note: it's possible that students will have some misconceptions about the topic at this time. Accept all answers, and provide time for students to revisit these ideas after viewing the episode.
- 2. During viewing:** Have students add what they are **LEARNING** about careers in sports. Students may also find they **STILL HAVE QUESTIONS** during viewing, so encourage them to add those to their organizer.
- 3. Post-viewing:** Have students add any additional notes in the **LEARNED** and **STILL HAVE QUESTIONS** sections of their organizers. Invite students to discuss what they've recorded in pairs or small groups before sharing in a whole group discussion. Encourage students to revise any previously held misconceptions.  
Note: for any lingering questions, consider having students research answers on their own and bring back their findings to the whole group.



**KNOW**

**WANT TO KNOW**

**LEARNED**

**STILL HAVE QUESTIONS**

**Overview**

Careers in sports can range from game managers to adapted fitness specialist and everything in between. Depending on an individual's interests and strengths, there is more to a career in sports than being a professional athlete.

**Example Careers**

- Adapted Physical Education Specialists
- Fitness Coordinator
- Athletic Trainers
- Marketing Manager
- Consumer Merchandising
- Game Operations Manager
- Broadcast Journalist
- Broadcast Engineer

**Useful Skills and Abilities**

- Communication
- Collaboration
- Critical Thinking
- Creativity
- Leadership
- Initiative
- Social Skills
- Productivity
- Time Management

**Common Responsibilities for a Game Manager**

- Plan and implement marketing and advertising programs and policies
- Direct public relations operations
- Produce and direct pre-game show
- Audition and hire talent

**Common Responsibilities for an Adapted Fitness Specialist**

- Provide one-on-one fitness instruction/services to children, or adults with physical needs
- Assess needs of clients
- Develop strategies and assist clients in setting goals

**Career Pathways and Salaries**

Career opportunities within the field of sports will vary based on education and training. Both game managers and adapted fitness specialists generally require a minimum of a bachelor's degree.

Those working as game managers typically have a background in sales and marketing as well as administration and management, and have some job experience through internships and certifications. Adapted fitness specialists often study special education and have experience working with persons with disabilities. Salaries will vary based on education level and experience:

Game operations manager:

- \$77,000 - \$208,000 annually

Adapted Fitness Specialist:

- \$38,000 - \$104,000 annually

**Videos & Digital Resources**

- [Athletic Turf Manager](#)
- [Athletic Trainer](#)
- [Bat Engineers](#)
- [Sports Therapist](#)

**Extension Activities**

- [Brainstorming Activity](#) (10 - 15 min)
- [Research](#) (60 - 90 min)
- [Community Connection](#) (45 - 60 min)

**Michigan and National Organizations**

- [American Marketing Association](#)  
(Detroit Chapter)
- [National Sports Marketing Network](#)
- [Move United](#)
- [UM Adaptive Sports & Fitness](#)
- [Michigan Council for Exceptional Children](#)

**Degree & Certificate Programs\***

## Degrees in Marketing

- [Michigan State University](#)
- [Western Michigan University](#)
- [Grand Valley State University](#)
- [Northwood University](#)

## Degrees in Sport Management

- [Central Michigan University](#)
- [Eastern Michigan University](#)
- [Northwood University](#)

## Degrees in Adapted Fitness

- [Western Michigan University](#)

## Degrees in Exercise Science

- [Oakland University](#)
- [University of Michigan](#)
- [Michigan Tech](#)

## Degrees in Special Education

- [Wayne State University](#)
- [Northern Michigan University](#)

\*NOTE: this is not an exhaustive list, but rather a starting point for interested individuals.

## Brainstorming

**Purpose:** To have students begin thinking about the various careers associated with the field of sports.

**Overview:** Students will work in pairs/trios to brainstorm as many careers as they can that are associated with sports.

**Materials:**

- [Brainstorming Graphic Organizer](#).
- Chart paper for class list of careers.

