Journeys To Jobs

Story, Lessons, & Activities on Career Choices
Grades 3–5

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Illustrated by Jeffrey Zwartjes

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Journeys To Jobs

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Contents

Introduction.....8

Journeys To Jobs: Pre/Post Test.....9
Career Clusters.....10
ASCA Standards For *Journeys To Jobs*.....12

Journeys To Jobs Story 15

Brooke.....17
Nate 22
Aeesha.....26
Josh 30
Addie.....34
Aaron 39
Mateo 44
Katie.....49
Ren 53
Rosa.....57
Gregory.....62
Zoey.....67
What Is Your Career Path? Activity Sheet.....73

Career Activities 75

Directions For Career Cluster Activities 76
My Florist Website.....88
Flowers And Leaves.....89
_____'s Song 90
Cutting Coupons 91
It's A New Game.....92
The Ocean 93
Putting The Books In Order.....94
Take-Off.....95
Dear Senator.....96
My Plane Design.....97

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Daily Warehouse Report 98
Video Game 99
Bugs, Great And Small 100
Mediate The Problem 101
Therapist At Work 102
Design A Park 103
Your Environment 104
Military Personnel 105
Playing Safely 106
It Helps To Know Math If You Are A Roofer 107
_____'s Territory 108
Making Change 109
Read All About It 110
Hens In The Henhouse 111
Web Site Design For _____ School 112
My Face 113
Fire Drill 114
Perfects In/imperfects Out 115
Prom Night 116
A Nurse's Day 117
I Am A Geriatric Worker 118
Field Trip 119
Build A Bridge 120
Following The Building Code 121
I'm In The Driver's Seat! 122
Water For Sea Creatures 123

Supplementary Career Cluster Activities 125

Directions For Supplementary Career Cluster Activities 126
A Gardener's Equipment 128
Olympic Logo 129
Cupcakes 130
Fix The Fence 131
Travel Itinerary 132
College Professor Survey 133
A Well-Dressed Person (Male) 134
A Well-Dressed Person (Female) 135

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Self-Insight Activities 137

Interest Inventory 138
Likenesses And Differences 139
Timeline 140
On The Job 141
Interview Your Grandparent 142
A New Hobby 143
Make A Game 144
Memory Game 144
Traveling The Career Path Game 144

Lessons 145

Lesson 1: Journeys To Jobs 146
Education & Career Clusters Chart 150
Lesson 2: Decisions 153
Lesson 3: Employee Of The Month 155
Lesson 4: Homework 157
Homework Chart 158

About The Author 159

Instructions For Using The CD 160

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Introduction

This program includes an original story, a series of lessons, supplementary activities that teach about career choices, and self-insight activities. The story is about 12 friends. Each one enjoys doing different things at different stages of life. As they grow up, they use their talents and interests to choose their life's work. The lessons and activities reinforce the concept that we can choose from many occupations, based on our individual abilities and preferences. Character traits we develop in childhood can help us in the vocations we choose as adults.

Follow-up lessons are included for use when presenting the story. The follow–up lessons include:

- **Lesson 1: Journeys To Jobs** (page 146)
  This lesson shows children the journeys 12 friends take to reach their final career goals. Various vocations are highlighted along the way. Students realize that careers are the reflection of a person's talents and interests.

- **Lesson 2: Decisions** (page 153)
  This lesson helps students realize that career choice is not based on chance. The students write letters to their future selves. Reading them in the future will illustrate how activities and pastimes changed as they matured.

- **Lesson 3: Employee Of The Month** (page 155)
  Character traits like honesty, trustworthiness, and getting along with others can help build friendships in elementary school. Those same traits are respected in the work force. A *Student of the Month* can become an *Employee of the Month* by continuing to practice those traits.

- **Lesson 4: Homework** (page 157)
  This lesson reinforces the concept that schoolwork is work for students. It is important for students, like adults, to keep track of work they have completed. The included homework chart, similar to an adult worker's monthly report, will help students take responsibility for recording their work.

Activity sheets will help students acquire mastery of career awareness. The first, a *Pre/Post Test* (page 9), may be administered at the beginning and end of the program.

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Journeys To Jobs: Pre/Post Test

Directions: Without using a dictionary, write your definition of each word below.

