

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

<b>Title</b>	<b>Bridges to Careers – Activity 2 – Job Skills</b>
<b>Standards Addressed</b>	<b>13.1.5 G Identify the components of a career plan, such as, but not limited to: beginnings of career portfolio, career goals, individual interests and abilities, and/or training/education requirements and costs</b>
<b>Brief Overview</b>	By interviewing three workers outside the school setting, the students will determine what skills are needed for those specific occupations and how academic skills are being used on the job. Students will compare and contrast required educational preparation and the professional level of each worker.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	All academic areas.
<b>Other standards supported</b>	1.6.5 E
<b>Prep Time</b>	10 minutes.
<b>Implementation Time</b>	40 minutes for initial class. Two additional 40 minute classes for presentations.
<b>Learning Objectives</b>	The students will be able to explore specific job skills and understand why education is important in meeting career goals. The students will practice communication skills and understand the interview process and the importance of courtesy in the interview process. The students will understand the concept of education and advanced degree choices and its impact on career advancement. The students will participate in small and large group discussions and presentations, conduct interviews, and deliver research reports.
<b>Materials Needed</b>	Three photocopies of Interview Process Worksheet adapted from Activity worksheet #3-2 in Bridges to Careers-Elementary School-Kindergarten to Grade 5.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Discuss the importance of what is learned in school and how it relates to the world of work.</li> <li>2. Discuss the concept of furthering one's education and its impact on the various levels of the chosen profession.</li> <li>3. Explain to students that they are to identify three workers; i.e. family members, extended family members, neighbors, close family friends to interview using the photocopied Interview Process Worksheet as a guide.</li> <li>4. Distribute worksheets and review questions. Explain that the students are to make a presentation to the class when interviews are completed. Set due date.</li> <li>5. During presentation students will review how education in 5 academic areas helped develop the skills necessary to meet career goals. Students will compare and discuss levels of training and their effect on career advancement.</li> </ol>
<b>Theory basis</b>	Trait and Factor Theory

<b>Evaluation/Assessment</b>	Award 25 points for completion of worksheet. Award 25 points for completion of presentation.
<b>Comments</b>	1. Discuss courtesy and respect when conducting interview. 2. Stress that students should not interview strangers.
<b>Enhancement Activities</b>	Students will ask interviewee for a tool, piece of uniform or equipment related to their career to use in creating a classroom display.
<b>Adaptation for at risk kids</b>	May interview a school employee such as a teacher, nurse, secretary, custodian, or cafeteria worker.
<b>Resources</b>	Bridges To Careers – Elementary School-Kdg. To Grade 5. <a href="http://www.bridges.com">www.bridges.com</a> <a href="http://www.charactercounts.org">www.charactercounts.org</a>

**Governor's Institute for Career Education And Work Activity**

by Greg Tomevi, Pat Shannon

and Debbie Foust

<b>Title</b>	<b>Non-Traditional Occupations</b>
<b>Standards Addressed</b>	<b>13.1.5 C Relate the impact of change to both traditional and nontraditional careers. 1.4.5 B; 1.5.5.A,B,C,D,E,F,G; 1.6.5 C,D,E,;1.8.5 A,B,C;</b>
<b>Brief Overview</b>	The student will be able to identify occupations that are non-traditional by gender.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Career Awareness, Language Arts, Reading, Listening
<b>Other standards supported</b>	PDE – Guidance and Counseling ASCA PDE – Standards of Career Education
<b>Prep Time</b>	1 ½ Hours
<b>Implementation Time</b>	One week Session
<b>Learning Objectives</b>	Students will be able to identify occupations that may be considered non traditional by gender.
<b>Materials Needed</b>	<ol style="list-style-type: none"><li>1. Career costumes</li><li>2. Vocabulary work puzzle handout</li><li>3. Occupational 'cloze' activity</li><li>4. Prizes for best costume, best speech, performance, etc.</li></ol>
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"><li>1. Students are randomly assigned an occupation.</li><li>2. Students will be responsible for producing a one page document in which they research their chosen career. They should include education needed, job responsibilities, potential earnings, and any other relevant information. Students should display proper spelling, grammar, punctuation and clarity of thoughts. There should be effective use of topic and closing sentences.</li><li>3. Students will be given one week to complete rough draft, revisions, and final copy.</li><li>4. Each student will then create, under teacher direction, an "Occupation Station" in the classroom.</li><li>5. Each student dresses up in the clothing of the career they are assigned. They are encouraged to collect and bring in to class any artifacts that are associated with the chosen career.</li><li>6. Invite another class to visit the "Occupation Stations."</li><li>7. Each student remains silent until a visiting student "activates" their station.</li><li>8. The student then begins to explain their career (based on the research they completed) and explain why it is or is not a non-traditional career choice.</li></ol>