**Procedure:**

1. Have students work in pairs/trios for the first part of this activity.
2. Emphasize that there are many career options to choose from within the field of sports. Invite groups to work collaboratively to think of as many sports-related careers as they can. Have them add these to their Brainstorming Graphic Organizer. Students shouldn't feel limited by the number of circles on their organizer; if they need to add more branches to their web, they can!
3. After about 5 - 7 minutes, bring the class together for a whole group discussion. Invite each group to share one of the careers from their graphic organizer. Begin generating a class list on chart paper or on the board as groups share out. After each group has shared a career, invite each group to share another career that hasn't been mentioned yet. Do this until there are no new careers to add to the list.
4. Save the class list of careers for the [Research Activity](#).

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## Research Activity

**Purpose:** To have students learn more about careers in sports through research.

**Overview:** Students will work in pairs to research two careers in sports and present their findings to the whole class in a brief presentation.

**Materials:**

- Class-generated list of sports-related careers.
- Library and internet resources.
- [Career Exploration Graphic Organizer](#).

**Procedure:**

1. Have students work in pairs for this activity.
2. Using the class-generated list of sports-related careers from the brainstorming session, have pairs select two of the sports-related careers to research further. It's alright if more than one group shares a career, but make sure each career is represented at least once.
3. Using the [Career Exploration Graphic Organizer](#), have pairs research their career choices. Helpful online resources include:
  - a. [U.S. Bureau of Labor Statistics](#)
  - b. [U.S. Bureau of Labor Statistics Occupational Outlook Handbook](#)
  - c. [CareerOneStop](#)
  - d. [O\\*NET OnLine](#)
4. Have pairs complete their research in class or for homework before having them prepare and present a short, 5 - 7 minute presentation. Their presentations should include, but not be limited to, the information from their graphic organizer.

