

2016 Career Education and Work Standards Symposium
Presented by Molly Senft

Standards: 13.1.3 A, D, F, G; 13.2.3 A, B

Objective: Students will be able to...identify the importance of developing a plan for the future.

Relevancy: In order to understand the purpose of a job and that everyone should have a goal in life.

Materials: Classroom Job Applications, *Someday* by Eileen Spinelli, “When I Grow Up” Before and After graphic organizer, Career Exploration worksheet, Chromebooks, Career Exploration Website <http://www.bls.gov/k12/content/students/careers/career-exploration.htm>, What Could I be When I Grow Up?, video file, *Being Wendy* by Fran Drescher, brown shoe box, sharpies

Procedure:

Day 1 – Referring to the classroom job board, the teacher will explain that students will now apply for a job of interest. In the past the teacher just rotates the student names through the jobs each week. Teacher takes time to explain each job. The job descriptions and application is attached. Students are given time to apply. Teacher assigns jobs after reviewing applications.

Day 2 – Teacher reads *Someday*. Students complete the “before” side of the *When I Grow Up* worksheet. Teacher shows *What Could I be When I Grow Up?* Video. Students discuss the different types of jobs shown in the video and brainstorm others. Class also defines jobs and why we need them. Teacher explains the students will next get to explore other careers.

Day 3 – Teacher shows the students the career exploration website. <http://www.bls.gov/k12/content/students/careers/career-exploration.htm>

Students work with a partner to each research a career of their choice. They each complete a career exploration sheet (attached). After the assignment is completed the students can explore other careers they find interesting on the website.

Day 4 – The career research continues. As students finish the teacher prompts them to complete the “after” side of the *When I Grow Up* worksheet in case any of them changed their minds based on their research.

Day 5 – The teacher begins by reading *Being Wendy*. To help bring everything to a close the teacher questions the class before and after the read aloud, in a whole group discussion format.

Before – Do you think everyone grows up to get the job they wanted when they were a kid?, If you set a goal to have a specific career someday and you grow up to be something different, does that mean you failed at your goal?

After - Why do you think Wendy was afraid to tell someone that she felt different from everyone else? What does it mean to think inside or outside the box? And how does that apply to this book? Wendy said she didn't like thinking inside the box.

To bring everything to a close the teacher explains that the jobs the students think they want right now may change as they grow up. Just like Wendy they don't have to feel like they are stuck in a box or a specific idea about their future. Each student takes a turn signing their name and the jobs they think they may want on the box. Also, the teacher reminds students the things they are doing now will lead to them to what they want to do in the future.

Evaluation: To serve as an exit slip to the final lesson the students were prompted to right down on a sticky note the importance of having a job. The teacher would look for answers such as *support their family, pay for personal items, or do something that they enjoy.*

Job Description Sheet

Homework checkers (3) - You will be responsible for checking students' agendas to make sure assignments are written down. You will then give them a green star according to their clip movement that day. Do not star their agenda if their assignments are not written down.

Mailboxes (2) – This job requires that you check the paper bin. If there are papers in the bin they should be placed in students' mailboxes. Use the number chart to help you.

Pencils – It is your job to sharpen the dull pencils at the end of the day. Also, check the green drawers to make sure everyone has returned their pencils for the day.

Messenger – This job requires you to deliver or pick up papers and messages to and from the office, as the teacher needs.

Chairs – This job requires you to make sure all chairs are pushed in before we leave the room. Also, you must check to make sure chairs are up on the desks at dismissal.

Library (2) - You are responsible for keeping books and baskets straight and neat on shelf. Also make sure that each bin has the correct books.

Papers (2) - You will pass out papers during instruction, as the teacher needs.

Recess Bag - You will take the nurses badge down to her room and pick up the Recess backpack and walkie talkie for the teacher on duty that day.

Calendar – It is your job to prepare the calendar for the next day. Switch the date and special.

Computers and iPads – You will check to make sure all Chromebooks and iPads are properly plugged in to charge for the night.

Supplies (2) - This job will not need to be performed every day. Organizing the materials' bins on the supplies shelf.

Lights – It is your job to turn the lights off when we leave the room and back on when we enter.

Leader – Lead the class from the front of the line to and from special, recess and any other special trips.

Lunch Count – Your job is to count the name tags in each choice pouch. Write the totals on the white board. Also, record the students who are absent.

Floor (2) – It is your job to check the floors at the end of the day for scraps of paper, trash or other supplies that shouldn't be on the floor. Use the dust pan and broom if needed.

Boards- Your job is to erase the board throughout the day and at the end, if the information on the board is no longer needed.

Classroom Job Application

Date: _____

Name: _____

Please read the job descriptions before applying for a job.

Top 3 job choices: 1. _____ 2. _____ 3. _____

Tell what **experiences** and **strengths** you have that would make you good for these jobs:

1. _____

2. _____

3. _____

Copy this pledge on the lines below:

I promise that if given ANY classroom job, I will perform it to the best of my abilities. I will not let it interfere with my classroom work. I understand that I can be fired from my job if there is a problem. _____

Signature: _____ Job Given: _____

★ Before ★

Name _____

**When I grow up I want
to be _____**

**Why is that a fun
job?**

**How will this job
be hard?**

**What tools will
you need to do
this job?**

**What do you want
to do with your
first paycheck?**

After

Name _____

**When I grow up I want
to be _____**

**Why is that a fun
job?**

**How will this job
be hard?**

**What tools will
you need to do
this job?**

**What do you want
to do with your
first paycheck?**

Name_____

Career Exploration

<http://www.bls.gov/k12/students.htm>

Job Title: _____

Job Responsibilities:

Work Environment:

Education or Experience Required:

Average Earning: _____

Future Job Outlook:

Similar Occupations:

Some qualities I already possess that will help me be successful at this job are:
