Creative Career Education

FOR GRADES K–5

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WRITTEN BY
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Creative Career Education for Grades K-5

Softcover ISBN: 978-1-57543-302-8
eBook ISBN: 978-1-57543-303-5

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Published by Mar*co Products, Inc.
214 Kale Road
New Bern, NC 28562
1-800-448-2197
www.marcoproducts.com

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Printed in the U.S.A.

Contents

Words From the Author 9

The Keys to Successful Career Selection 10

Career Development Theories 11

What Did Other Career Experts Advise 14

NOSCA: National Office for School Counselor Advocacy 15

Suggested Activities 16

Kindergarten Career Lessons 19

Lesson 1 – Yesterday, Today, and Tomorrow 20

Lesson 2 – What's Your Favorite? 25

Lesson 3 – Who Uses This? 29

Lesson 4 – Career Bingo 33

Lesson 5 – What Can I Be? 38

First Grade Career Lessons 43

Lesson 1 – Y'all Know What? 44

Lesson 2 – Hobbies and Interests 48

Lesson 3 – Whose Are These? 52

Lesson 4 – My Briefcase 57

Second Grade Career Lessons 63

Lesson 1 – What Would You Rather … 64

Lesson 2 – My Interests May Lead to a Career 71

Lesson 3 – Career Choices 77

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Lesson 4 – Making My Wishes Come True 83
Lesson 5 – Career Card Game 89

Third Grade Career Lessons 97
Lesson 1 – Would You Rather 98
Lesson 2 – My Career Tablet 103
Lesson 3 – Gear Up to Careers 109
Lesson 4 – Steps to My Future 114

Fourth Grade Career Lessons 121
Lesson 1 – Life Auction 122
Lesson 2 – Career and Lifestyle Game 127
Lesson 3 – My Resume 133
Lesson 4 – Seed to Pumpkin Pie 138
Lesson 5 – How Will I Impact the World? 144

Fifth Grade Career Lessons 153
Lesson 1 – Identifying Personal Skills and Interests 154
Lesson 2 – What is Your Personality Type? 159
Lesson 3 – Career Exploration 164
Lesson 4 – Career Map 169

Career Education Resources 174

Instructions for Using the CD 176

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The Keys to Successful Career Selection

When evaluating my own beliefs regarding career development, I thought about what I wish I had known when choosing a career. I also reviewed what I wanted my own children to know. When I began developing these lessons, my children were in college and struggling with their career decisions. I did a lot of personal reflection and had many conversations with both of my children. I determined I personally considered five things important to meaningful career selection.

1. **Self Awareness.** An honest personal reflection of one's own skills and interests is, I believe, essential. I know that we want children to believe that they can do or be anything they want; and I deliver that message. But I also think we need to help children understand that they already have interests and skills that can be connected to possible careers. Of course, I also believe that skills and interests change and evolve over the years, so spending time to identify what we can and want to do needs to be a recurring practice. In these lessons, I try to point out that if we do not enjoy the tasks associated with a job, we will not like the job nor do it well. Similarly, if a job requires a skill set we do not learn or a talent that we do not possess, the job may create stress.

2. **Choices are Possible.** My own career journey was, I believe, somewhat hampered by my own narrow thinking and society's tendency to limit opportunities for women. I wanted my own children and my students to know and believe that it was possible to select a career. This perspective was also strengthened by the journey of my spouse. Rather than doing what the majority of his classmates did after high school, he pursued other opportunities. I wanted individuals to be able to select a career, rather than just end up in a job. This is not always easy, but it is possible.

3. **How to Choose Well.** Good decisions come from knowledge. So, if you want to choose a career path effectively, you need information—about yourself and about the career. Career awareness includes more than the name of a job. One must consider, among other things, the environment in which the job occurs, the training and educational requirements of the job, and the types of tasks that comprise the job. Furthermore, one should consider the typical work load, time demands, benefits and pay associated with a job, as well as understanding how that will impact lifestyle. I wanted my elementary students to think beyond the typical pediatrician, veterinarian, and professional athlete jobs they cited.

4. **The Importance of Being Prepared.** My life afforded me many opportunities. Only when I was adequately prepared was I able to take advantage of those opportunities. Post-secondary education and training and/or learning appropriate job-related skills are part of being prepared. Learning versatile skills that may be applicable in a variety of settings can also help prepare students for job opportunities. This is especially important since so many of the jobs our students will pursue do not yet exist. Students need to be prepared for what is not yet a reality. That means acquiring education/training/skills that can be used in the jobs of the future.

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LESSON 5 – KINDERGARTEN

What Can I Be?

Purpose:

Students will identify personal interests and possible future careers.

ASCA Standards: Career Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C:A1 Develop Career Awareness
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
C:A1.6 Learn how to set goals
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
C:B1 Acquire Career Information
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
C:B2 Identify Career Goals
C:B2.5 Maintain a career planning portfolio
Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.
C:C1 Acquire Knowledge to Achieve Career Goals
C:C1.3 Identify personal preferences and interests which influence career choice and success

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Materials Needed:

For the leader:

- ☐ *Vocabulary Cards* from the previous lessons
- ☐ *Vocabulary Cards: Portfolio, Dream* (included on CD)
- ☐ Computer with CD drive and printer (to print PDFs on included CD)
- ☐ Medium- to heavy-weight paper (a weight that can easily be fed through your printer for the cards) and standard copy paper for other activity/worksheets
- ☐ Selected book

For each student:

- ☐ *My Portfolio* (included on CD)
- ☐ Pencil
- ☐ Career file folder

Pre-Session Preparation:

Print *My Portfolio* for each student.

Print the *Vocabulary Cards: Portfolio*, *Dream*. Hang the cards in the classroom and/or display them on an Interactive White Board (IWB).

Select a book to read to the students. Possible books are suggested below, but you could use any age-appropriate book related to goal setting. It is helpful if the book also relates to careers, but it is not necessary. It is especially helpful to use the lesson's vocabulary words when discussing the book.

- *I Can Be Anything!* by Jerry Spinelli
- *When I Grow Up* by P. K. Hallinan

Making and Recording Observations:

Ask questions to help you learn more about individual students.

Be sure that everyone is actively engaged in the lesson.

Determine which students are having difficulty with the concepts/*My Portfolio* activity. Provide them with support and encouragement.

Note how the group responds to your directions.

Procedure:

Introduce the lesson by reviewing the vocabulary words presented in the previous lessons.

- Interest: something you enjoy doing
- Ability: something you do well
- Favorite: something you like most of all
- Career: a job, something you get paid for doing
- Vehicle: something that transports people or things from one place to another
- Tool: something that is made to do a specific kind of job

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Divide the students into small groups and distribute a *Career Character Card* to each group.

Show the students an *Accessory Card* and *Location Card*. Explain that each group of students will be given an *Accessory Card*, a *Location Card*, scissors, and glue. It will then be each group's assignment to cut out the accessories and glue them to the circles on their *Career Character Card*. They should then glue the *Location Card* to the *Career Character Card*.

Tell the students the amount of time the groups will have to complete the activity.

Each group should select one member to present its finished work to the class.

Display the completed *Career Character Cards* on the wall.

Option 2 – Game instructions:

Before presenting the activity:

- Display the *Career Character Cards* on the wall.
- Cut apart each item from the *Accessory Cards* and *Location Cards*.

Randomly distribute one of the cut out items and tape or a glue stick to each student. At the counselor's signal, have the students try to match their items with one of the *Career Character Cards* on the wall. When they successfully match an item, they may return to the counselor for another item. Continue this process until all the cut out items are glued or taped to the appropriate *Career Characters Cards*.

Option 3 – Game instructions:

Before presenting the activity:

- Cut apart each item from the *Accessory Cards* and *Location Cards*.
- Randomly place all the items face up on a table or desk in the front of the room.

Divide the students into small groups and distribute a *Career Character Card* and glue stick to each group.

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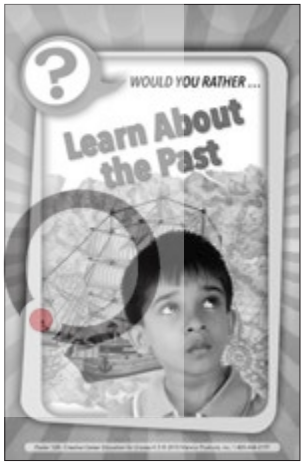
Hang each poster on the opposite sides of or far apart in the room. Explain the idea of a *forced choice*—when you *must* choose one of two options. Sometimes a person may want both options, and sometimes he/she will want neither, but a choice must be made. And in this activity, the students must choose which activity they prefer.

Direct the students to choose which activity they would rather do, based on their personal preferences, and move to the area of the room where that poster is displayed.

Conduct a brief discussion. Ask two or three students to explain their choices.

Have each student take one small picture from the envelope/bag on the poster they selected.

Continue this process with each poster. After each poster set has been displayed and all the students' choices have been made, have them take the squares they collected and glue them on their *I Would Rather* activity sheet. (*Note:* It may be necessary to review what some of the pictures represent.)



Poster sets:

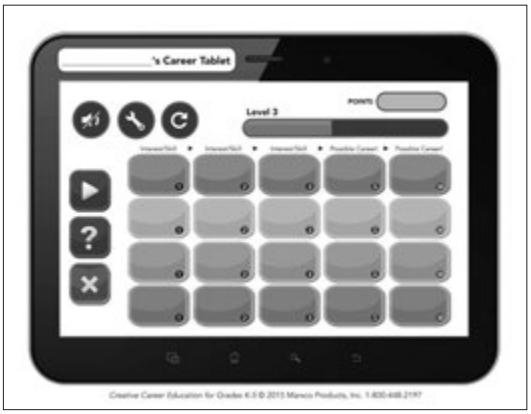
1A - GIRL WRITING › 1B - BOY DRAWING
Would you rather write something or draw something?

2A - BOY READING › 2B - HANDS HOLDING SPEAKING BUBBLES
Would you rather read alone or chat with your friends?

3A - MICROSCOPE/BEAKERS › 3B - BIRD NEST/LEAVES
Would you rather study things under a microscope or study things in nature?

4A - HEART HAND WITH CHILDREN › 4B - GIRL WITH SCHOOLWORK
Would you rather help someone having friendship troubles or help someone having trouble with schoolwork?

Individual work: ***Career Tablet***



Distribute *Career Tablet* and, if necessary, a pencil to each student. Have the students write their names in the space provided: _____'s Career Tablet

Tell the students that they are going to be playing a career "computer game" on the tablet. The object of the game is to earn as many points as possible. Have the students begin by writing one interest or skill on each of the first three rectangles in the first row, then write an associated career in each of the next two rectangles in the first row.

They should continue this process filling in as many rectangles in each row as possible. Each completed rectangle is worth the points indicated in the circle in the lower right-hand corner.

When the alloted time has elapsed, have the students total the points they earned and write the total in the space provided. Allow a few students to show their completed games to the class and explain their choices.

Collect the students' activity sheets and place them in each student's career file folder.

Evaluation:

Evaluate your lesson by implementing some or all of the following suggestions:

Review each student's completed *Career Tablet* activity sheet to determine if he/she is able to:

- identify personal skills
- identify personal interests
- identify matching career possibilities

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Individual work: Researching career options

Allow time for students to research various careers in reference books or on websites, then ask each student to choose a possible career. Remind the students to choose a career/job that relates to their own skills and interests.

(*Note*: If a student wants to choose a career/job that is not included in the reference book, advise him/her to pick a closely related career/job.)

Explain that the students will use what they discover from their research to create the perfect resumes to use when applying for their chosen jobs.

Read the selected book and demonstrate how to write a resume.

Using *My Resume* as a guide, demonstrate on the board (IWB) or chart paper how to write a resume for the primary character in the book.

Individual work: *My Resume*

Distribute *My Resume* to each student.

Tell the students to complete *My Resume* applying the information they learned from researching their careers.

Students may assume that they have already acquired the necessary training and education necessary for the job. They may also invent personal traits or characteristics that help make them the best possible candidates for the jobs.

Allow time for the students to complete *My Resume*.

Conduct an interview.

Ask for a volunteer to role-play being interviewed by a potential employer (the counselor).

Ask the volunteer questions based on his/her resume:

- For what job are you applying?
- Tell me about your education. How does what you studied relate to this job?
- What special training do you have that can help you better perform this job?
- Tell me about your personal interests and skills. How can your interests and skills help your job performance?
- Why are you the best candidate for this job?

Tell the students that the sheet identifies the 16 Career Clusters and associates each with one or more Personality/Interest Types.

Ask the students to consider their results. Do they agree? Disagree? Were they surprised by the results?

Then ask for volunteers to share their results. Ask each volunteer:

› Do you agree or disagree with the result? Explain.

Emphasize that this method is just one way to assess one's possible career direction. The results only provide insight, they do not cancel out any choices or wishes you might have for a career.

Introduce the *Career Cluster Posters* activity.

Display and discuss each *Career Cluster Poster*.

Encourage the students to brainstorm a few examples of jobs/careers that fall within each cluster.

Instruct the students to select, using the *Personality/Interest Type* they ranked #1, one career cluster listed on the *Possible Career Clusters for Your Personality/Interest Type* worksheet, then circle it. For example, a student whose #1 type was Artistic, would select between the two career clusters of Human Services and Arts, A/V Technology, and Communication.

Give each student the poster that matches the career cluster he/she selected. If multiple students selected the same cluster, you may either have them work together or give each student a copy of the poster.

Then have the students think of jobs they might consider based on the career cluster's description.

Summarize the lesson by emphasizing the following concepts:

› Jobs are often classified or categorized into one of the 16 Career Clusters.

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THE FOLLOWING SAMPLES
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My Career Bingo: Tools Pictures

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Career/Hobby Match

Look at each career character. Can you guess what hobby or favorite pastime each one had when they were younger?

I am a MECHANIC.

My parents bought me my first model:

_____

I am an ARCHITECT.

As a child, I loved building things with:

_____

I am a FASHION DESIGNER.

I have always loved to:

_____

I am a DOCTOR.

When I was little, stuffed animals were my

_____

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I am a CHEF.

I have always liked creating new:

_____

I am a REFEREE.

When I was six, I started playing:

_____

CAR

FOOTBALL

RECIPES

SEW

BLOCKS

PATIENTS

My favorite hobby or pastime is _____

Would You Rather ...

1 ***Would you rather ...***

live in a big city **or**

live in a small town

2 ***Would you rather ...***

live in the mountains **or**

live by the ocean

3 ***Would you rather ...***

live in an apartment **or**

live in a house

4 ***Would you rather ...***

play on a computer **or**

play soccer

5 ***Would you rather ...***

solve a mystery **or**

repair a bicycle

6 ***Would you rather ...***

work in a small store **or**

work in a large office

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Auction Items—How Much Will You Pay?

You have a total of $1000 to spend. The items listed below will be auctioned to the highest bidder. Sometimes it is a "one and only" item; sometimes there are several available. Make a plan for how you will spend your money.

	INTERESTS/VALUES/TALENTS/SKILLS	PLAN	SPENT
☐	Sports	$	$
☐	Math	$	$
☐	Science	$	$
☐	Solving mysteries	$	$
☐	Writing or telling stories	$	$
☐	Draw or painting	$	$
☐	Curing a world problem (hunger, disease, poverty, etc.)	$	$
☐	Helping others	$	$
☐	Travel	$	$
☐	Fitness and health	$	$
☐	Happiness	$	$
☐	Having a family	$	$
☐	Being beautiful/handsome	$	$
	CAREER TYPES	**PLAN**	**SPENT**
☐	Earn lots of money	$	$
☐	An easy job	$	$
☐	A challenging job	$	$
☐	A job working outside	$	$
☐	A job working with computers	$	$
☐	A job performing	$	$
☐	A job working with people	$	$
☐	A job working with animals	$	$
☐	A job building/inventing/designing	$	$
☐	A job that makes me famous	$	$
☐	A job working alone	$	$
☐	A job that makes the world a better place	$	$
☐	A job that is fun	$	$

What did you learn about yourself today? _____

_____

_____

_____

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NAME _____ DATE_____

Career Map Plan

MY CAREER CHOICE

1

Draw a picture of the ***Island of Me***. The island serves as the starting place for your career journey.

2

Draw various topographical features on your island, each shaped to represent one of your skills or interests. (piano pond, math mountain, basketball beach, etc.).

MY SKILLS	MY INTERESTS

3

Identify possible barriers that might block you from successfully reaching your career goal. For example, a lack of funding for college might make it difficult to attend a preferred school. These barriers can be represented on the map with drawings of rough waters, sharks, sea monsters, pirate ships, etc.

BARRIERS	REPRESENTATIVE DRAWING

4

Identify your career's job requirements. Depict these as ports of call on your journey to your final career destination. For example, an island chain could represent the stages of training or education, as well as summer jobs, internships, etc.

JOB REQUIREMENTS	REPRESENTATIVE DRAWING

5

Draw your final destination. This drawing should represent your career choice.

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