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## Community Connection

**Purpose:** To hear first-hand from professionals who work in sports in various capacities.

**Overview:** Arrange a panel discussion or short-term interactions with local business and community leaders in sports.

**Materials:**

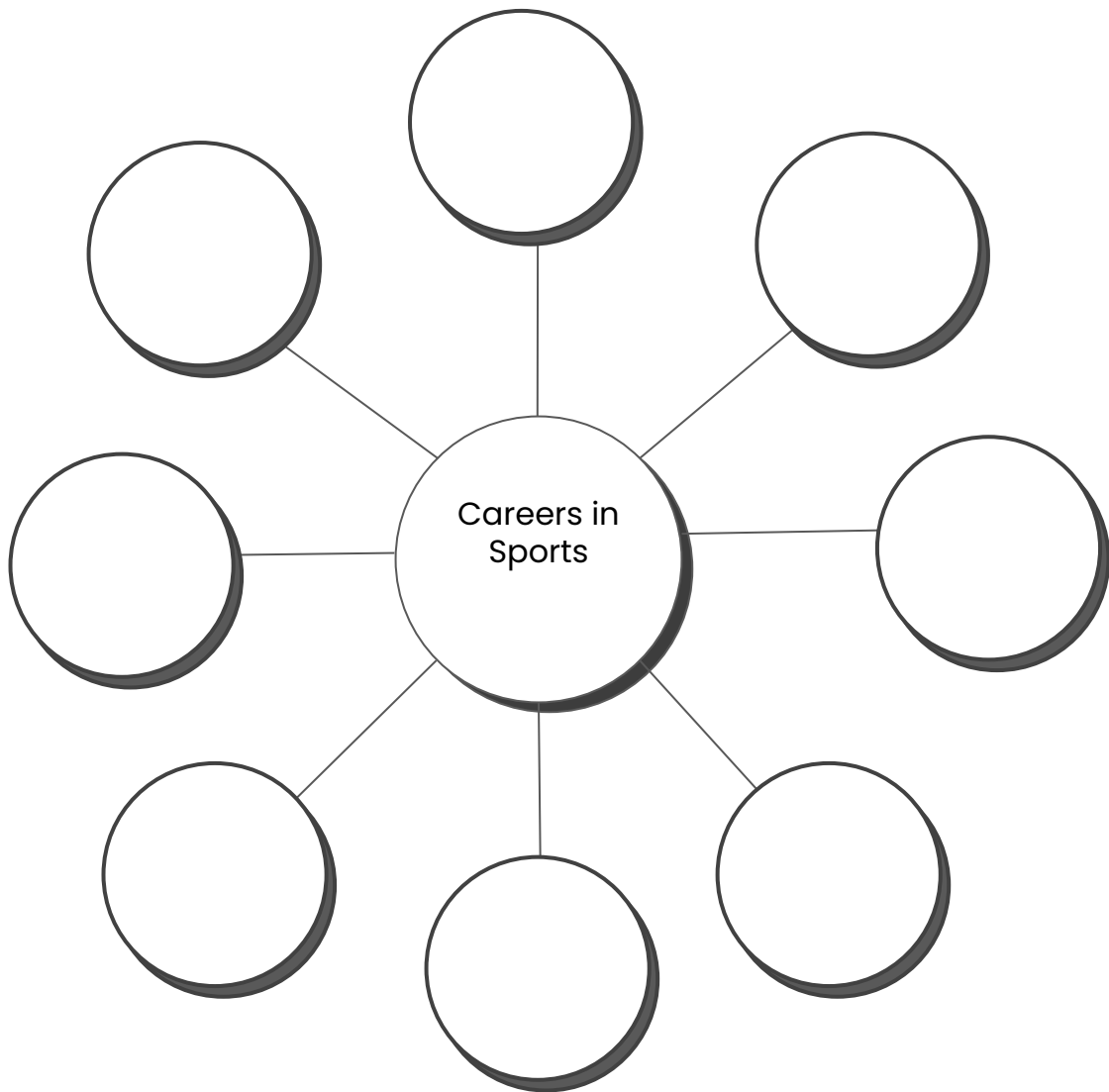
- 3 - 5 local professionals who work in a variety of sports careers.
- Student-derived questions.

**Procedure:**

1. Reach out to local professionals from various aspects of sports (e.g. sport managers, adapted fitness specialists, sports medicine, etc.), inviting them to attend a Q & A discussion in your class (in person or virtually).
2. Prior to the discussion, have students compile a list of relevant questions to ask the panel of guests. You can find some [sample questions here](#) to help students get started in generating a list.
3. On the day of the guest speaker event, invite students to ask questions of the panel members.
4. After the guest speaker event, provide space for students to reflect and debrief. Sample student [reflection questions can be found here](#).

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**Brainstorming Graphic Organizer**





**Career Exploration Graphic Organizer**

	Career 1	Career 2
Degree or licenses required		
Length of time to complete training or earn degrees		
Average starting salary per year/average hourly wage		
Job outlook		
5 skills needed for this job		
Description of the job setting		
What are the primary job duties?		
Do you work alone or with people?		
What needs or wants does this occupation fill?		
What is one thing an employer would expect from someone in this position?		
What kinds of people Are likely to be successful in this career?		

**Sample questions for a guest speaker:**

- Describe some of the kinds of decisions you have to make on a day-to-day basis.
- What are some misconceptions about your work?
- What makes your job exciting?
- What makes your job challenging?
- What are the biggest opportunities in this field right now?
- What advice do you have for someone who wants to get into this field?

**Sample student reflection questions:**

- How has your understanding about this career changed?
- What did you realize about yourself as you learned about this career?
- What have you learned about your community as it relates to opportunities in this career area?
- In what ways did learning about this field give you a new perspective, challenge your point of view, or introduce you to new ideas, skills, or information?
- What has this experience taught you about your criteria for an ideal job or career that you hadn't realized previously?
- How do you think what you learned will be useful for you in a professional setting (whether related to this particular career or another career)? Why do you think it will be useful in these ways?