**Unit One** addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learned about a wide range of direct service careers in Hospitality, Recreation and the Arts and considered indirect service provider careers that exist in the industry. They learned about the various kinds of career families and employer types available to employees in the Hospitality, Recreation and the Arts sector.

**Unit Two** addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Hospitality, Recreation and the Arts sector.

In **Unit Three**, students learned what it takes to prepare for a career in Hospitality, Recreation and the Arts. They learned about common career pathways and considered how career movement happens in this sector. What kinds of training are required and what kinds of educational opportunities are available for someone interested in working in these fields?

In **Unit Four**, students’ research becomes personalized. They learn about the sector from the workers themselves, through firsthand accounts and interviews in text and video. They develop informational interview questions and conduct further research on Hospitality, Recreation and the Arts careers of interest.
**Unit 4 • Summary**

1. **VIDEO NARRATIVES IN HOSPITALITY, RECREATION AND THE ARTS**

   Students watch and discuss videos about Hospitality, Recreation and the Arts careers, then respond in writing to questions about the videos.

2. **CAREER NARRATIVE SERIES IN HOSPITALITY, RECREATION AND THE ARTS**

   Students practice reading, research and note-taking skills by reading Hospitality, Recreation and the Arts career narratives, then conduct further research on the Hospitality, Recreation and the Arts career of their choice.

   2.1 • Using Question Stems as a Reading Strategy: Career Narratives in Hospitality, Recreation and the Arts

   Students read a narrative from someone employed in the Hospitality, Recreation and the Arts sector, then create and answer questions about the text. Constructed response is a skill tested on the TASC exam.

   2.2 • Computer Research: Career Narratives in Hospitality, Recreation and the Arts

   Students learn more about the career whose narrative they read by reading descriptions of it on a career database, such as the Bureau of Labor Statistics.
Video Narratives in Hospitality, Recreation and the Arts

Students view short videos about workers describing their jobs in the Hospitality, Recreation and the Arts sector and write responses to questions about the videos. The following page describes and provides links to videos in the sector. YouTube has hundreds of short videos on dozens of careers. Teachers may use the ones listed or find new ones.

PREP

• Pre-screen and select a video that students will view, using the recommended lists on the following pages or other videos that you find.

• Adapt the Written Response: Hospitality, Recreation and the Arts Career Video Narratives worksheet to the video you choose if necessary.

MATERIALS

• Requires use of a computer and projector.

• Written Response: Hospitality, Recreation and the Arts Career Video Narratives worksheet*

EXPLAIN

1 Analyzing data about careers is important, but it’s also helpful to hear about how workers in the field experience their jobs. If you met someone who works in a field you are interested in, what questions would you ask them?

   ♦ What they do at work, how they got their job, what they like and don’t like about it, and advice for newcomers to the field.

2 Today we are going to watch a video about working as a ______________. We are going to watch it twice. The first time, listen for the main ideas. Which career does the video describe? Does the worker seem to like his/her job? How do you know? Then, you are going to read a series of questions about the video, and listen again with answering the questions in mind. After watching a second time, you are going to write responses to the questions.

3 Play the video. Have a brief discussion about what students learned about the career and the worker’s experience of it.

4 Distribute the Written Response worksheet. Ask students to read the questions, but not write anything yet.
Now we are going to watch the video a second time and use these questions to help guide the way we listen. This is similar to how reading with questions in mind is an effective strategy because it allows us to read with purpose. Play the video a second time.

Ask students to complete the Written Response worksheet.

Video Narratives About Careers in Hospitality, Recreation and the Arts

The sample videos listed below depict Hospitality, Recreation and the Arts careers from the worker’s perspective. YouTube has hundreds more which can be found by conducting keywords searches for “__________ career,” for example “restaurant manager career.” Another helpful search term is, “A day in the life of a (insert career).”

CAREERS IN HOSPITALITY, RECREATION AND THE ARTS

1. Hotel Management
   This video gives a detailed account of the responsibilities, duties and challenges of a Hotel Manager. (8:50)
   https://www.youtube.com/watch?v=EpUxJbDf9pA

2. Housekeeping Supervisor
   An interview with a Housekeeping Supervisor who has worked in the same hotel for more than two decades. Her employees and supervisors provide commentary on why she is great at her job. (5:50)
   https://www.youtube.com/watch?v=3kCQXiUUk1k

3. Night Auditor
   This video offers a glimpse into the responsibilities of a hotel Night Auditor and some of the challenges he encounters on a typical night. (2:15)
   https://www.youtube.com/watch?v=_hNUKSr1pMg

4. Sous Chef
   These videos explore the various duties of a Sous Chef and consider the different ways people become Sous Chefs through education and working their way up in a restaurant, hotel or resort.
   https://www.youtube.com/watch?v=avB1qUOLHLg
   https://www.youtube.com/watch?v=v5s0qfBgBbk

