How will changes in my life affect my career?

RAINBOW OF ROLES

SUMMARY
Students use career concepts, interviews, and CIS Occupations information to understand that career development is a continuous process that is unique to each person’s lifestyle and life role.

OBJECTIVES
Students will:
1. Identify and define life cycle or recycle patterns.
2. Describe different career patterns and their potential affects on family and lifestyles.
3. Summarize the contributions of work to a balanced and productive life.
4. Explain factors that determine lifestyles.

PREPARATION
Optional: Review publications and Internet sites about Super’s Life Span, Life Space Theory (See Credits and Citations on page 3)
Prepare Life Rainbow overhead
Photocopy Typical Day worksheet
Photocopy printout of CIS Occupation, Sales Representatives
Optional: Photocopy Life Roles worksheet
Schedule computer lab for two classes

MATERIALS
Life Rainbow overhead and instructional note
Sales Representative worksheet—one per student
Typical Day worksheet—one per student
Optional: Life Roles worksheet—one per student
Chalkboard or whiteboard and marker
Overhead projector

COMPUTER USE
CIS: Occupations

SUBJECT AREA
Career-Related Learning, Health, Professional Technical, Social Science

TIME REQUIRED
Two 50-minute classes

GROUP SIZE
Class, small groups

STEPS

DAY ONE
1. Place the Life Rainbow overhead on the projector and introduce Super’s concepts of life stages to the class (see the Life Rainbow instructional note and the Internet sites for more information). Discuss each life and age stage aspect of the rainbow along with the roles people serve within these life stages. Discuss how lifestyle factors affect career maturity and changes in a person’s life.
2. Divide the class into six groups, one for each life role: child, student, leisurite, citizen, worker, and homemaker/parent. (Other life roles you can include are spouse and pensioner.) Ask groups representing each life role to discuss the following question and then collaborate on conclusions to present:

What ages on the rainbow are correct for your group’s life role? Why?

For example a group might say, “The age span for the child life role is 3 to 25 and 50 to 65. Being playful and exploratory are typical attributes of those ages. They are associated with youth and also of retired people who begin to play and take advantage of their newly found free time to explore and do new activities.”

3. Each group selects a presenter to share the group’s conclusions and a recorder to write conclusions and contributions of group members. Discuss any differences.

4. Introduce homemaker, sales representative, and student as career roles, and discuss how career patterns have varying affects on families. Provide students a copy of CIS Sales Representatives occupation printout to aid discussion or alternatively show occupation information using computer projection. Discuss what a typical day is like for each of the three career roles.

5. Give each student the Typical Day worksheet. Have students interview an adult and complete this worksheet prior to next class. Inform students that worksheet information will be shared during next class.

**DAY TWO**

6. Students return to groups of three, where they share the information they learned from the people they interviewed.

7. Ask groups to answer the following questions, imagining that the three people they interviewed comprise a family. Groups may find it helpful to use CIS occupational information to help answer questions:
   a) How is this family unique due to family members’ occupational demands and life patterns?
   b) What factors of these family members may impact their lifestyles as a family (e.g., socio-economic status, culture, values, job hours, occupational choices, work habits)?
   c) How does work contribute to a balanced and productive life for your family members?

8. Groups share their conclusions with the class in a 5-minute report that includes a summary and explanation as needed. Allow for more creative sharing if time allows, e.g. in the form of a cartoon, skit or video presentation. Again a recorder should write the conclusions and group member’s contributions.

**VARIATIONS**

Students complete optional Life Roles worksheet and draw conclusions based on their analysis of results.

**ASSESSMENT STRATEGIES**

Students will:
1. Complete the Typical Day worksheet.
2. Contribute to group’s conclusions to the questions.

**STUDENT WORKSHEETS**

- Typical Day worksheet
- Life Roles worksheet
CREDITS AND CITATIONS


“An Introduction to ‘Life Roles’,” Robert E. Straby in Contact Point, [http://www.contactpoint.ca/bulletins/v6-n4/v6-n4d.html](http://www.contactpoint.ca/bulletins/v6-n4/v6-n4d.html)

“A Look at Donald Super’s Stages of Career Development in the 21st Century,” by Marc Verhoeve for Contact Point, [http://www.contactpoint.ca/bulletins/v6-n4/v6-n4b.html](http://www.contactpoint.ca/bulletins/v6-n4/v6-n4b.html)

SORTING

**Subject/Program Area:** Any, Guidance, Health, Social Science, Professional/Technical, The Arts

**Grade Level:** 9, 10, 11, 12

**CIS Component:** Occupations

STANDARDS

**CRLS:** Communication, Career Development

**SCANS:** Information, Systems, Thinking Skills

**NCDG:** Skills to interact positively with others, Positive attitudes toward work and learning, Career information skills, Influence of society on work, Understanding interrelationship of life roles, Understanding changing male/female roles, Career planning skills

**ASCA:** Academic Development, Career Development

EDUCATIONAL GOALS

**Bloom’s Taxonomy:** Comprehension
Life Rainbow

Adapted from Zunker’s *Counseling, Applied Concepts of Life Planning*, 1998, Pages 31-40.
Typical Day

Interview an adult and write their answers to these questions:

How do you get up in the morning? ________________________________

_________________________________________________________________

_________________________________________________________________

Do you eat breakfast? ________________________________

What do you have? ________________________________

Do you go to school? work? ________________________________

Stay home? ________________________________

What is school, work, or home like? ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

With whom do you interact at school? At work? At home ____________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Do you eat lunch? ________________ Alone or with others? __________________

Do you eat dinner? ________________ Alone or with others? __________________

What is your evening like?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Who does what family chores? ________________________________

_________________________________________________________________

_________________________________________________________________

Who decides who does what? ________________________________

Optional: What is your weekend like? ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

NAME____________________________
Life Roles

INSTRUCTIONS
1. Make a list of fifteen things you most enjoy doing in column 1
2. In column 2, note if the activity involves people (P), information (I), or things (T)
3. In column 3, note if the activity costs over $5 to do ($)
4. In column 4, note if the activity would appear on either of your parents’ lists (M or F)
5. In column 5, note if the activity would have been on your list three years ago (3)
6. In column 6, note how frequently you have done the activity within the past month (1-1,000)
7. In column 7, note if you usually have done the activity indoors or out (J or O)
8. In column 8, rank order the activities (1=favorite, 15=least)
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>P, I, T</td>
<td>$5</td>
<td>M, F</td>
<td>3</td>
<td>1 – 1,000</td>
<td>I, O</td>
<td>Rank</td>
</tr>
</tbody>
</table>