Career _____

_____

Employee _____

_____

Employer _____

_____

Interest _____

_____

Decision _____

_____

Retirement _____

_____

Ability _____

_____

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Directions: There are 16 career clusters. Each cluster has several categories. In each category there are many jobs. Four career clusters are listed below. Circle the category or categories in each cluster that interest you, then write the names of four jobs you believe would fall into each circled category.

Science, Technology, Engineering, & Mathematics

_____ _____ _____ _____

Law, Public Safety, Corrections, & Security

_____ _____ _____ _____

Agriculture, Food, & Natural Resources

_____ _____ _____ _____

Education & Training

_____ _____ _____ _____

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Career Clusters

Agriculture, Food, & Natural Resources

Ren	Farmer
Aaron	Environmental Engineer

Architecture & Construction

Gregory	Construction Supervisor
Gregory	Architect
Mateo	Framer/Roofer

Arts, A/V Technology & Communications

Aeesha	Author
Addie	Singer
Mateo	Art Director

Business Management & Administration

Josh	Shop Owner
Brooke	Entrepreneur/Floral/Gift Basket Website

Education & Training

Nate	Librarian
Katie	Teacher/Guidance Counselor
Ren	Teacher/Principal

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Finance

Katie	Bank Teller
Gregory	Accountant

Government & Public Administration

Aeesha	Senator
Aaron	Recreation & Parks Director

Health Science

Aaron	Orthopedic Surgeon
Rosa	Nurse
Katie	Athletic Trainer

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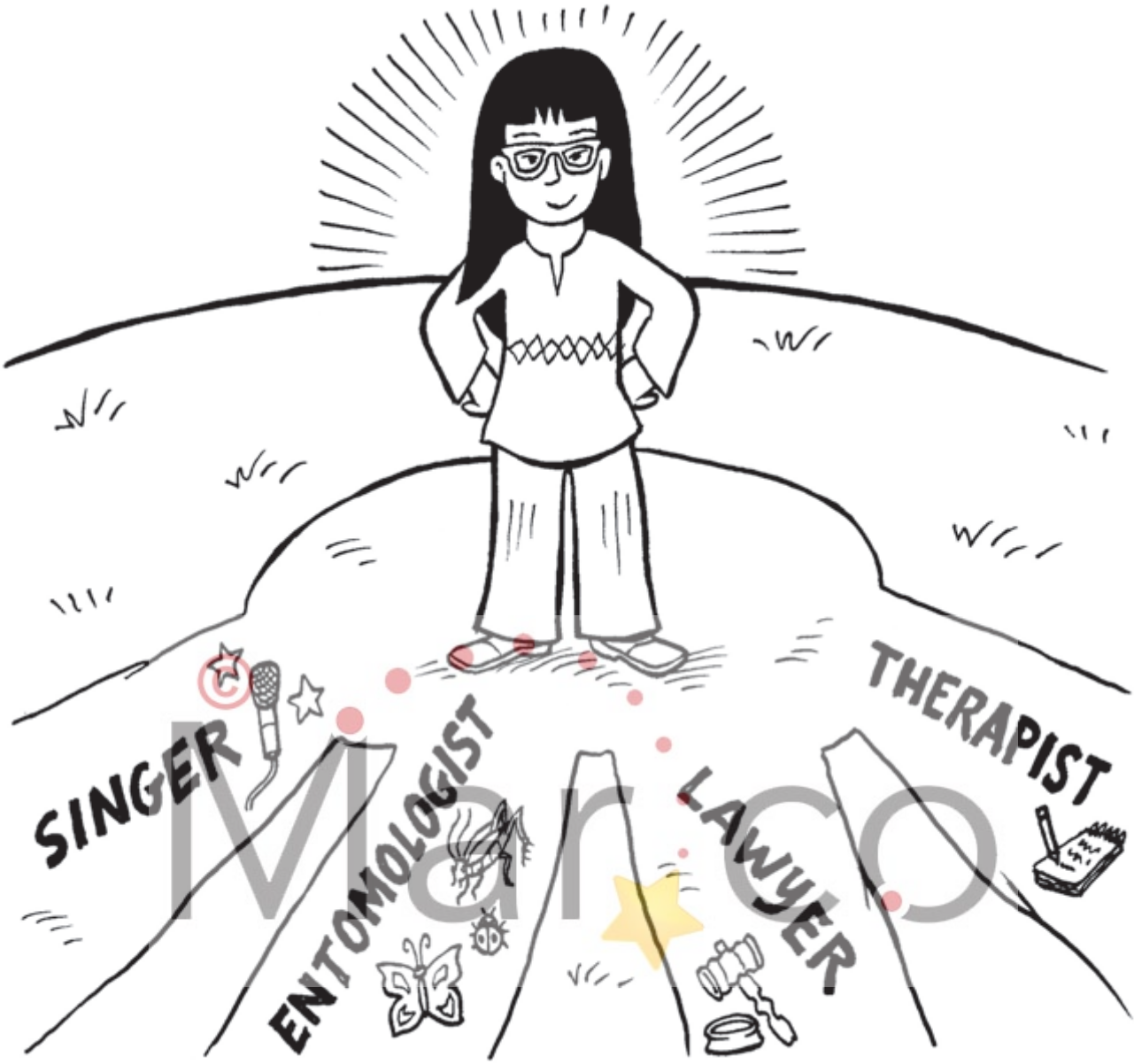
Addie



When Addie was 3, she sang in front of 100 people. She was so little, she had to stand on the piano bench so the audience could see her. Addie was very talented and not afraid to sing in front of an audience. If she had stayed on this path, Addie would have learned many songs, practiced singing regularly, and perhaps learned to read music. ***What job might this be?***

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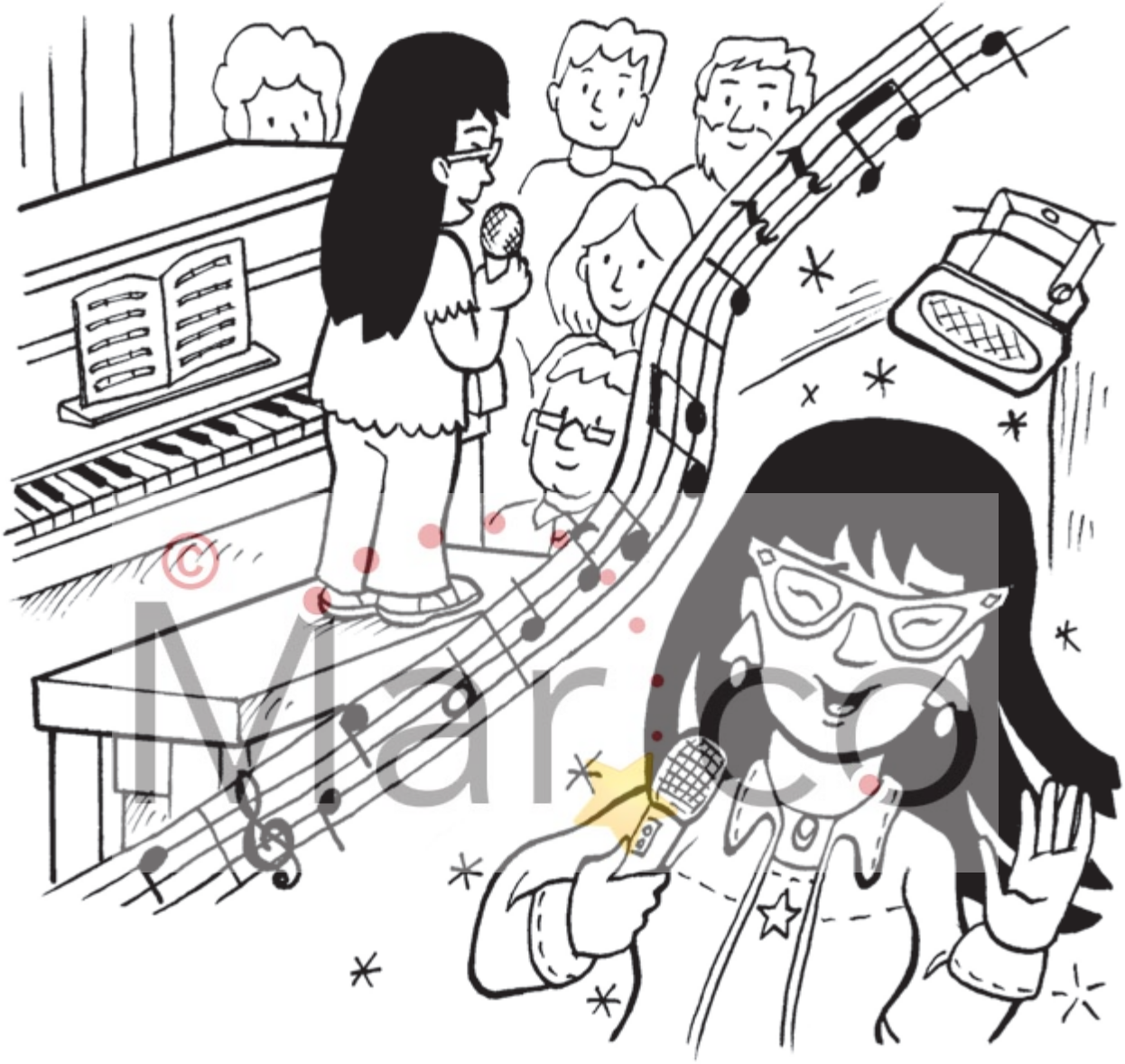
Addie could have become a singer. Some singers become very famous, perform all over the world, and make a lot of money. Other singers perform in local clubs or small groups. This type of singing does not always pay well, and these singers often have other jobs. Some teach or take music classes or private lessons to improve their singing. A singer who wants to teach music in schools must go to college and earn a teaching degree.



When Addie was 5, she loved to collect bugs and put them in jars. If Addie had stayed on this path, she would have studied about bugs in college. ***What job might this be?***

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Addie could have been an entomologist. *Entomologists* are scientists who are insect experts. Did you know that there are more than one million species of insects? Most entomologists work in research, gathering information about things like the diseases insects carry, the crops they destroy, or the plants they help. This information can be passed on to other interested people. To have this career, Addie would have gone to college and studied microbiology, biochemistry, and entomology.

As Addie grew up, she had many friends. She was careful to include everyone in games and never said unkind things about anyone. When her friends got into arguments, Addie tried to help solve the problem without any hard feelings. If she couldn't do that, she would say which person she felt was right. If Addie had stayed on this path, she would have had to be able to look at the facts and then try to convince a judge that her side of an argument was the right side. ***What job might this be?***

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Supplementary Career Cluster Activities

Supplementary activity sheets may also be printed from the included CD (inside back cover). The activity sheets on the CD are provided in black and white and/or color PDF files. If you choose to use the color files, students' coloring of the activity sheet may be eliminated from some of the activities.

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ENGINEER (Science, Technology, Engineering & Mathematics):

Give each student five toothpicks, five popsicle sticks, one can of clay or dough, three straws, tape, and a ruler. Tell the students to use the objects to make a tower, then measure the height of their towers. Then have the students try to make a tower taller than the first one. (*Note:* This can also be a small-group activity).

Research: Using the Internet or an encyclopedia, find the answer to the following question:

How many kinds of engineers are there?

FOREST RANGER (Agriculture, Food, & Natural Resources):

Give each student poster paper and crayons or markers. Tell the students that Smokey the Bear®, the longest-running public service campaign in U.S. history, was created in 1944. In 1947, the campaign started using the catch phrase: *Remember… Only YOU Can Prevent Forest Fires*. Smokey's message has had a tremendous impact, reducing the number of acres burned annually by wildfires. In 2001, the slogan changed to *Only You Can Prevent Wildfires*. Have the students discuss ways they could make the public more aware of environmental issues that affect forests. For example, they could collect news articles on how forests contribute to environmental stability or start a school recycling campaign to raise money to plant new trees. The students will create a poster with a slogan about what they have chosen to do and will decide where their posters should be displayed.

GARDENER (Agriculture, Food, & Natural Resources):

Give each student a copy of *A Gardener's Equipment* (page 128) a pencil, and crayons or markers. Have the students color the pictures, then share their completed activity sheets with the group/class.

OLYMPIC SKATER (Hospitality & Tourism):

Give each student a copy of *Olympic Logo* (page 129) a pencil, and crayons or markers. Ask the students to name familiar logos. Most will name logos that identify major sports teams. Then tell the students how much time they have to create a logo for the Winter Olympics. Have the students share their completed logos with the group/class.

BAKER (Hospitality & Tourism):

Give each student a copy of *Cupcakes* (page 130) a pencil, and crayons or markers. Tell the students the cupcakes are ready to frost and decorate and ask what decorations they might put on them (sprinkles, jellybeans, etc.). Write their suggestions on the board. Tell the students how much time they have to complete the activity sheet. Have each student describe one of his/her cupcakes to the group/class and tell why that cupcake is special.