5. Concierge
   This video offers an overview of the requirements and daily responsibilities
of a Concierge who talks about her skill set, educational background, and experience moving up inside the company. (10:52)
https://www.youtube.com/watch?v=T-YzandUPRQ&t=118s

This video is from the Dr. Kit career website, which has a number of informative videos on hospitality careers.
http://www.drkit.org/hospitality/

6. National Park Ranger
Park Rangers at Zion National Park describe their jobs, educational paths, and inspirations for becoming Park Rangers. (7:14)
https://www.youtube.com/watch?v=4J-Pk8qFxWc&t=131s

7. Tour Guide
This video shows a Tour Guide giving a detailed account of his day-to-day responsibilities and the joys and challenges of being a Tour Guide. (7:49)
https://www.youtube.com/watch?v=ZYzLRTkAMKo

8. Video Editor
This video shows a high school student interviewing a Video Editor of 30 years about his experience in the field. (8:37)
https://www.youtube.com/watch?v=0q2dNsMnHe8

9. Sound Engineer
A Sound Engineer talks about his passion for music and love for the recording studio. (3:57)
https://www.youtube.com/watch?v=SGEluGYBjBM

10. Sound and Light Board Operators
Two Sound and Light Board Operators talk about what it’s like to create sound and light for a live theater production. (4:22)
https://www.youtube.com/watch?v=buDijqRDQAs

11. Stage Manager
A Stage Manager describes how he keeps a show organized and on track during a theater performance. (3:47)
https://www.youtube.com/watch?v=PtLHHAdzAtg

12. Museum Jobs
A Museum CEO and former Curator and Museum Educator talks about the variety of jobs available in museums and how someone might work their way up inside a museum. (4:35)
https://www.youtube.com/watch?v=nVJ9yWNwGEU
Written Response: Hospitality, Recreation and the Arts Career Videos

Write complete responses to the questions below, based on the video narrative.

1. Which career(s) does this video describe?

2. What does the person/people in the video do at work?

3. In addition to what they describe doing at work, what additional tasks do you think they do at work?

4. Does the main speaker in the video enjoy his/her job? Provide evidence from the video that supports your claim.
5. What kind of preparation is required for this career?

6. What are some advantages and disadvantages of working in this field?

7. Which additional careers does this career interact act with?

8. Is this a career you would be interested in? Why or why not?
### Career Narrative Series in Hospitality, Recreation and the Arts

Students learn about Hospitality, Recreation and the Arts careers from workers themselves, while practicing reading strategies such as developing and answering questions from question stems.

**ACTIVITIES IN THIS SERIES**

1. **Using Question Stems as a Reading Strategy:**
   Career Narratives in Hospitality, Recreation and the Arts
   - Line Cook
   - National Park Ranger
   - Video Editor and Producer
   - Sports Camera Operator
   - Hotel Front Desk Manager
   - Makeup Artist

2. **Computer Research: Career Narratives in Hospitality, Recreation and the Arts**
Using Question Stems as a Reading Strategy: Career Narratives in Hospitality, Recreation and the Arts

Students read one or more Hospitality, Recreation and the Arts career narratives, then develop and answer questions as a reading strategy.

PREP

In the preceding class, have students sign up to read the Hospitality, Recreation and the Arts narrative of their choice using the Career Narrative Sign-up. It’s okay if there is a career that no one signs up for. Be prepared to discuss the utility of this activity for students who are interested in sectors other than Hospitality, Recreation and the Arts.

Examples of uses include improving reading skills, practicing developing questions about reading, expanding vocabulary, learning about Hospitality, Recreation and the Arts professions they may come in contact with as a user for themselves, a family member or friend.

MATERIALS

• Career Narratives in Hospitality, Recreation and the Arts Sign-up
• Career Narrative Questions handout
• Career Narratives
  • Line Cook
  • National Park Ranger
  • Video Editor and Producer
  • Sports Camera Operator
  • Hotel Front Desk Manager
  • Makeup Artist

EXPLAIN

1 Distribute the Career Narrative Questions handout. Ask students to complete the first three prompts explaining why they chose the story, what they predict it will be about and what they expect to learn from reading it.

2 Distribute the career narratives, according to the students’ selections. Ask students to read and annotate their narrative, underlining parts they thought were important or interesting, marking things they found surprising with an exclamation mark, and things they find confusing with a question mark.

Note: For instructions on annotation, see the CareerKit User’s Guide.
3 When students have finished reading, direct them back to the questions page. Explain that research shows that when people ask their own questions, they remember more of what they read. Here, part of the question is written for them, and part of the question they will have to fill in. Ask students to complete the questions. Circulate to check progress.

