

Governor's Institute for Career Education and Work Activity

By Greg Notestine and Lori Casanova

Title	Career Relay
Standards Addressed	<p>13.1.3 A Recognize that individuals have unique interests; 13.1.3 C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing; 13.1.3 D Identify the range of jobs available in a community; 13.1.3 F Explore how people prepare for their careers; 13.2.3 E Discuss the importance of the essential workplace skills , such as, but not limited to: dependability, health/safety, team building, technology; 13.3.3 A Identify attitudes and work habits that contribute to success at home and school; 13.3.3 B Identify how to cooperate at both home and school; 13.3.3 C Explain effective group interaction terms such as but not limited to: compliment, cooperate, encourage, participate ST 3.7 A,B,C,D,E; HSPE 10.4 A,B; HSPE 10.5 A,B,C,D</p>
Brief Overview	Students will explore occupations that require manipulative and fine motor skills through participating in a relay race.
Grade Level	3 rd or 4 th
Content Area(s)	Career Education, Physical Education
Other standards supported	ASCA, PSCA, NCDG
Prep Time	60 Minutes
Implementation Time	45 Minutes
Learning Objectives	Students will be able to identify large and manipulative motor skills required to complete tasks in different career areas. Students will assess personal skills and values regarding motor activities.
Materials Needed	For each team: Ace bandage, doll or mannequin, 4 plastic glasses, 4 paper plates, trays, 10 envelopes printed with first and last name and address, set of wooden blocks, balloon, acrylic paint, set of cosmetics, cot, sheets, pillow
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Select 6 careers (materials listed are for a Health Care Worker, Waiter/Waitress, Postal Worker, Construction Worker, Cosmetologist, and Room Attendant). 2. Determine an activity that is undertaken by an employee in each career: <ul style="list-style-type: none"> • Health Care Worker – Wraps an ace bandage around the arm of a doll or mannequin. • Waiter/Waitress – Carries plastic glasses and plates on a tray from one end of the room to the other. • Postal Worker – Alphabetizes a series of envelopes by name • Construction Worker – Builds a tower of blocks to a predetermined height. • Cosmetologist – Draws and decorates a face according to specifications on a balloon. 3. Arrange students into teams of five to eight students, and explain

	<p>directions. Demonstrate each activity. Have a helper from each team who will rearrange the materials for each activity before the next team member begins.</p> <p>4. Begin the relay. Time each team until completion. The first team in which each student completes each activity wins.</p> <p>5. Process the activity by discussing motor skills required for these and other occupations. Also discuss changing gender roles in occupations, and the necessity of knowing one's skills and abilities before choosing an occupation. Discuss teamwork concepts related to success in the world of work.</p>
Theory basis	Super Theory, Trait and Factor Theory
Evaluation/Assessment	Completion of the relay races and debriefing
Comments	<p>This activity would be best accomplished in a gym or large multi-purpose room.</p> <p>The teacher may wish to use 11th grade students to help with the set-up and maintenance of the relay.</p>
Enhancement Activities	Rather than choosing the above occupations, the teacher could have students work in teams to select from a larger list of occupations and design activities for each.
Adaptation for at risk kids	N/A
Resources	<i>Handbook of Career Games, Second Edition, Joy Cobb & Robert Cormany</i>

Governor's Institute for Career Education And Work Activity

**By Julie Arcelus, Patricia Donner,
and Juanita Dymso**

Title	Exploring Careers in Our Community
Standards Addressed	13.1.3 D Identify the range of jobs available in the community. 1.2.3 A, 1.4.3 B, 1.6.3. A, 1.6.3 C, 1.3.6 D, 1.3.6 E, 1.3.6 F
Brief Overview	Students will be able to identify various types of jobs available in the local community.
Grade Level	3 rd
Content Area(s)	Guidance, Language Arts, or Social Studies
Other standards supported	ASCA, PSCA, NCDG
Prep Time	30-60 minutes (see Comments section for quick preparation, or more detailed preparation).
Implementation Time	30-45 minutes for lesson (An additional 15 minutes during Language Arts to respond in journal for evaluation/assessment).
Learning Objectives	Students will be able to identify various types of jobs available in the local community through products and services.
Materials Needed	Chalk, Chalkboard or Whiteboard, and Marker, Print Media or Photos of local businesses, and/or locally made products.
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Have students brainstorm what some of the jobs are in the local community (related to services and products). 2. List all student ideas on the whiteboard. 3. Expand student ideas by listing additional jobs related to local products and services. 4. Share print media related to these local businesses to illustrate additional jobs (i.e. newspaper advertisements, brochures, or photos of the business, and/or products from the business). 5. Discuss some of the various jobs within local businesses (i.e. grocery store = cashiers, stock people, baggers, managers, etc.) 6. Wrap-up activity- review orally with students about the jobs in their local community.
Theory basis	Trait and Factor Theory
Evaluation/Assessment	Oral review at end of lesson (informal) Written response in daily language arts journal about "Jobs in Our Local Community" (formal)
Comments	<ul style="list-style-type: none"> • The newspaper or yellow pages are good sources for print ads. The local chamber of commerce website may also provide quick access to printable material about local businesses. • A more detailed approach to describing local businesses can be acquired by obtaining brochures from the local chamber of commerce, by obtaining sample products, or by visiting businesses to take photographs.