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RANCHER (Agriculture, Food,& Natural Resources):

Give each student a copy of *Fix The* Fence (page 131) a pencil, and crayons or markers. Direct the students to fix the fence so the sheep will not get out, then color the activity sheet.

Research: Give each student paper and a pencil. Have the students write the following questions on the paper, then find the answers in an encyclopedia or on the Internet.

How much does a sheep weigh?
What is the difference between a sheep and a goat?
What is the price per pound of lamb?
Other than meat, what other products come from sheep?

CRUISE DIRECTOR (Hospitality & Tourism):

Give each student a copy of *Travel Itinerary* (page 132) and a pencil. Tell the students to choose the activities they would like to do while on the cruise. Then have each student explain the reason for one or more of his/her choices.

COLLEGE PROFESSOR (Education & Training):

Reproduce one copy of *College Professor Survey* (page 133) for each teacher in the school. Assign each student a teacher or teachers to survey. Have the students complete the surveys, then report the results to the group/class. Tally the results on the board.

Name the colleges attended by the teachers.
Which college was attended by most teachers?
Which college is farthest from our school?
What percentage of the teachers could sing their college song?
What percentage of the teachers knew the colors of their college football team uniforms?
What fun things did the teachers do in college?
Which fun thing was the most popular?

SALESPERSON (Marketing):

Give each student a copy of *A Well-Dressed Person* (pages 134 or 135), a pencil, and crayons or markers. Tell the students to draw their facial features and hair on the head, then color the clothes. Tell them to add shoes and other accessories such as a briefcase, umbrella, newspaper, cell phone, hat, purse, jewelry, etc., to personalize their pictures. Have the students share their completed drawings with the class/group.

Research: Give each student a piece of paper and a pencil, then say:

Ask your parents If they will take you to a store that sells suits or dresses or if they have catalogs that sell these things. On your paper, record the lowest and highest amounts for which the store or catalog sells a suit or dress.

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THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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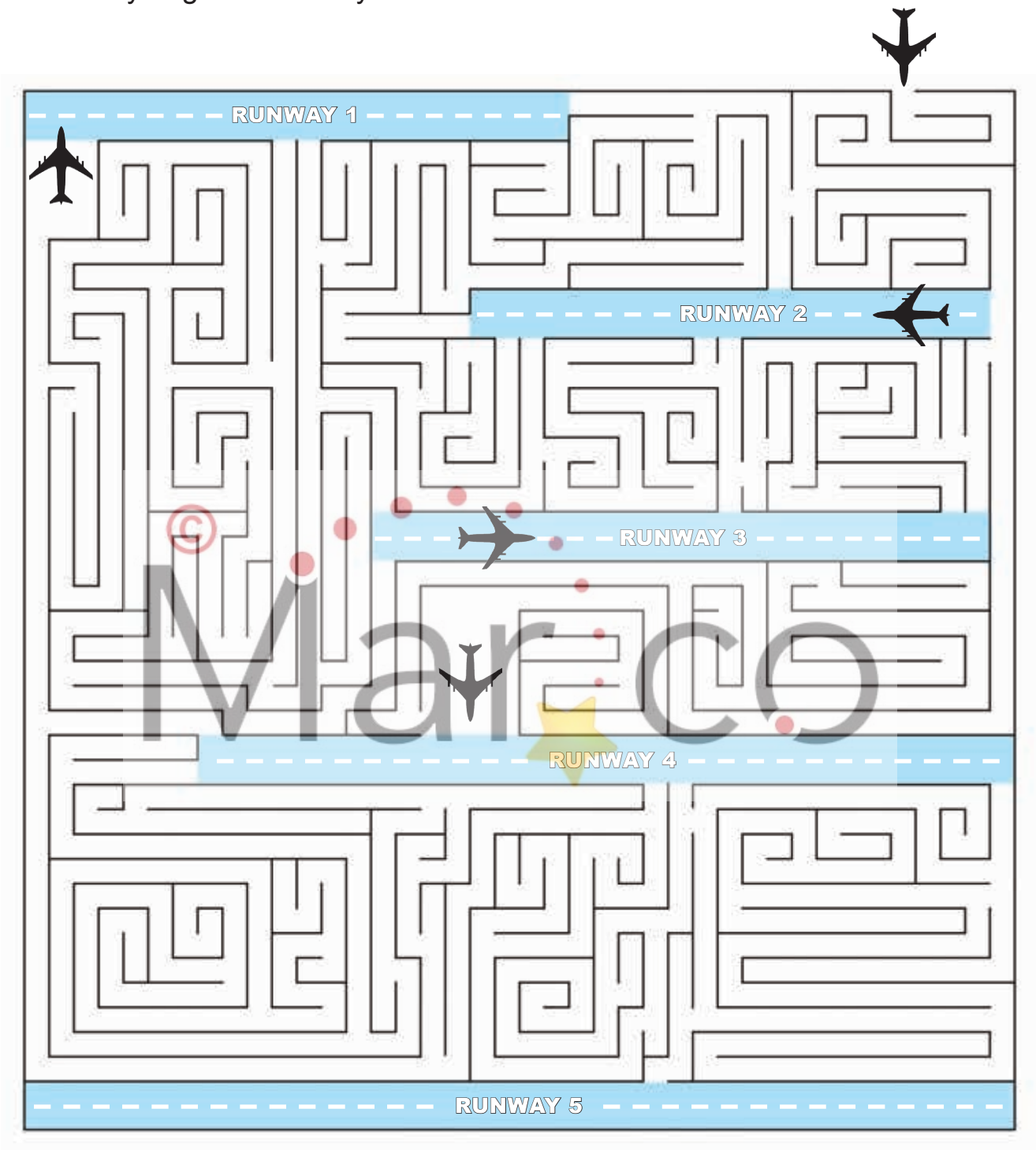
Take-Off

Directions: The air traffic controller tells you to take off on Runway 5. Try to get there safely without lifting your pencil. You may not cross any other runway to get to Runway 5!



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Directions: Answer each question to create your original video game. Then name your game and write the name on the screen at the top of the page.

Who are the characters in your game?

_____ _____ _____

Draw these characters on the computer screens below.

Describe how players get points and what they must do to win the game.

_____

_____

_____

How will you market your game?_____

_____

_____

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Military Personnel

Draw pictures of personnel in the Army, Navy, Coast Guard, Marines, and/or Air Force. Draw males and females, officers and enlisted personnel.

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The people I know who are or have been in the military are:

Name _____

Service _____

Name _____

Service _____

Name _____

Service _____

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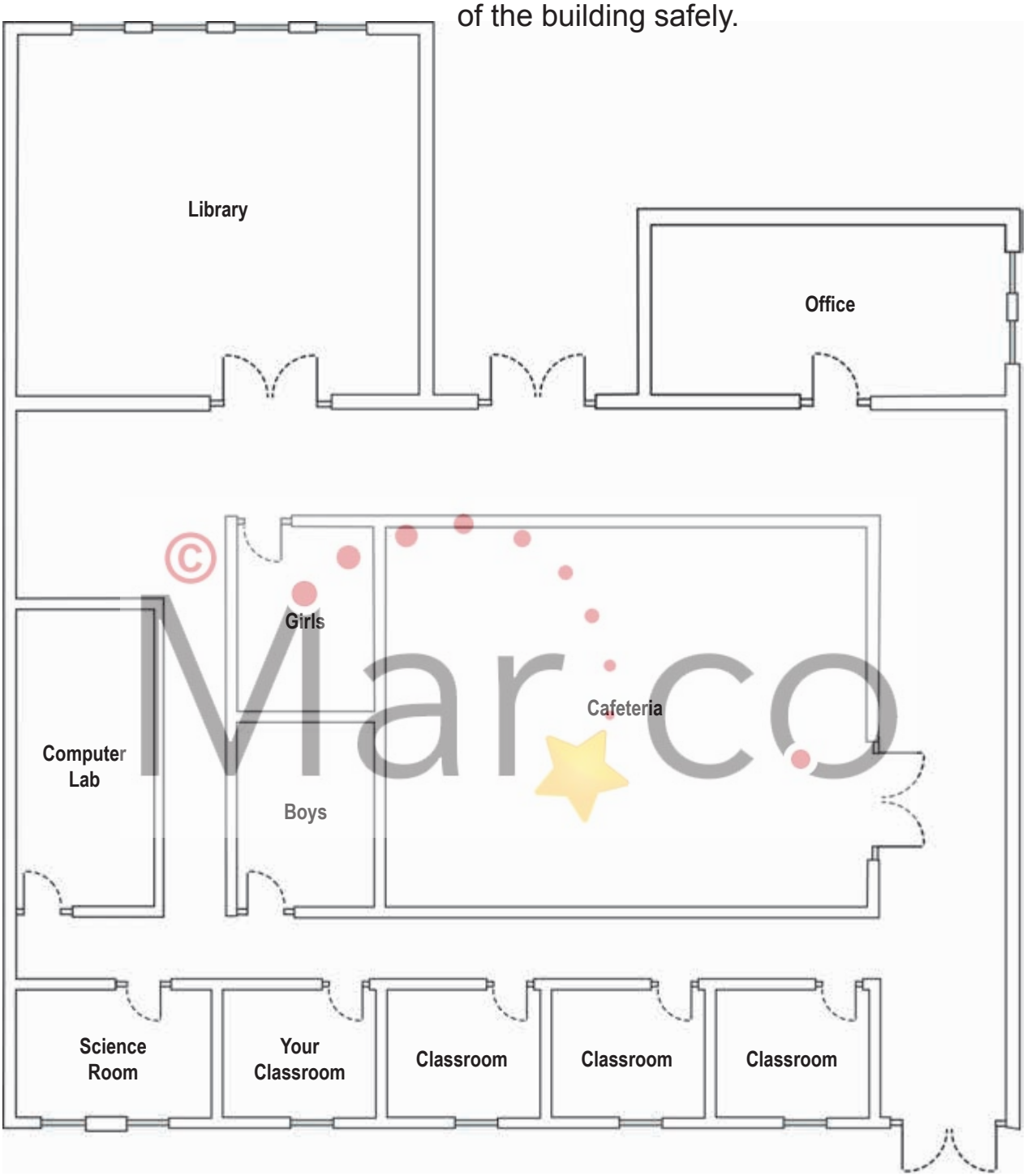
Fire Drill

Directions: The principal is about to pull the fire alarm. Listen to your teacher's directions and help the children get out of the building safely.



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Following The Building Code

Directions: An architect must know about building codes. According to this town's building code, the front of this building must be nine feet from the street. If 1/2 of an inch represents one foot, use your ruler to see if this building follows the building code.

Did the building follow the building code? _____

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Water For Sea Creatures

Sea creatures live in salt water and fresh water.

List as many sea creatures as you can in the appropriate column.

Marine Biologist (salt water) studies	**Limnologist** (fresh water) studies
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Travel Itinerary

You are going to take a 10-day cruise. There will be days at sea and days in ports. For each day and each port, you have two choices about how to spend your time. Read each choice and check the one you would most like to do.

DAY 1 **AT SEA**	CLIMB ROCK MOUNTAIN ☐	EAT AT THE ICE CREAM SOCIAL ☐
DAY 2 **MEXICO**	VISIT THE INDIAN RUINS ☐	GO TO THE BEACH ☐
DAY 3 **GALAPAGOS ISLANDS**	SEE THE SEA TURTLES ☐	VIDEO GAME TOURNAMENT ☐
DAY 4 **AT SEA**	WATER POLO IN POOL ☐	HOT DOG EATING CONTEST ☐
DAY 5 **AMAZON RIVER**	CANOE UP THE RIVER ☐	TAKE A JUNGLE TOUR ☐
DAY 6 **ARGENTINA**	VISIT BUENOS AIRES ☐	GO TO A HORSE FARM ☐
DAY 7 **AT SEA**	VISIT THE CAPTAIN'S BRIDGE ☐	ENTER A VIDEO GAME CONTEST ☐
DAY 8 **ANTARTICA**	GO FISHING ☐	VISIT THE PENGUINS ☐
DAY 9 **AUSTRALIA**	GO SCUBA DIVING ☐	VISIT THE ZOO ☐
DAY 10 **AT SEA**	HIT GOLF BALLS OFF THE BOAT ☐	SWIM IN THE POOL ☐

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Interest Inventory

Directions:

We have learned that our interests as children and teenagers often lead us to the jobs we choose as adults. Answer the questions below to see if your interests might lead to something you will do in the future.

1. Would you rather play inside or outside? _____
2. Do you like to fix things? _____
3. Do you like to read books? _____
4. Do you collect things? _____
5. Do you play a sport? _____
6. Do you play a musical instrument? _____
7. Do you like to pretend? _____
8. What is your favorite subject in school? _____
9. What is your least favorite subject in school? _____

Which of the things above do you think you still might enjoy as an adult?

_____

_____

Name one or two jobs that might fit with interests you think you might have as an adult.

_____

_____

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