4 After students write the questions, ask them to answer the questions.
Career Narrative Sign-up

In the space below, sign up to read a story about one of the following careers:

- Line Cook
- National Park Ranger
- Video Editor and Producer
- Sports Camera Operator
- Hotel Front Desk Manager
- Makeup Artist

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Career Narrative Questions

Before reading the story, complete the statements below:

1. I chose the story about being a ________________ because ______________________

2. I predict this narrative is about ______________________

3. I expect to learn ______________________ from reading this narrative.

After reading the narrative, complete and answer the following questions:

1. What does a ________________ do every day?

2. What are the best parts of being a ________________?
3. What are the challenges of being a ________________?

4. Why did ________________ say ________________? What does it mean, and why is it important?

5. What is one surprising and/or interesting thing you learned about being a ________________?

6. What else do you want to find out about being a ________________ that’s not explained in the article?

7. Do you think you would want to be a ________________? Why or why not?
Line Cooks—
The Unsung Heroes of the Restaurant Kitchen

Posted: 09/26/2013

Adapted from http://www.huffingtonpost.com/honest-cooking/line-cooks-the-unsung-her_b_3972581.html

Just behind your booth, tall-backed chair or bar stool, there is an army of sweaty, lovable lunatics. They cook your food, from the local dive, or diner to the Ristorante with an “e” and the $50 entrées. They are not the TV personalities, nor the chefs with their names on the menu, and although they sound like sailors, they are the poets of pork and aficionados of frites. They are known as “line cooks.”

Hours are long, pay is minimal, there are no holidays, and if you’re sick and don’t show up to work, you’d better be dying. No matter how you feel—you’re grandmother passed away, or you’ve lost your house to the bank—nothing excuses late or lousy food. In the spirit of the line-cooks’ thespian brethren, “the show must go on.” Imagine the rest of the world is finishing a Sunday stroll, or weekend afternoon on the couch, and the line cooks are finishing a 10-hour brunch shift. It takes a very strong person, both body and mind.

According to a 2011 salary study by the American Culinary Federation, line cooks under 25 made an average of $21,638 and those in older age brackets barely broke $25,000. So, why? Why continue to tediously, de-bone fish and sweat through the dinner rush? Maybe it’s simple discipline and drive—dedication to a craft. Maybe it’s the adrenalin rush. Or maybe you simply hated math class.

Danny Crocco, 25, at Brasserie 292 in Poughkeepsie NY, worked a lot of odd jobs before becoming a cook, but always liked doing things with his hands, from cutting lawns to working at a deli. “I didn’t think I wanted to cook until I saw a professional kitchen. I didn’t want to go to “real”college. I missed taking the SAT two times,” he exclaims with a smile.

During his training at Primo in Rockland Maine, Crocco went into work on days off and worked past his shifts off the clock, just to watch dinner service. Eventually, the Chef noticed and asked him to help her with additional tasks, creating a new position for himself in the kitchen. He even helped with the cleaning. “It was better than going home. I was 18. I couldn’t drink—what was I going to do?”

He says he’s always better off in the kitchen. “All my emotions come out in my food. If I have a bad day, it’s my only way to have a better day.”
Heather Neri works at B&G Oyster House in Boston and has been in the industry for about two years. A young and spunky cook, Neri wistfully reflects upon her inspirations in the kitchen. “The biggest thing that kept me in this industry was the feeling of cooking. Not only the literal feeling of a perfect pasta dough in my hands, or the sound of sautéing a piece of fish, but the rush… I became a cook to feel the flames of my six burners going all at once. I became a cook to get stuck in the weeds, and to sweat my way out with a smile on my face. Mostly I became a cook to cook. If you are a cook like me, you will understand that.”

An eclectic crew is drawn to the fire and fumes. Many go to vocational high schools, de-boning a chicken before they turn 14. Others take a longer, more winding road. Sue Comegy, a woman you might expect to see at your mother's bookclub, joined the line-cook brigade after a 30-year career in accounting and has been changed forever by her new vocation. “I don’t do anything the way I did… I sat behind a desk—now, it’s running around and that’s complete opposite of what I’m used to. Sometimes I just want to sit down and they don’t sit down in a kitchen—no matter what you don’t sit!”

While other cooks go into the field with dreams of sometime becoming a chef, or owning their own business, Comegys does not. “For me it’s different.” She jumps from kitchen to kitchen, learning at schools, hospitals, delis and restaurants, soaking up everything she can learn like a sponge. She currently works at The Roundhouse in Beacon, NY where she can learn both restaurants and catering. “I don’t expect to become an executive chef,” she admits with a happy smile.