<b>Theory basis</b>	Socioeconomic Theory.
<b>Evaluation/Assessment</b>	<ol style="list-style-type: none"> <li>1. Rubric for interpretation</li> <li>2. Visiting students can vote and constructively critique</li> </ol>
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Develop material to introduce and explore traditional and non-traditional gender roles.</li> <li>2. Review vocabulary.</li> <li>3. Present Project.</li> </ol>
<b>Enhancement Activities</b>	Videotape the students during the presentation of their "Occupation Stations."
<b>Adaptation for at risk kids</b>	<ol style="list-style-type: none"> <li>1. Allow shy children to tape their station and show it on the TV.</li> <li>2. Partner with someone else for greater comfort level.</li> </ol>
<b>Resources</b>	OOH CX Bridges Writsource 2000 [Published by Greatsource]

**Governor's Institute for Career Education And Work Activity**  
**by Kimberly Notestine and Norma Orner**

<b>Title</b>	<b>Occupations That Protect Us</b>
<b>Standards Addressed</b>	<p><b>13.2.5 E Apply to daily activities, the essential workplace skills, such as, but not limited to: commitment, communication, dependability, health/safety, personal initiative, scheduling/time management, team building, technical literacy, and technology.</b></p> <p><b>10.3.6 A. Explain and apply safe practices in the home, school and community</b></p> <p><b>10.3.6 B. Know and apply appropriate emergency responses</b></p> <p><b>1.2.5 A. Read and understand essential content of informational texts and documents in all academic areas</b></p> <p><b>1.4.5 B. Write multi-paragraph informational pieces</b></p>
<b>Brief Overview</b>	The students will become familiar with jobs that impact safety and will learn how to solve problems with fire.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Reading, Writing, Health
<b>Other standards supported</b>	ASCA, PSCA, NCDG
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	(3) 45 minute sessions
<b>Learning Objectives</b>	<p>Students will know what to do in different fire situations.</p> <p>Students will understand what a 911 Operator and a Fireman do.</p>
<b>Materials Needed</b>	<p>Copies of "Fire Safety" Word Search</p> <p>Copies of pp. 39-44 in <b>What Would You Do?</b></p>
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Prepare the students a day ahead by discussing pp. 39-44 about electrical fires, house fires, and the fire next door. Help students develop questions to ask guests.</li> <li>2. Have the 911 Operator and the Fireman present their job duties to the students in 10-minute time slots.</li> <li>3. Students will ask questions about the guests' jobs.</li> <li>4. Assign the word search.</li> </ol>
<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	Check the word search together the next day. Check how many wrong answers students had. Write 2 paragraphs in their journals about each of the jobs that were studied. Write a 3 <sup>rd</sup> paragraph about <b>What Would You Do?</b> in a fire.
<b>Comments</b>	Make sure students ask the questions that they created for the guests.
<b>Enhancement Activities</b>	Extend these activities by having students suggest other careers that are related. Interested students could do research for extra credit.
<b>Adaptation for at risk kids</b>	Some students may tell the teacher what they learned rather than write. Some students may collaborate with other students to formulate questions.
<b>Resources</b>	<p><a href="http://www.thepotters.com/puzzles/kids/fire.html">http://www.thepotters.com/puzzles/kids/fire.html</a></p> <p><b>What Would You Do?</b> A kid's guide to tricky and sticky situations by L. Schwartz</p>

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

<b>Title</b>	<b>Portfolio Bulletin Board</b>
<b>Standards Addressed</b>	<b>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.</b> <b>RWSL 1.4 A</b> <b>RWSL 1.4 C</b>
<b>Brief Overview</b>	Students will create a bulletin board, which identifies work samples for a career portfolio.
<b>Grade Level</b>	5th
<b>Content Area(s)</b>	Language Arts, Reading
<b>Other standards supported</b>	N/A
<b>Prep Time</b>	30 Minutes
<b>Implementation Time</b>	45-60 Minutes
<b>Learning Objectives</b>	Students will be able to identify work samples for a career portfolio.
<b>Materials Needed</b>	Bulletin Board "Create a Portfolio", markers, flip chart, poster board or construction paper (for portfolio components), portfolio work samples
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Introduce portfolios and explain the importance of work selection.</li> <li>2. Brainstorm ideas with class about the kinds of work samples for a portfolio. Record on flipchart.</li> <li>3. Discuss student's ideas and show examples of portfolio work selections.</li> <li>4. Display student responses and examples on the bulletin board.</li> </ol>
<b>Theory basis</b>	Super Theory and Brown Theory
<b>Evaluation/Assessment</b>	Teacher observation of student participation and completion.
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Provide examples of portfolio work selections.</li> <li>2. Prepare bulletin board space.</li> <li>3. Emphasis on student self-representation.</li> </ol>
<b>Enhancement Activities</b>	Have each student bring in samples of personal work to incorporate into an individual, small group, or class portfolio.
<b>Adaptation for at risk kids</b>	Encouragement by teacher to participate and pairing with peers if necessary.
<b>Resources</b>	Counselor/teacher produced career activity file- <a href="http://www.okcareertech.org/guidance">www.okcareertech.org/guidance</a>

**Governor's Institute for Career Education and Work Activity**  
**by Steve Habowski, Tara Thall**  
**and Tom Harrison**

<b>Title</b>	<b>What Interests You?</b>
<b>Standards Addressed</b>	<p><b>13.1.5 A Describe the impact of individual interests and abilities on career choices.</b></p> <p><b>1.1.5 A Establish the purpose for reading a type of text.</b></p> <p><b>1.6.3 E Participate in small and large group discussions and presentations.</b></p> <p><b>1.8.5 B Locate information using appropriate sources and strategies.</b></p>
<b>Brief Overview</b>	Student discusses and researches a career field. They will present their career, and have a large group discussion on all careers.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts, Reading
<b>Other standards supported</b>	ASCA, PDE, NCDC, Health, Safety, PE 10.1A, 10.4 A,B, FCS 11.4 A
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	90 minute sessions
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Students will complete an interest inventory to discover possible career interests.</li> <li>• Students will produce a poster project related to their top career interest.</li> <li>• Students will present the information related to their career interest.</li> <li>• Students will discuss pros and cons related to all the career choices.</li> </ul>
<b>Materials Needed</b>	<u>Paws in Jobland</u> software, <u>Young Persons Occupational Outlook Handbook</u> , poster board, markers, “Discovery” worksheet
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. “Discovery” worksheet will be given to each student to help in facilitation of activity.</li> <li>2. Students will complete the <u>Paws in Jobland</u> inventory on the computer.</li> <li>3. Students will write their top career area related to their inventory.</li> <li>4. Students will research information about their career using the <u>Young Persons Occupational Outlook Handbook</u>.</li> <li>5. Students will create a poster related to their career.</li> <li>6. Students will briefly present information from their poster to their classmates.</li> <li>7. Students will have a group discussion on all jobs and career implications related to their individual interests and abilities.</li> </ol>

<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	Poster and Discussion Rubrics
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Have guest speakers related to career topics come in the classroom and speak as a follow up activity.</li> <li>2. The “Discovery” worksheet will guide students through the <u>Paws in Jobland</u> inventory and also give specific questions for students to use related to the Young Persons Occupational Outlook Handbook.</li> </ol>
<b>Enhancement Activities</b>	Students will use <u>Ferguson’s Career in Focus</u> as an additional resource in classroom.
<b>Adaptation for at risk kids</b>	Have students identify at-risk behaviors that could implicate their job choices.
<b>Resources</b>	<u>Ferguson’s Career in Focus</u> <u>Paws in Jobland</u> software <u>Young Persons Occupational Outlook Handbook</u>