Enhancement Activities	<ol style="list-style-type: none"> 1. Tour the community via school transportation to survey local businesses. Point out various types of businesses and discuss the related services, products and jobs. 2. Invite parents and/or others in as guest speakers to discuss their employment at local businesses. 3. Utilize <i>Paws in Jobland</i> program (www.bridges.com) to explore examples of community jobs.
Adaptation for at risk kids	Students with significant written language impairment may respond orally and individually to the evaluation/ assessment.
Resources	Local phone book yellow pages, local chamber of commerce office or website, camera (optional), products from local businesses, www.bridges.com (<i>Paws in Jobland</i> program).

Governor's Institute for Career Education And Work Activity

**By Greg Tomevi, Pat Shannon
and Debbie Foust**

Title	Male and Female Roles
Standards Addressed	13.1.3 C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing. RWSL Standards 1.1.3 A,B,D,G; 1.2.3A,B; 1.4.3B, 1.5.3A,B,F; 1.6.3A,B,D,E
Brief Overview	Identifying the changing roles of men and women at home and in the workplace.
Grade Level	3 rd
Content Area(s)	Career To Work, Reading, Writing, Speaking, Listening
Other standards supported	PDE – Developmental Guidance Goals, PDE – Career Education Standards, National Career Development Guidelines (NCDG)
Prep Time	2 Hours
Implementation Time	(2) 45 minute sessions
Learning Objectives	The Learner will be able to describe how the roles of men/women are changing at home and in the workplace.
Materials Needed	Guest Speakers, vocabulary list, chalkboard, chalk, bulletin board, career story
Detailed Activity Steps	<ol style="list-style-type: none">1. Introduce the idea that there are many different types of jobs/careers in the workplace.2. List on the board some of the new or unfamiliar vocabulary words that will be mentioned in the story and during discussion. (gender, occupation, workplace)3. Read a brief story focusing on the world of work concepts.4. Ask the students to brainstorm a list of different types of jobs either from the story or discussion. List on board.5. Ask students to indicate whether they are more likely to associate gender type for each specific job. Beside each job mark an “M” (male) or “F” (female) to indicate gender type. Discuss the results with the class. Questions for Discussion:<ul style="list-style-type: none">• Why do you believe certain jobs should be specifically held by one gender vs. the other? Facilitate a discussion which allow for questioning myths, misconceptions or fallacies.• How have the roles of men and women changed over the years and why?• Does anyone have a family member or know someone who works in a job that is typically held by the opposite sex? Can you think of any television/movie characters that work at jobs typically held by individuals of the opposite sex? Discuss.6. Inform the students that the next time we meet, a guest speaker who represents a non-traditional occupation for his/her gender will speak to the class and discuss their educational background and how they became interested in their particular job. <p>For homework students are to come prepared with a minimum of 3 questions in writing, they would like to ask the speaker.</p>

Theory basis	Donald Super's Theory
Evaluation/Assessment	<ol style="list-style-type: none"> 1. Teacher's assessment of participation during lesson will entail good eye contact, participation in discussion, actively and appropriately engaged in activity. 2. Teacher's assessment of writing activity will entail correct punctuation, spelling, grammar and clarity of questions.
Comments	<ol style="list-style-type: none"> 1. Discuss with students proper etiquette/behavior when a speaker visits the classroom. 2. Offer some examples/model the type of questions that would be appropriate for students to be asking the speakers. 3. This activity could be presented by a school counselor and/or a classroom teacher.
Enhancement Activities	Introduce a non traditional occupation each week on the "career" bulletin board decorated by the students.
Adaptation for at risk kids	<ol style="list-style-type: none"> 1. Allow for periodic movement as different activities are introduced. (I.e. During story time students may sit on carpet, during brainstorming exercise students may return to desk) 2. Can 'act out' a non traditional career for career bulletin board. 3. Allow them to use the computer for writing assignments and/or adjust assignment to allow for student needs.
Resources	www.careernet.state.md.us/careertheory.htm PCAS [PA Career Awareness Standards] <u>Elementary Career Awareness Through Children's Literature</u> , by Flanagan and Rosenberg (http://www.careerkids.com/1152x864/WCL1.html)

Governor's Institute for Career Education And Work Activity
by Christine Vicars, Angeline Thall
and Katherine Taylor

Title	Writing a Personal Thank You Letter
Standards Addressed	13.2.3 C Compose a personal letter Types of Writing 4.3 B Write informational pieces (e.g., letters) Quality of Writing 1.5.3 A Write a sharp, distinct focus identifying topic, task and audience. 1.5.3 C Write with controlled organization. 1.5.3 E Revise writing to improve detail and order. 1.5.3 F Edit writing using the conventions of language. RWSL 1.5 A F
Brief Overview	Students will be able to identify reasons for writing and the correct format of a personal thank you letter.
Grade Level	3 rd
Content Area(s)	Language Arts
Other standards supported	ASCA, PSCA, NCDG
Prep Time	30 minutes
Implementation Time	Two, 30 minute sessions
Learning Objectives	Students will be able to identify the components of a personal thank you letter.
Materials Needed	Paper, pencils, envelopes, stamps
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Explain parts of a personal thank you letter: heading, greeting, body, complimentary closing, and signature. 2. Students asked to brainstorm contents of each part of a personal thank you letter. 3. Using student input, teacher will model correct format on the chalkboard. 4. Student will write a personal thank you letter. 5. Student will peer evaluate letters. 6. Student will rewrite the letter using correct format and grammar. 7. Each student will mail his or her letter. 8. Spend a few minutes discussing the postal service.
Theory basis	Super's Theory
Evaluation/Assessment	Rubric for personal letter
Comments	This activity may be used following a visit to an area business.
Enhancement Activities	Have students visit local hospital to observe the different medical careers. After this visitation, students will write a thank you letter to the hospital staff.

Adaptation for at risk kids	<ol style="list-style-type: none">1. Have at risk student dictate letter to the teacher.2. The teacher will write the letter purposely incorporating three mistakes.3. Teacher will have student identify the errors using a highlighter.
Resources	<ol style="list-style-type: none">1. <u>American Girls How to Books</u>2. Third grade language arts curriculum

Governor's Institute for Career Education And Work Activity

**By Susan Morris, Roxann Laird
and Debra Smith**

Title	Getting to Know You
Standards Addressed	13.2.3 A Identify appropriate speaking and listening techniques used in conversation.
Brief Overview	The student will learn and practice introduction techniques in both formal and informal settings.
Grade Level	3 rd
Content Area(s)	Language Arts
Other standards supported	13.1.3A, 13.3.3C RWSL 1.6A, C, D, E ASCA, PSCA, NCDG
Prep Time	30 minutes
Implementation Time	Three, 30-minute sessions
Learning Objectives	<ul style="list-style-type: none">• Students will be able to successfully introduce him/herself both formally and informally.
Materials Needed	Rubric for Basic Introduction Components Paper Pencil
Detailed Activity Steps	<ol style="list-style-type: none">1. Compare and contrast formal and informal introduction.2. Discuss basic components of a formal and informal introduction.3. Model effective formal and informal introduction.4. Introduce and discuss rubric.5. Compose an informal introduction of self. (To a prospective friend)6. Compose a formal introduction of self. (To the class)7. Demonstrate orally, formal and informal introductions.
Theory basis	Holland Theory Super Theory
Evaluation/Assessment	Rubric for Effective Introduction Include components such as eye contact, body language, handshake, proper grammar, etc.
Comments	Generate a rubric for basic components of formal and informal introductions prior to the activity.
Enhancement Activities	Have students observe and evaluate another introduction using the Rubric for Effective Formal and Informal introductions. Use a TV show, radio show, assembly, etc.
Adaptation for at risk kids	None
Resources	Glencoe/McGraw-Hill Third Grade English book http://rubistar.4teachers.org/ http://www.teach-nology.com/web_tools/rubrics/webquest/