Dakota Anderson, 19, also works at The Roundhouse and has big dreams. Anderson’s neighbor got him the job as a dishwasher and he was enticed by the possibility of prep work—simple knife cuts, working with new proteins and learning new cooking techniques. Now, having prepped and cooked at the restaurant for two months, he hopes to enroll in culinary school this upcoming spring. “I'm going to finish my education. I'm going to live it up and try to get CMC (Certified Master Chef Certification)… I plan to travel and learn different dishes from different cultures. I want to travel to every country, continent and city within it.”

Kitchens are rough and rowdy places where being the rookie comes with challenges. With the people more parts pirate than professional, it’s not unusual for varying degrees of friendly hazing to occur. “Stevie gave me a scoop of duck fat and told me it was ice cream. I was so happy until I tasted it. He even put something on it to make it look like it had sprinkles on it!” Anderson adds with a sly smile—“Now, they call me “Ducky.”

Consider the prank a cook's crude demonstration of love to a newcomer, akin to that one boy in kindergarten who threw sand on all the girls. Anderson respects and
looks up to the experienced cooks. He likes the criticism—“When people tell me how my food is, when it’s bad I’ll improve it and when it’s good I’ll still improve it because there’s always room for improvement.” This attitude articulates a key spirit in kitchens across the country—cooks both young and old working hard to produce the best possible food.

People often jump from kitchen to kitchen, cooks on the line form a bond, familiar to that of a championing football team. Adam Moses, seven years in the industry, says, “Everyone’s basically living here. I’m closer with the line cooks than I am with my mom, my dad, my girlfriend, my neighbors. It’s the people I work with, the people I party with, and the people I get into trouble with after work.” This intangible gratification is a common theme among the line-cooks, from the dankest dives to the Michelin starred places.

It’s not about the fame, or the money—most cooks will never see either. Jesus Perea, with almost six years of experience and with names such as Le Bernardin and Del Posto under his belt, says that success stems from passion and desire—the desire to learn, ask questions and be ready. As a line cook, “there are a lot of people working hard behind everything you do.” A lot of thought, sweat and energy comprise each plate of potatoes or side of salad, and it’s an energy rarely understood by diners—nor should it be. Each meal should be a seamlessly executed performance, without

any of the trials and tribulations of the man behind the curtain.

The cooks’ fulfillment comes from knowing they made the best possible food learning, the thrill of the rush and being part of an exclusive community—the seductive harmony of the kitchen that makes you sweat, triggers the release adrenaline, and embraces you in a blur of focused energy. From a greasy burger to steak tartare, through careful organization, sweat, spoonfuls of silliness, cooks put a little bit more deliciousness in the world and for that I say, “cheers to the cooks.” •
What is it like to be a National Park Ranger?

By Ann Posegate, July 3, 2013

Adapted from https://www.washingtonpost.com/lifestyle/kidspost/what-its-like-to-be-a-national-park-ranger/2013/07/03/fcefb058-da9b-11e2-9df4-895344c13c30_story.html?utm_term=.6a4c8e611532

The first time I hiked to the bottom of Grand Canyon National Park, I knew I wanted to work there.

Now, as a park ranger for the National Park Service, I share the science, history and beauty of this natural wonder with thousands of visitors from around the world.

National parks are like outdoor museums. They preserve some of America’s most beautiful and historic places. Park rangers protect the parks’ animals, plants, land, buildings, artifacts and people. We have a variety of jobs, depending on where we work and what we studied during college.

Interpretive park rangers (including me) teach people about what makes each national park special and what we can all do to take care of it. We lead hikes, teach school field trips, work at visitor centers and help people stay safe during their visit. Many interpretive park rangers studied science, natural resources or history in college.

Image: http://bloximages.newyork1.vip.townnews.com/southdadenewsleader.com/content/tncms/assets/v3/editorial/0/b4/0b4abf12-03bd-11e4-a0ac-0017a43b2370/53b71467a2038.image.jpg
Protection rangers make sure visitors follow the rules while exploring the parks. They complete special law enforcement training to do their jobs. They may also rescue stranded or sick visitors, provide medical care, fight wildfires and work at large events such as the presidential inauguration in Washington. Rangers who work in smaller parks might do many of these jobs at once.

One of my favorite parts of my job is showing children their first view of the Grand Canyon during school field trips. After walking on a trail through the forest, we arrive at the rim of a huge canyon about 10 miles across and one mile deep. Children are often amazed at the canyon’s size and colors. Sometimes, they think it looks like a painting.

I also love working outdoors in many types of weather. I carry a radio, first-aid kit, water, snacks and sunscreen in my backpack wherever I go. The Grand Canyon is my office!

Park rangers wear a uniform. The flat hat protects us from the hot sun, and hiking boots allow us to walk rocky trails. The National Park Service symbol on the sleeve of our uniform shirt helps visitors recognize us so they can ask for assistance.