**Governor's Institute for Career Education And Work Activity**

by R. Gregory Notestine and Lori Casanova

<b>Title</b>	<b>Room Attendant for a Day</b>
<b>Standards Addressed</b>	<b>13.1.5 C Relate the impact of change to both traditional and nontraditional careers. 13.1.5 D Describe the range of career training programs in the community such as, but not limited to: two and four-year colleges, CTC high school programs, CareerLinks, Community/recreation centers, Faith-based organizations, Local industry training centers, Military, Registered apprenticeship, Vocational rehabilitation centers, Web-based training ST 3.7 A, B, C, D, E; HSPE 10.4 A, B; HSPE 10.5 A, B, C, D</b>
<b>Brief Overview</b>	Students will be able to explain and prepare samples of various tasks completed within the hospitality industry.
<b>Grade Level</b>	5 <sup>th</sup> or 6 <sup>th</sup>
<b>Content Area(s)</b>	Tech Ed., Reading, Math
<b>Other standards supported</b>	ASCA, PSCA, NCDG, EI-AHLA
<b>Prep Time</b>	60 minutes
<b>Implementation Time</b>	45 minutes
<b>Learning Objectives</b>	Students will identify those work samples associated with the occupation of Room Attendant, and the motor skills required to complete those job tasks.
<b>Materials Needed</b>	Bed, bed linens, vacuum, sponges, cleanser, rubber gloves, sink
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Students recall the activity used for Standard 13.2.3 G.</li> <li>2. An industry representative demonstrates the correct manner to perform the Room Attendant Skills, i.e., bed making, vacuuming, sink cleaning.</li> <li>3. Students practice each of the Room Attendant Skills.</li> <li>4. Students perform the tasks in pairs.</li> <li>5. Time students as they perform the Room Attendant tasks and record those times.</li> <li>6. Students discuss appropriate task performance.</li> <li>7. Students monitor their completion of these tasks at home, using a self-monitoring checklist/graph, for a week.</li> <li>8. At conclusion, students discuss their experiences both during the activity and at home, working individually and in pairs/teams.</li> </ol>
<b>Theory basis</b>	Super Theory, Brown's Values-Based Holistic Model
<b>Evaluation/Assessment</b>	Self-Monitoring Checklist/Graph.
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Make arrangements with an industry representative, i.e. Room Attendant.</li> <li>2. Make arrangements with furniture company and/or nurse's office for a twin bed and bed linens.</li> <li>3. Make arrangements with custodial personnel for rubber gloves, sponges, and cleanser.</li> </ol>
<b>Enhancement Activities</b>	Read <u>Cool Careers for Girls in Travel and Hospitality</u> .

	Read <u>Sami and the time of troubles</u> . Use the above activity for related careers in regards to activity for 13.2.3 G.
<b>Adaptation for at risk kids</b>	N/A
<b>Resources</b>	PAWS in Jobland Careercruising.com Bridges.com

**Governor's Institute for Career Education And Work Activity**  
**by Juanita B. Dymso, Patricia Donner**  
**and Julie Arcelus**

<b>Title</b>	<b>What Training Do I Need?</b>
<b>Standards Addressed</b>	<b>13.1.5 D Describe the range of career training programs in the community, such as, but not limited to: Two and four-year colleges, CTC high school programs, CareerLinks, Community/recreation centers, Faith-based organizations, Local industry training centers, Military, Registered apprenticeship, Vocational rehabilitation centers, Web-based training</b> <b>1.1.5 A,1.1.5G,</b> <b>1.2.5 A</b> <b>1.4.5 B</b> <b>1.5.5B, 1.5.5C, 1.6.5.A,</b> <b>1.6.5C, 1.6.5D., 1.6.5E,</b> <b>1.8.5B, 1.8.5C</b>
<b>Brief Overview</b>	Students will identify career-training programs.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts, Reading
<b>Other standards supported</b>	ASCA, PSCA, NCDG
<b>Prep Time</b>	140 minutes
<b>Implementation Time</b>	(7) 45-minute sessions
<b>Learning Objectives</b>	Students will be able to identify what training is needed to do various jobs.
<b>Materials Needed</b>	Chalk, Chalkboard or Whiteboard & Markers Postsecondary school brochures Internet access.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Make a KWL chart titled Career Training Programs.</li> <li>2. Have students brainstorm and discuss what they know about Career Training Programs.</li> <li>3. Students will pick a career and use the writing process to hand in a brief written report on what training is required for the job.</li> <li>4. Students will use the library and classroom materials to compile information.</li> <li>5. After the final draft is written, students will prepare to give an oral report using an oral rubric.</li> </ol>
<b>Evaluation/Assessment</b>	Oral Presentation/ Rubric Two page written report
<b>Comments</b>	<ul style="list-style-type: none"> <li>• While designing the rubric, look for content information and organization, student voice projection and delivery, posture, and eye contact (CODE).</li> <li>• Use the library media center for career research.</li> <li>• The first page of the written report will be a picture, photo, or drawing of the chosen career followed up by a one page report.</li> </ul>

<b>Enhancement Activities</b>	<ol style="list-style-type: none"> <li>1. Field trip to the local CareerLink Center.</li> <li>2. Have resource people from local universities or businesses visit the classroom.</li> <li>3. Field trip to local postsecondary institution (include career and technical school).</li> </ol>
<b>Adaptation for at risk kids</b>	None
<b>Resources</b>	<p><i>Occupational Outlook Handbook</i>, Pennsylvania Career Guide, College Brochures, Vocational-technical school brochures, Age appropriate career books, games, and guides.</p> <p><a href="http://www.pacareerlink.state.pa.us">www.pacareerlink.state.pa.us</a>, <a href="http://www.yahooligans.com">www.yahooligans.com</a>  <a href="http://www.bridges.com">www.bridges.com</a></p>

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

<b>Title</b>	<b>Whose Portfolio?</b>
<b>Standards Addressed</b>	<b>13.1.5 G Identify the components of a career plan, such as, but not limited to: beginnings of career portfolio, career goals, individual interests and abilities, training/education requirements/costs</b> <b>RWSL 1.4 A</b> <b>RWSL 1.5 G</b> <b>RWSL 1.6 A</b>
<b>Brief Overview</b>	Professionals from the community will speak to students about their personal interests, abilities, values, and past career aspirations. Students will discuss what the professionals' career portfolios would look like.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts
<b>Other standards supported</b>	N/A
<b>Prep Time</b>	30-60 Minutes
<b>Implementation Time</b>	45-60 Minutes
<b>Learning Objectives</b>	Students will be able to explain why specific samples of work were selected for inclusion in a career portfolio.
<b>Materials Needed</b>	1-3 professional representatives dressed in work attire and prepped to address their personal interests, abilities, values and past career aspirations. List or worksheet of representatives' interests, values, abilities, and past career aspirations.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. 1-3 representatives from different occupations briefly speak to the class about their respective occupations and discuss their personal interests, abilities, values and past career aspirations.</li> <li>2. Teacher/Counselor/Leader defines elements of a career portfolio.</li> <li>3. Class discusses what types of work samples represent the professional(s) and decide which elements for the professional to use in their personal career portfolio.</li> <li>4. If available, have professionals share personal career portfolio with students.</li> </ol>
<b>Theory basis</b>	Super Theory
<b>Evaluation/Assessment</b>	Teacher observation of student participation and selection of proper work selection samples.
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Professionals are referencing career portfolios not professional portfolios.</li> <li>2. Professionals should be prepped to discuss interests, values, and abilities that apply to their personal career, as well as areas that do not.</li> </ol>
<b>Enhancement Activities</b>	Professionals could be presented in a "What's My Line?" format.
<b>Adaptation for at risk kids</b>	Encouragement by teacher to participate and pairing with peers if necessary.
<b>Resources</b>	Counselor/Teacher Produced