Governor's Institute for Career Education And Work Activity

By Steve Habowski, Tara Thall,

and Tom Harrison

Title	My First Job
Standards Addressed	13.1.3 A Recognize that individuals have unique interests 1.1.3 H Demonstrate fluency and comprehension in Reading 1.6.3 E Participate in small and large group discussions and presentations
Brief Overview	Students will be able to identify an area of interest and realize that individuals have different interests.
Grade Level	3 rd
Content Area(s)	Language Arts, Reading
Other standards supported	ASCA, PSCA Science and Technology 3.8 A,B Health, Safety Ed, PE 10.1A, 10.4A,B FCS 11.4A
Prep Time	5 minutes
Implementation Time	25 minute Sessions
Learning Objectives	Students will recognize that individuals have unique interests.
Materials Needed	Arthur's Pet Business, Chalk, Chalkboard
Detailed Activity Steps	<ol style="list-style-type: none">1. Read <u>Arthur's Pet Business</u> (Mark Brown).2. Ask students to brainstorm an area in which they are currently interested.3. Students share their area of interest during a large group sharing session.4. Record student responses on board.5. Discuss list with class emphasizing the large numbers of different areas of interest.
Theory basis	Trait and Factor Theory
Evaluation/Assessment	Discussion, Question and Answer
Comments	<ol style="list-style-type: none">1. Develop a list of teacher interests and share these with students. This will reinforce that unique interests are common with everyone.2. Be sure to stress that there are no right or wrong "areas" of interest.
Enhancement Activities	Discussions can be extended to the idea of sharing. This will help students develop an understanding and level of respect for individual differences and uniqueness.
Adaptation for at risk kids	Develop a list of potentially harmful/hazardous interests (ie: such as drug use). Ask students why these could be considered harmful for later in life.
Resources	<u>Arthur's Pet Business</u> by Marc Brown

Governor's Institute for Career Education And Work Activity
By Courtney Cutchall, Bob Pasquantonio,
and Mike Thompson

Title	Portfolio Bulletin Board
Standards Addressed	13.2.5 D Identify individualized career portfolio components, such as, but not limited to: achievements, awards/recognitions, career exploration results, career plans, community service involvement projects, interest/hobbies, personal career goals, selected school work, and self inventories. RWSL 1.4 A RWSL 1.4 C
Brief Overview	Students will create a bulletin board, which identifies work samples for a career portfolio.
Grade Level	5th
Content Area(s)	Language Arts, Reading
Other standards supported	N/A
Prep Time	30 Minutes
Implementation Time	45-60 Minutes
Learning Objectives	Students will be able to identify work samples for a career portfolio.
Materials Needed	Bulletin Board "Create a Portfolio", markers, flip chart, poster board or construction paper (for portfolio components), portfolio work samples
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Introduce portfolios and explain the importance of work selection. 2. Brainstorm ideas with class about the kinds of work samples for a portfolio. Record on flipchart. 3. Discuss student's ideas and show examples of portfolio work selections. 4. Display student responses and examples on the bulletin board.
Theory basis	Super Theory and Brown Theory
Evaluation/Assessment	Teacher observation of student participation and completion.
Comments	<ol style="list-style-type: none"> 1. Provide examples of portfolio work selections. 2. Prepare bulletin board space. 3. Emphasis on student self-representation.
Enhancement Activities	Have each student bring in samples of personal work to incorporate into an individual, small group, or class portfolio.
Adaptation for at risk kids	Encouragement by teacher to participate and pairing with peers if necessary.
Resources	Counselor/teacher produced career activity file- www.okcareertech.org/guidance

Governor's Institute for Career Education And Work Activity
by Elaine Durham and Joseph Schaeffer

Title	Skills for Success
Standards Addressed	13.1.3 F Explore how people prepare for careers RWSL 1.8 A, B, C
Brief Overview	Students will recognize skills used in school they will continue to use as they obtain and perform a job.
Grade Level	3 rd
Content Area(s)	Language Arts, Reading
Other standards supported	ASCA, PSCA, NCDG
Prep Time	20 minutes. (Time needed to find several guest speakers also)
Implementation Time	Two 40-minute sessions.
Learning Objectives	Students will be able to identify skills learned in primary school that they use in their life.
Materials Needed	Magazines, guest speakers.
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Discuss how the learning of certain skills will play an important role in their future as an employee, member of a family and a community. 2. Post pictures from magazines which show the relationship between education and career preparation. Explain this relationship to the students. 3. Discuss how skills used in school are needed by people in their jobs. 4. Have students identify their favorite school subjects. Provide examples of jobs which require this type of learning. 5. Have students identify jobs that require similar skills to those which they can perform. 6. Have students select skills that may be perceived as difficult, but can be learned to perform a certain type of work. 7. Have some adults within the school or local community (police officer, daycare attendant, nurse) participate in a classroom presentation, identifying some skills learned in elementary school that they still use in their current jobs.
Theory basis	Trait and Factor Theory
Evaluation/Assessment	Students will be able to list certain skills learned in primary school that they still use in their jobs and in their life.
Comments	N/A
Enhancement Activities	Have students ask their parents or grandparents about skills they learned in elementary school that they use(d) in their jobs and in their life.
Adaptation for at risk kids	None needed.
Resources	Burke School District, North Carolina www.burke.k12.nc.us

Governor's Institute for Career Education And Work Activity
by Karen Johnson and Bill O'Sick

Title	What Can I Be? DINODRAW
Standards Addressed	13.1.3 F Explore how people prepare for careers.
Brief Overview	Career Exploration via Dinocards
Grade Level	3 rd and 4 th
Content Area(s)	Art, Language Arts and Social Studies
Other standards supported	ASCA, PSCA, NCDG, PDEAS
Prep Time	20 minutes
Implementation Time	Three days 45 minute sessions
Learning Objectives	Student will identify career and educational opportunities.
Materials Needed	<u>DinoDraw</u> Cards, crayons, colored pencils
Detailed Activity Steps	<p>Each card has an occupation printed on the card. One side of card is blank. The cards will be spread around a large classroom table in the middle of the room. Show students examples of occupations from cards. Students will then come to the table and select one card. They will practice reading the card chosen.</p> <p>Students will practice reading their cards again. The students will then read their card to the rest of the class.</p> <p>The students will draw a picture of the occupation on the opposite side (Blank Side) of the card. The cards will then be collected and displayed around the career board in the center of the classroom.</p>
Day 1	
Day 2	
Day 3	
Theory basis	Structural Theory-Focus on individual characteristics and Occupational Tasks.
Evaluation/Assessment	Oral presentations. Art illustrations of Occupations
Comments	<u>DinoCards</u> contain 49 activities. Will give students examples of different occupations to help them get started.
Enhancement Activities	Guest speaker from cards selected.
Adaptation for at risk kids	Students will identify issues and relate them to a peer coach or parent.
Resources	<u>DinoCards</u> , Wisconsin Careers, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706-1796.

Governor's Institute for Career Education And Work Activity
by Jane Graeff, Robert Allison
and William Turbitt

Title	Who Uses Math at Work? (Career Charades)
Standards Addressed	13.1.3 G. Explain why education and training plans are important to careers. 1.1.3 F. Understanding the meaning of new vocabulary learned in various subject areas.
Brief Overview	Lead a discussion (at the beginning of math lesson) asking the students to generate a list of careers that require math. After a list of careers is generated, the students in groups of three will be asked to role play the worker using math.
Grade Level	3 rd
Content Area(s)	Math, Language Arts
Other standards supported	Non applicable
Prep Time	15 minutes
Implementation Time	30-45 Minutes
Learning Objectives	The students will explore careers that fall within the field of math.
Materials Needed	Chalk, chalkboard or whiteboard marker
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Explain to students that they will be identifying careers that require math skills. 2. Explain to the students that they will be put into small groups and required to identify three careers that require math skills and then choose one of the careers to act out.
Theory basis	Trait and Factor Theory
Evaluation/Assessment	Checklist <ol style="list-style-type: none"> 1. Group contributed three careers. 5 pts 2. Group acted out one of the careers. 5 pts 3. Classmates were able to guess career. 5 pts
Comments	<ol style="list-style-type: none"> 1. Review each career name as a new vocabulary word. 2. Review the checklist with the students. 3. Award the points at the end of each role play.
Enhancement Activities	Read a storybook from your classroom library that has characters in it who are doing jobs that require math skills. Have the students identify those characters at the end of the story.
Adaptation for at risk kids	The only adaptation necessary may be the group placement of the at risk child.
Resources	School-To-Career Connection, Grade 2 – Activity 5: Categories of Mathematics Occupation (copyright 2000 Bridges.com) page 95. Young People's Occupational Outlook Handbook (ISBN: 1-56370-905-8) Career Ideas For Kids Who Like Math (ISBN: 0-8160-4096-6) Alphabet Careers (ISBN: 1-884063-15-2)