Being a park ranger requires a lot of energy. I walk several miles and talk with hundreds of people each day. Nearly 5 million people visit Grand Canyon National Park every year; interpretive park rangers must enjoy working with people and speaking in front of groups.

Rangers must also be prepared for any situation. Recently, I broke up a traffic jam caused by a huge male elk standing in the road. Elk can become dangerous when they get scared, so I asked visitors to park their cars and take pictures from a distance.

Believe it or not, I also help protect people from squirrels. It is illegal to feed or approach wild animals in national parks. But sometimes, visitors try to feed rock squirrels and end up getting bitten.

Park ranger jobs are very competitive, so it is important to go to college. Many park rangers start as volunteers or seasonal employees and work their way up to permanent jobs. We often work at many parks during our careers.

The best way to get a job with the National Park Service is to intern or volunteer in national parks during or after college. The Pathways program helps students find temporary positions so they can try different jobs.

The National Park Service isn’t just for park rangers. It hires carpenters, janitors, scientists, mechanics, writers and other professionals, too.
Advice about becoming a park ranger
Ann Posegate offers a timeline of opportunities for kids interested in a career with the National Park Service.

Today: Become a WebRanger at www.webrangers.us.

Elementary school: Visit local, state and national parks. Become a Junior Ranger while visiting national parks. Join a Girl Scout or Boy Scout troop. Go to summer camp. Spend time outdoors.

Middle school: Learn at museums, zoos and aquariums. Play a team sport. (Rangers work in teams to take care of the parks.)

High school: Volunteer at a city or state park. Work as a counselor for a summer camp, or get a job working with people. Exercise outdoors; try activities such as hiking, biking and skiing. Join a Youth Conservation Corps program at a nearby national park, forest or wildlife refuge.

College: Get a bachelor’s degree in environmental studies, natural resources, science, history or law enforcement. Apply for summer internships in national parks.

National parks in numbers
401: the number of National Park Service sites
3,861: the number of park rangers who work for the National Park Service
28,000: the number of National Park Service employees (including park rangers)
280 million: the average number of visitors to national parks each year
Life as a Video Editor and Producer

Adapted from http://blog.aftercollege.com/like-working-video-producer-and-editor/

You press play. The film moves quicker than you thought it would, flashing images of your childhood best friend, laughing and jumping around. There’s a crackling that touches every sound the camera recorded. You didn’t have a boom back then (let alone know what a boom was).

Still, there’s a joy that was captured in your first home movie that you hope you’re still able to touch on now. Goofing off in your backyard, you were just starting to learn what a camera could do. Now, your camera is basically an extension of your arm; you know every inch of it, every angle it can shoot. In fact, even though it wasn’t easy, you’ve turned this love of video into a career.

Laura Lindauer discovered her love for film at an early age. She decided to follow this interest to the University of California, Santa Cruz and got her degree in Film and Digital Media in 2012. Now she works as a freelance Video Producer and Editor and a Video Editor at Shmoop. She’s done some video work here at AfterCollege as well. We asked Laura to share her career journey and what it’s like working as a professional video producer/editor.

What was your transition like after college? What was your job search process like?

My transition was pretty difficult, actually. I wanted to work for a small production company and that proved to be very difficult for a new grad. Like many other industries, there weren’t a lot of opportunities for people with less than five years of experience. This led me to begin acquiring my own video equipment so that I could create opportunities for myself, and I did!

I gave myself the title of Producer/Editor and when someone said, “I need video,” I responded, “I will do it!”

http://www.salisbury.edu/helpdesk/avengineering/imcediting.html
How did you get to your current position?
With Shmoop, I saw that the company was looking for a video editor and thought it could be a fun job. I then remembered one of my classmates from UCSC was working for Shmoop and asked him about the job. He gave me a great recommendation and I got the job.

What is a typical day like? What sorts of filming / editing do you do?
With Shmoop, my day involves reading a script and coming up with visuals to express those ideas. I work in Photoshop and After Effects to create limited animations for educational content.

As a freelance Producer/Editor I work with companies to create web content for their audiences. Depending on the client and project, I take care of some or all aspects of a video from development to post-production. My day can be anywhere from discussing ideas with a client, to scripting, to shooting and editing. I have worked on projects for Discovery Channel, Ford, TriNet, and others.

What are your favorite parts about your job?
My favorite part about my job at Shmoop is that I get to make goofy videos from the comfort of my home, and on my own time.

My favorite part about my producer/editor work is that I can be involved in all aspects of the projects, which can be really exciting and rewarding.

What are the challenges?
Challenges as a freelance producer/editor are endless, but that is part of the fun!

How do you balance your creativity/artistic inclinations with making a living? Do you do any side projects?
Making fun videos for Shmoop takes an edge out of the corporate work I do—it’s a nice balance. But I also work on video projects on the side from time to time. I worked with the Production Designer on a short called Forgetting, and more recently worked on a film for the SF 48 Hour Film Project. I’m always looking for fun projects to work on.

What advice do you have for students who are interested in pursuing a career in videography?
For all students: Work on as many school projects as you can and work hard. Help in all aspects of film/video to get an idea of what you like doing best.

Create a portfolio/reel. This is extremely important and is expected for any creative role. One trick to bolster your portfolio is to create a spec or a ‘fake’ commercial/project to add a professional example. Just because you don’t have the clients, doesn’t mean you can’t create the work yourself.

Get an internship at a production company, but make sure they produce content you like or admire!

Stay connected with the people you’ve worked with!

For students who want to work on features or in television, the best thing you can do is work as a Production Assistant any chance you get. It is grunt work at the bottom of the barrel, but if you work hard and efficiently, you will most certainly be asked to come back.
Life as a Sports Camera Operator

By Brian Clapp, November 16, 2014

Adapted from http://www.workinsports.com/blog/what-its-really-like-working-as-a-sports-camera-operator/

For as much as we debate the importance of developing tangible skills in order to gain entry into the sports industry, there are other just as valuable traits, namely, versatility and a willingness to do whatever is needed.

Opportunities aren’t always on the path you envision. Sometimes they come out of nowhere and you have to be willing, able and confident enough to take on the challenge.

For Andrew Kiger, Video Production Associate for the Atlanta Braves and Hawks, it all comes down to one simple fact: Say yes to everything. “I can’t stress this enough. Every opportunity that is offered to you, say yes. Even if it isn’t what you ultimately want to do it may lead you to another opportunity. I am a perfect example of this. Knowing how to edit got me paid hours after my internship. Shortly after that a camera operator moved away and the station I worked for asked if anyone wanted to learn to shoot. I said yes, even though I’d never thought about being a camera operator. I ended up doing well, and got more hours. This led to field producing, and eventually experience line producing.”

After getting a foot in the door, advancing in your sports career often comes down to how much your superiors believe in your ability and your attitude.

A day at the ballpark is work for some, but it’s a pretty sweet office right?

“Being versatile brings job security, because you become an asset when you can do more than one thing,” concludes Kiger. “I have gotten more work because people know they can count on me. It’s all about how badly you want this career.”

You currently work in the video production department of the Atlanta Hawks and Braves—was it always your dream to work in professional sports?

Kiger: I’ve always loved sports, but to be honest I didn’t consider the production side until after school. I went back through a sports broadcasting class, landed an internship, and knew right away I would do whatever it took to succeed at it.
Take us through your normal game day activities—what is it like from start to finish?

**Kiger:** On game days I normally get in about three and a half hours before the game starts. If I’m a camera operator the first thing I do is set up my camera. If it’s already set I make sure everything is working properly. There is a pre-production meeting where any in-game features are talked about, then some of those features are pre-recorded. I’ll normally get to my camera again thirty minutes before the game to get a feel for the visiting team, or just make sure I know what my responsibilities are. Then it’s game time!

Sounds pretty exciting—you’ve worked many games as a camera operator, what advice would you give someone if they wanted to be a sports camera operator?

**Kiger:** Having an understanding of the game has helped me the most, regardless of what sport I’m shooting. Being able to anticipate where a ball is going will always help produce better shots. Just watching games and noticing what other shooters do. I’m always looking for ways to learn and get better.

Sometimes shooting from your knees can give a great visual, as a sports camera operator you have to be open to trying new things.

That makes sense, but what about some tangible tips that someone can execute on?

**Kiger:** Always be willing to learn and change, even if it isn’t comfortable at first. When I started shooting football I shot handheld on the field, and I mainly shot standing up. Now I mostly shoot from my knees.

I feel like it makes the players look like giants, or superheros. It also gives you an advantage being able to slide in front of other guys shooting standing in a crowded endzone, because you will be below them not blocking their shot. To me it’s little things like that. I watch the older guys, and if they do something that makes sense I try it myself.

What are the main differences working for a sports network vs. working for a team?

**Kiger:** Game days are totally different. While working for sports networks I would go to a game early, write a script, and shoot a stand...
up with a reporter. Next I’d send the look live stand up back to the studio, shoot the game, shoot a post game package, and send it back to the studio for a wrap up show.

Working for a team some work comes before, but the bulk of the work is in game. Afterwards you pack up and go home.

I enjoy all aspects of production. Whether it’s working for a team or a network. They are both great for different reasons.

Any fun or memorable stories from being in the thick of the action?

Kiger: I’ve been lucky to have covered some amazing games and events. I covered Auburn through their “Miracle” stretch of games. I was in the endzone where Ricardo Louis caught the touchdown against Georgia in Auburn and thought I just saw the most amazing game of my life.

Two weeks later I was back in Auburn on the field when Chris Davis returned the missed field goal against Alabama. I got one of my favorite shots where his grandmother grabbed his face telling him, “I’m so proud of you baby”.

I covered the National Championship in Pasadena last year, and seeing the Rose Bowl was everything they say it is, so much history. I was also lucky enough to be on the court when Kevin Ware cut down the net for Louisville after they won the National Championship. Those are some of my favorite memories so far.

I’m a die hard fan of the Atlanta pro teams, so now working for two of the three has been a phenomenal experience.
A Day in the Life of a Hotel Front Desk Manager

Adapted from https://hotelnerd.wordpress.com/2011/11/12/a-day-in-the-life-of-a-hotel-front-desk-manager/

By and large, every day I show up to work, outside of some basic responsibilities, I don’t ever really know what the day is going to throw at me.

Typically I get here, and if nothing else is immediately more pressing I check my voice mail and do my initial scan of my email inbox. I receive 15 to 40 emails in a day that require varying degrees of my attention. I hate voice mail at work and I hate it at home. Email and text is such a better way to get a hold of me. As I’m scanning email or immediately afterwards I try to touch base with any other managers that are around, especially my fellow operational managers. Often times they have some critical piece of information that is going to shape the rest of my day from staff being out sick, issues from the night audit shift, upset guests I might encounter, maintenance issues, or one of the owners running amok around the property.

Next up is my first walk around the property for the day (assuming that nothing more pressing jumps in my path). I think I would go crazy if I were stuck at my desk or in meetings all day. I love going out to walk around the property and see it with my own eyes, it certainly doesn’t hurt that I work on a particularly beautiful property. On this walk I try to hit as much of the property as I can, not just my department, but the pool, guest areas, the spa, laundry, everything I have time for. On this first walk I try to survey as much of the property as I can and in particular I’m looking for anything that might be amiss, maintenance issues, staff (specifically uniforms), and littering (I pick up garbage all day long). More than looking for things that might be wrong, I’m also mentally settling into my day.

It’s after this point that I usually can’t tell what the day will hold for me next. Here’s just a sampling of what I had to deal with today.

- People not staying in the hotel or visiting the spa that thought it would be nice to picnic on our front lawn with their massive dog (we don’t allow pets).
- Relocating some guests that tried to sneak their 7-year-old into a room in a part of our lodging that is 18 and older.
- Former guest upset about our $10 charge to ship some lost & found items home to her. Apparently places she’s stayed always do it for free. Right. Sure they do.
• Broken heater in a guest room after maintenance has left.

• Guest that complained about the nearby 7-year-old who we relocated. Wanted a discount despite the relocation.

• Guests with both glass and alcohol at the pool.

• Two staff members missing their name tags.

• It’s a holiday weekend and we’re running low on change.

• Multiple people who want to talk to me about why their case is special and they should get an exception to one policy or another. Some got their exception and some didn’t.

• Motorized housekeeping cart with a dead battery that we have to push back to base. They’re heavy and loaded with smelly garbage.

Every guest interaction is different and a bit unpredictable even if you’ve dealt with the same issue a thousand times. You just can’t tell how it’s going to go until you’re in it. Along with that I’m answering questions from my staff and the staff of other departments, pitching in on phones, pitching in at the desk, slogging through my emails, doing more property walk around, staying in touch with the other managers. I can also be composing memos, designing procedures, writing employee evaluations or written warnings. And the property owners weren’t even here today to heap random projects on me. I only take short breaks to blog at work so that I can vent some steam quietly and not explode on people.

And I wouldn’t give it up for the world. I love working in hotel operations, and even when I’m a GM someday or if I become an owner even, I hope to at least have a couple of toes in the daily operations. At least I feel that way now, if it ever stops being fun then it’ll be time to run as fast as I can away from operations.
Why I Love My Job as a Makeup Artist

By Nathan Johnson, August 22, 2014

Adapted from https://www.qcmakeupacademy.com/2014/08/why-i-love-my-job-as-a-makeup-artist/

Celebrity makeup artist and QC Makeup Academy tutor Nathan Johnson gives the inside scoop about his career, his ambitions, and his inspiration.

Makeup is a career unlike any other. For over 20 years it has taken me around the globe and given me experiences that I still find unreal. It’s a career that has allowed me to live a dream. When it comes to what I love about being a makeup artist, the list is too long to measure. I will share with you the ten that fall at the top:

**Flexibility**
Makeup does not hold a schedule the way that most other careers do. Every bride, event, celebrity and photo shoot will have its own call time. Some may be in the middle of the night and some could be in the middle of the afternoon. I love being able to set a schedule of my choosing. You can accept the jobs that coincide with the life you are living and refuse the ones that are not. In other words, you will be working to live around your schedule, not living to work around someone else’s. That’s why this career is so great for moms, students, or people trying to transition out of a job that doesn’t satisfy them. You can take on clients that match your available hours and set aside the funds to change your world.

**Travel**
Makeup has taken me all over the world. I have seen so many beautiful places in the process of doing my job. Beauty has taken me to the heart of the desert, several different continents, beaches, abandoned buildings and even right back to my own hometown. It is a global marketplace and people will bring the talent they love to their location. Getting to see the world and experience new cultures can be a great perk of the job.

**The “Feel-Good” Factor**
I love the power makeup has to change a person’s personal outlook. Everyone has beauty, but people often forget that. When someone doesn’t see their own light, how can anyone else? A touch of makeup is often all it takes for someone to see their own beauty for the first time or all over again. These small additions allow them to walk through the world differently. Confidence is a powerful thing! I believe if everyone felt a little better, they would all live kinder lives. I love being able to show people just how beautiful they are.

**Excitement**
I have been doing this forever and I still get a flutter of excitement every time I start. This art happens in the moment, so ideally, everything would be perfect the first time. I want to keep my client feeling comfortable and secure in my ability. I still make mistakes or change my mind while I’m working. Of course I do! I’m an artist and a human being. I keep my remover and cotton swabs close so that no one knows but me. The flutter of excitement at the process and wanting my client to be happy is a feeling I hope will never go away.

**The Wardrobe**
I can wear whatever I want! I am not one of those people who was born to wear a suit. In fact, I don’t even own a dress shirt. The idea of wearing one makes me break out into a nervous sweat. Being an artist, I am able to—and encouraged to—dress exactly as I would like. Yes, I always dress professionally, but I may be wearing a chartreuse shirt with my jeans instead of a button down. This may seem minor, but I love being able to dress to match my mood instead of dressing to match a dress code.

**The Money**
Some people say makeup is not a dependable career, but I beg to differ. There are so many opportunities available. And it is recession-proof! If you are passionate, you will find a place for yourself in the industry.

**Portability**
Makeup is a career that you carry at the tips of your fingers. Yes, it is great to have our kits with us, but in a pinch, we could get everything we need from a drug store and still make magic. How many people can say that? You can walk out your front door with only your imagination and a small bag on your shoulder and come home with wads of cash! Is that amazing or what?! 

**The People**
I have been fortunate to meet so many beautiful people. Makeup is a very intimate thing, so people tend to open up and share. I have had brides and models tell me the most amazing and sometimes inspiring stories about their lives. I have had celebrities and legends tell me deep secrets and once, even cry in my arms. This is a beautiful career that really allows you to connect with people on a deep level.

**Self-Reflection**
In working with so many people, and hearing about their insecurities, I have been able to reflect on my own. Taking the time to do so has made me a better and kinder man.

**Education**
To be a successful makeup artist, you have to always approach a task with the eyes of a beginner. Trends and products are always changing. I love to learn, so new trends, techniques and product knowledge are like air to me. I take in all I can, from everyone and anyone, and I share as much of it as possible. That’s why I love teaching! I am able to share a classical application technique as well as the tricks I have collected over a career that has spanned two-decades. Nothing feels better than sharing my favorite secrets with people. I hope you will always do the same! •
Computer Research: Career Narratives in Hospitality, Recreation and the Arts

Students conduct additional research on the career they read about in the Career Narrative activity, using a career database.

PREP

- Explore the following career database websites and choose one for this activity:
  - www.careerzone.ny.gov—The New York State career database
  - www.careercruising.com—A subscription-based career database. Requires a login and password. Many programs have subscriptions to this database.
- Choose a career from the database and be prepared to navigate to, explore and discuss this example career with students.
- Write the name of the website you choose on the board.

MATERIALS

- Researching Careers Online worksheet
- Requires use of a computer lab

EXPLAIN

1. If students have not previously used the database you have chosen to use for this activity, give a brief introduction to the website (refer to Introduction to Career Database Series in Unit 2 for more information). Emphasize the ways the database is organized and how students can use it to find careers.

2. Ask students to navigate to the website. Look at a sample career as a class, discussing what information is included and how it is organized.

3. Distribute Researching Careers Online worksheet. Ask students to explore careers related to the one they read about in the Career Narratives and complete the worksheet.

4. If time remains, students can research another career of their choice and practice paraphrasing the information they find on a separate sheet of paper.
Researching Careers Online

Use the career database to answer the questions below.

1. What are some careers that are similar or related to the career narrative you read in the previous lesson? Find at least 6 and list them below:

2. Choose one of the careers you listed above. Write four questions you would like answered about this career.

3. Research the career listed above, and write the answers, in your own words, to the questions you wrote in #2.