

Putting CEW into Practice: CEW 101

Activities, Level K-3

13.1.3 Career Awareness and Preparation:

- Define interests and hobbies. Have each student generate a list of 3 interests and 3 hobbies they have or would like to have. Have the class share their ideas. (A,B)
- Name family members and tell what they do to help around the house. (C)
- Interview family members about their jobs outside the home. (D)
- Explain career clusters to the students. Categorize jobs generated by the students into the 16 career clusters. Generate a list of careers your class is interested in. (E)
- Using the following categories to describe some careers and the type of education and training needed for each career: (F,G)
 - on the job
 - 2 years of college or technical degree
 - bachelors and /or professional degree
- Interview 2 neighbors on how they use classroom learning in their daily job (H)

13.2.3 Career Acquisition:

- Play the game; “Whisper Down the Alley”. Vary the number of participants and see if there is a difference in the outcome. Emphasize the importance of careful speech and active listening skills. (A)
- Explore the use of the newspaper, magazines and the internet to research job information. (B)
- Students will write a persuasive letter to their parents in order to convince them that they should earn something they really want! (C)
- Develop a plan with your family for summer activities. Determine the steps needed to accomplish that plan. (D)
- Using the Community Helper Flashcards (www.trendenterprises.com), have students relate some of the workplace skills the various careers require. (E)

13.3.3 Career Retention and Advancement:

- Review the top 10 skills/traits employees want (www.Quintcareers.com)
 - good communication skills
 - analytical/research skills
 - computer/technical skills
 - flexibility
 - good interpersonal skills
 - leadership skills
 - multicultural sensitivity and awareness
 - good planning and organizing
 - problem solving
 - team work

Follow up by creating the top 10 traits for a successful classroom. Discuss how they are similar and different from each other. (A)

- 52 Pick Up Game: Toss a deck of 52 playing cards in the air and then check the amount of time it takes one person to pick up all the cards. Do the activity again and check the amount time it takes several children to pick up the same amount of cards. Discuss how the group working together improved the time to do the activity. (B)
- Assign groups of 3-4 students each to “role play” the meaning of one of the following group terms: compliment, cooperate, encourage, participate. (C)
- Create a classroom store that students can earn money coupons to purchase items from the store. (D)
- Students will create a schedule of their typical day. Discuss what happens to that schedule when an unexpected event occurs. (E)
- Students will list some of the chores they and their family have at home, some of the volunteer activities they and their family have done, and how that may differ from their school activities or careers that their family members have.(F)
- Think of all the people you know, and in 2 minutes write or name all the jobs that they have. Discuss that some people have multiple jobs, and that they may need continued training to maintain the job or get a promotion. (G)

13.4.3 Entrepreneurship:

- Define Entrepreneurship. Students as a small group will generate an idea for a new business. They can design a logo for the company and talk about what they need for developing this business. (A)
- Research two entrepreneurs and compare and contrast their work habits. (B)
- Select a partner and compose a 2-minute commercial for a business or business idea, using some form of technology, and to be shared with the class. (C)