

# The Bobilator

## Theme and Level

**Theme:** Research Options

**Level:** Getting Started

## At a Glance

Students select an occupation based on seven occupational characteristics and identify what information is important to them in selecting an occupation.

**Time:** 50 minutes.

## Essential Questions

- What attributes are most important to me in choosing an occupation?

## Preparation

- Set up overhead projector with classroom computer
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation and use your local CIS to update Slides 5-8 as needed to reflect current conditions these slides reflect 2011 national information
- Print *Bobilator Decision Worksheet*, one per student

## Steps

1. Show PowerPoint Slide 1. Tell students that the goal of this lesson is for them to begin to identify the attributes that are most important to them in choosing an occupation
2. Ask students, "What does an occupation title tell you about the occupation?" List students' responses on the board.
3. Show Slide 2. Introduce The Bobilator. Tell students that they will be doing an activity in which they will see a list of ten occupations disguised with fictitious titles.
4. Show Slide 3. Distribute *Bobilator Decision Worksheets*.
5. Instruct students to complete Step 1 (the first numbered column) of the *Bobilator Decision Worksheet* individually, ranking their choices from 1-10 on the basis of which occupation titles seem most interesting to least interesting or most attractive to least attractive (1 = high).
6. Discuss their choices by asking students:
  - Would you feel comfortable or fearful about starting work tomorrow in your first choice occupation? (Help students distinguish between facts and assumptions.)
  - What else would you want to know?
7. Write students' responses and ideas on the board.
8. Explain that additional facts about each occupation are available and will be presented.
9. Show Slide 4. Reveal the next piece of information. Explain that occupations are grouped in clusters that have to do with common duties and skill sets. Ask students to review the cluster information and re-rank their choices in column 2.
10. Continue with the PowerPoint Presentation, Slides 5-9, for columns 3-7. When students have completed column 7, discuss the rankings:
  - Did your first choice change from step one?
  - What information influenced you to change your ranking or to keep the same ranking?
11. Show Slide 10. Ask students to guess what the real occupations disguised in this activity are and enter these guesses in Column 8.
12. Ask students to raise their hands to indicate which occupation is the most appealing to them as you read aloud the list one by one.
13. Show students Slide 11 with the titles of the ten occupations.
14. Ask students to reflect aloud on their own decision-making process using these prompts:
  - Which piece of information was most useful to you in evaluating occupations?

- How were the fictitious titles in the activity related to the real job titles?
- How does the saying "Information is power" relate to this activity?

## Variations and Accommodations

- Change fictitious titles and real job titles to reflect occupations related to specific curriculum areas, or confine occupations to those requiring shorter-term preparation for special education students.
- Select occupations of common interest to your students and create your own fictitious names.
- Students needing special assistance should be paired with a helpful partner for the activity

## Assessment

Use The Bobilator Scoring Guide to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box within the Research Options section of My Career Plan.

## Materials

Classroom with computer and projector

[The Bobilator \(PPTX\)](#)

[Bobilator Decision Worksheet \(PDF\)](#)

[Bobilator Decision Worksheet \(DOCX\)](#)

[The Bobilator Scoring Guide \(PDF\)](#)

[The Bobilator Scoring Guide \(DOCX\)](#)

## Goals and Standards

### *National Career Development Guidelines*

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *American School Counselor Association*

- Career Development, Personal/Social Development

### *Bloom's Taxonomy: Applying, Analyzing*

### **American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success**

#### Mindset Standards

- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills