

ELEMENTARY CAREER DEVELOPMENT

Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Competency Areas

- Develop Career Awareness
- Develop Employment Readiness

Employ strategies to achieve future career success and satisfaction.

Competency Areas

- Acquire Career Information
- Identify Career Goals

Understand the relationship between personal qualities, education and training, and the world of work.

Competency Areas

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Key Connections:

National Career Development Guidelines Competencies (NCDGC): Provide a framework and structure for the career development process. The Guidelines identify the competencies at each level of elementary, middle, high school and adult development that individuals need to master. These competencies are supplemented with statements of what individuals will be able to do when they have mastered the competency. They are called indicators. The competencies and indicators are divided into three areas: self-knowledge, educational and occupational exploration and career planning.

School-to-Work Opportunities Act (NC JobReady): A system that provides opportunities for all students to participate in programs to increase students' basic competencies, employability and personal skills. Schools develop programs in conjunction with community partners that are School Based, Work Based, and Community Connected.

College Tech Prep/Tech Prep: College Tech Prep Completers (4 years of high school technical and academic studies + 2 years of Community College technical studies leading to an associate degree).

Secretary's Commission on Achieving Necessary Skills (SCANS): These competencies, developed by employers nationwide, specify the skills needed to be successful in the workplace. There are 27 SCANS skills divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Competency Area: ___Academic ___Career ___Personal/Social

Establish a **benchmark** for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 2	Benchmark:End of Grade 3	Benchmark:End of 5

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.01 Document the variety of traditional and nontraditional occupations.

GRADE: 3

OUTLINE: Students will explore and identify 5-6 occupations based on creative construction of community helper "faces".

STRATEGIES/ACTIVITIES:

RESOURCES: Poster paper/board or paper plates, scissors, crayons

TEACHER:

- Each student will construct an outline of a family member, school person, or community worker on a piece of poster paper or paper plate. The face will be cut out.
- When students finish constructing their community helper, the teacher collects them.
- Student volunteers come up individually. Volunteer closes his/her eyes while one of the poster "faces" is fitted onto their face.
- Students in the class must give the student 3 hints and the volunteer must guess which community helper he/she is representing.

Extension: Make the point that any career is open to both male and female.

COUNSELOR: Offer resources to teacher about job classifications, resources on non-traditional careers, research on girls in technical fields, etc., internet site links.

PARENTS: Discuss your career pathway with your child, including careers that in the past were open only to one gender.

COMMUNITY: Support school site visits to illustrate men and women in non-traditional careers. Emphasize skills needed.

EVALUATION: Students can identify several career options of interest.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.02 Develop an awareness of personal abilities, skills, interests, and motivation.

GRADE: 4

OUTLINE: Students will listen to a book about being unique. They will discuss how people are both similar and different and relate their unique and common traits.

STRATEGIES/ACTIVITIES:

RESOURCE: *Leo the Late Bloomer*, Leo Lionni

TEACHER:

- Read the book and discuss the characteristics of the character, Leo, in the book. How was he different? How was he like the other characters in the book?
- Model/discuss ways people can be alike/different. Why is it a good thing that everyone is not alike? Can we learn new things from people who have different interests? How?
- Ask students to brainstorm their own likenesses and differences to others in positive ways. Model this first.

COUNSELOR: Provide resources or counseling as needed to students who are troubled by these concepts.

PARENT: Highlight similarities and differences among adults in the child's world and the positive benefits of differences.

COMMUNITY: Point out community events such as festivals that celebrate similarities and differences among community groups.

EVALUATION: Students report on similarities and differences between themselves and three classmates.

LESSONS

**CURRICULUM:
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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.03 Demonstrate how to interact and work cooperatively in teams.

GRADE: 3

OUTLINE: After reading a story, students will discuss sharing and the emotions associated with cooperation.

STRATEGIES/ACTIVITIES:

RESOURCE: *Rainbow Fish*, Marcus Pfister (Good book about sharing)

TEACHER:

- Read the book to students.
- Ask students to describe the idea of sharing during sharing time.
- Each student names one item they have that is VERY special to them. Teacher will “board” the answers.
- Students explain why they might be willing to share this special item with someone else.
- Students describe the feelings they would have when they share this item, if it is damaged or not returned, and how they feel when it is returned to their possession.

Extension: This activity can be easily linked to Character Education.

COUNSELOR:

- Serve as a resource to the teacher.
- Work with students who have difficulty cooperating in the classroom.

PARENTS: Provide opportunities for the student to share with others.

COMMUNITY: Involve students in a holiday project within the community to experience cooperative interaction and sharing.

EVALUATION: Students can list the opportunities they have had to share during the activities and the results of the cooperation.

LESSONS

**CURRICULUM:
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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.04 Explore the importance of planning

GRADE: 3

OUTLINE: Students see positive results by practicing simple planning strategies

STRATEGIES/ACTIVITIES:

RESOURCES: *Kid-a-Littles*, *The Value of Planning* video from NIMCO, Inc.

Paste, glue, construction paper of various colors, string, glitter, crayons, markers, scissors, magazines, etc.

TEACHER:

- Ask students to get the material they would like to use to make a collage.
- Tell them to make a collage of items a carpenter would use.
- When students begin to want to get other items, tell them they must use only what they took
- After a few minutes, stop them and talk about planning ahead for a project. Make the point that knowing what you are going to do ahead of time makes it easier to gather or do what is needed.
- View the video, if available, *The Value of Planning*
- Have students brainstorm simple planning steps needed to complete a chore or assignment that the students have in the near future.

COUNSELOR:

- Post and discuss daily work schedules.
- Help students plan for their assignments due by using a simple timeline of when tasks need to be completed.

PARENTS: Help students develop simple planning steps to complete tasks at home.

COMMUNITY: Invite a government employee (water department, tax department) to discuss simple planning steps related to a current project in the community.

EVALUATION: Students can complete planning steps for a class assignment.

LESSONS

**CURRICULUM:
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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.04 Explore the importance of planning

GRADE: 5

OUTLINE: Students use planning steps to complete assignments.

STRATEGIES/ACTIVITIES:

TEACHER: *Kid-a-Littles*, *The Value of Planning* video from NIMCO, Inc. Opening Activity – Have a wide variety of materials displayed. This might include paste, glue, construction paper of varying colors, string, glitter, crayons, markers, scissors, magazines, etc. Tell the students to get the material they would like to use. After the students make their selection, tell them to make a collage of items a carpenter would use. When students begin to want to get other items, tell them they must use what they took. After a few minutes, stop them and talk about planning for a project or any other activity. If they know what they are going to do, it is easier to gather or do what is needed. View the video, *The Value of Planning*. Extension -Choose a career and tell what educational plan one would have to pursue to acquire that career.

COUNSELOR: Help students plan daily for the work of the day by posting and discussing the quality agenda. Help students plan for their assignments due by using a timeline of when steps need to be completed to finish the assignments.

PARENT: Share planning steps to your career with your child.

COMMUNITY: Invite teachers, parents to share careers and their planning steps.

EVALUATION: Students can identify several steps to take to get information about educational options and career options.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Develop skills in areas of interest

GRADE: K-3

OUTLINE: Students can identify areas of interest and careers that correspond to them.

STRATEGIES/ACTIVITIES:

TEACHER:

- Develop a community helpers center
- Use play objects for a doctor's office, construction jobs, artist, musician, scientist, etc.
- Allow students to experiment in the center. After each has experienced the center, draw everyone back to the big group.
- Display cards one at a time. Have students guess from the picture what the job is.
- When students successfully guess, read the requirements for the job from the back of the card, and ask them what they think the personal qualities of a person in this job might be.
- Read the personal qualities listed on the card. Let the students share if they think they have the same qualities as the person in that job.

Extension: Have students bring or talk about something they are interested in.

COUNSELOR: Emphasize the areas of interest in your students. Highlight potential careers related to those interests

PARENT: Support students's interests; introduce students to development of skills in areas of interest through games, hobbies, community involvement.

COMMUNITY: Invite community members to share how they both work and maintain hobbies, interests.

EVALUATION: Students can identify several careers and associated skills needed.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Develop skills in areas of interest.

GRADE: 4-5

OUTLINE: Students explore careers based on their interests.

STRATEGIES/ACTIVITIES:

RESOURCE: Career-O-Rama

TEACHER:

- Have students explore careers related to their favorite subject. Point out the correlation between favorite subjects and future work.
- Students list several careers of interest and career cluster in which the careers are organized.
- Discuss emerging careers based on new technologies such as robotics. Have students brainstorm possible careers that may be needed in the future.
- Students should select two new careers that they would like to know more about.
- As a class, have students brainstorm how to get more information about their career interest.

COUNSELOR: Serve as a resource to the teacher and students as they conduct further research.

PARENT: Support student's career interests through discussion, pursuit of hobbies, community activities.

COMMUNITY: Invite a speaker who turned a hobby or interest into a career to discuss their career pathways.

EVALUATION:

- Students can identify several careers and how to get more information about them.
- Students can identify interest areas.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.05 Pursue and develop skills in areas of interest.

GRADE: 4-5

OUTLINE: Students will identify interests through play.

STRATEGIES/ACTIVITIES:

TEACHER: Emphasize the areas of interest in your students.

COUNSELOR: Community Helpers cards by Trend Enterprises. Develop a community helpers center. Use play objects for a doctor's office, construction jobs, artist, musician, scientist, etc. Allow students to experiment in the center. After the centers, draw all students back to the big group. Display cards one at a time. Allow students to guess from the picture what the job is. When students successfully guess, read the requirements for the job from the back of the card, and ask them what they think the personal qualities of a person in this job are like. After they give their opinions, read the personal qualities from the card. Let the students share if they think they have the same qualities as the person in the job.

Extension for K-2 – Have students bring and talk about something they are interested in.

Extension for 3-5 – Give the students a simple interest inventory such as the Career Game or use an online interest inventory such as NC Careers from the SOICC web page.

PARENT: Allow child to pursue areas of interest such as ball, piano, art, etc.

COMMUNITY: Invite persons from the community to class to share their job and interests with the students.

EVALUATION: Students can name personal interests

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.06 Develop hobbies and avocational interests.

GRADE: K-3

OUTLINE: Students display a hobby or interest through creative artwork.

STRATEGIES/ACTIVITIES:

RESOURCES: Construction paper, sissors, crayons.

TEACHER:

- Display a T-shirt illustrating someone's hobby outside of work.
- Have students trace the shape of the T-shirt on paper, cut it out and print their name on the bottom.
- Students can draw pictures or designs to illustrate their hobby.
- Students share the shirts with the class and talk about their hobbies.
- After sharing, students will name one new hobby that interests them.
- Have students brainstorm ways to find out more about their new interest.

COUNSELOR: Arrange for a hobby fair at school. Have adults bring and display items from their hobbies.

PARENTS: Encourage students to pursue hobbies.

COMMUNITY: Identify community events that illustrate crafts, skills, hobbies.

EVALUATION:

- Students can name hobbies of friends.
- Students can illustrate an interest or hobby through the art activity.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.06 Develop hobbies and avocational interests.

GRADE: 4-5

OUTLINE: Students will brainstorm potential hobbies and interests.

STRATEGIES/ACTIVITIES:

RESOURCES: Six Post It Paper with different hobby listed at top of each; six magic markers

TEACHER:

- Define avocation and hobby. Ask for examples of each.
- Assign students to one of six groups by counting off. Give one member of each group a different color magic marker.
- One through Six Post It Pages are posted around the room
- Assign each group to brainstorm as many careers as possible associated with a hobby, in 3 minutes. **One** student will record answers.
- Student groups then move to the next Post It Page to add to the list of careers associated with the next hobby listed.
- Students are asked to “stretch” their imaginations as they move from hobby to hobby.
- The group with the most contributions wins (note colors of markers on each page).

COUNSELOR: Serve as a resource to the teacher.

PARENT: Have students ask parent if their jobs are related to their hobbies.

COMMUNITY: Have a school staff member share an interesting hobby with students.

EVALUATION: Students can relate at least three careers related to three hobbies.

LESSONS

**CURRICULUM:
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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.07 Balance work and leisure time.

GRADE: 3

OUTLINE: Through the humor of the Berenstain Bears, students will learn the lesson of excess.

STRATEGIES/ACTIVITIES:

RESOURCES: Video, The Berenstain Bears

TEACHER:

COUNSELOR:

- Send a note home ahead of time asking parents to help children list the things they do after school hours. On the day of the class, collect the lists.
- Arrange a consensogram of the things on the list (categorize).
- Plot a graph of the student time spent on each category after school.
- Let students deduce from the graph what gets more time.
- Discuss the place of school work in the graph.
- View the Berenstain Bears and Too Much Birthday. Discuss the concept of "excess".

PARENT: Schedule a time for students to complete homework and home responsibilities.

COMMUNITY:

EVALUATION:

- Students can identify their non-school activities
- Students can articulate the need to schedule time for work and play.

LESSONS

**CURRICULUM:
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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.07 Balance work and leisure time.

GRADE: 4

OUTLINE: Students will make a time schedule for important activities and a plan to accomplish them.

ACTIVITIES/STRATEGIES:

TEACHER: Model for students by following closely the quality agenda each day. The agenda can be broken down into small activities (snack time, P.E., etc.

COUNSELOR

- Explain that an important part of any job is scheduling time –knowing when to do what.
- Without scheduling or with spending too much time on one job, things often do not get completed.
- Have students list ten things they must do today.
- List beside each the time they will spend on the activity.
- Have students put in a third column the time they will do the activity. Check to see if there is enough time.
- Let students compare lists for similarities and differences.

PARENT: Schedule a time for students to complete homework and home responsibilities. Reward with leisure time when tasks are completed.

COMMUNITY:

EVALUATION: Students can list their activities on a schedule.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.08 Generate respect for individual uniqueness in the workplace.

GRADE: 4

OUTLINE: Students will develop awareness of how work can satisfy individual uniqueness in the workplace.

ACTIVITIES/STRATEGIES:

RESOURCES: magazines, scissors, construction paper, crayons

TEACHER:

- Open the discussion by asking students to describe the hobbies, interests, or activities they enjoy.
- Introduce the concept that many people work in jobs that relate to their individual interests and uniqueness. Ask students to think of some examples (vet – likes animals, auto mechanic – likes cars, etc.).
- Students then create a collage showing their interests, things that they are good at doing, etc.
- Students describe their collage to the class and give one example of a job that they might like to do.

COUNSELOR:

- Precede teacher lesson with session on self-concept development
- Offer self-esteem groups, friendship groups
- Model acceptance and tolerance

PARENT:

COMMUNITY: Invite a community member who is in a non-traditional role to discuss their career pathway. Note: Nontraditional Occupations are those in which women or men comprise 25% or less of total employment.

EVALUATION: Each student completes a collage and can identify unique aspects of several occupations of interest.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.09 Develop a positive attitude toward work and learning.

GRADE: 3-5

OUTLINE: Students develop an awareness of how work can satisfy personal needs through interviews and/or viewing career pathway videos.

ACTIVITIES/STRATEGIES: Enter Here Video Series includes 100 careers "at work". If no career videos are available, students can interview an adult.

TEACHER:

- Open discussion by showing students a video or several videos of people at work.
- Discuss the concept of job satisfaction.
- Ask students to make notes from the video that indicated job satisfaction.
- Discuss with students the different reasons people work.
- Each student selects an occupation from the videos viewed and completes an outline with headers such as:
 - Job Title
 - Description of Job
 - Education/training required
 - Salary/wages
 - Advantages of the job
 - Disadvantages of the job
 - Personal Needs the job might satisfy
- Students share their findings.

COUNSELOR: Support teacher and class with resources.

PARENT: Talk to your child about the reasons you work, including personal fulfillment.

COMMUNITY: Have a community member talk to students about the different volunteer agencies available to citizens who "work" without pay, and reasons why people work.

EVALUATION: Students complete the job outline.

LESSONS

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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.10 Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

GRADE: 5

OUTLINE: Students will understand the concept and importance of volunteerism in the community.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the concepts of charity, giving to the less fortunate, volunteering time and effort to worthy causes.
- Ask students if this is “work”. Ask for examples from the class about community volunteer “work,” and why it is important in times of crisis, etc.
- Class identifies various charitable organizations in the community and selects one to support with a canned food drive.
- Discuss the tasks that must be accomplished and how the project will be organized.
- Discuss the importance of team responsibility, dependability, punctuality, integrity and effort during the project.
- Teacher divides the class into work teams for various tasks identified (e.g. publicity, collection of canned goods, inventory control, etc.)
- The class will donate the food collected to the organization they selected.
- Reflect with students about the project.

COUNSELOR: Collaborate with teacher on the project.

PARENT: Discuss with your child the volunteer activities in which you participate.

COMMUNITY: The class successfully completes the project.

EVALUATION: Complete project. Students complete tasks related to project.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.01 compare personal skills, interests, and abilities with current career choices.

GRADE: K-3

OUTLINE: Students compare their interests and abilities to the world of work.

ACTIVITIES/STRATEGIES:

RESOURCES: Career-O-Rama Disk/computer or career pathways cluster list.

TEACHER/COUNSELOR:

- Share an example of a famous person's interests, aptitudes, and career; as well as your own interests. Relate to students your interests to your chosen career.
- Tell the class they are going to have an opportunity to begin relating their interests/aptitudes to careers.
- Students take the career inventory on Career-O-Rama disk. (if the disk is not available, have students list their interests and aptitudes and careers of interest to them that would use those interests and aptitudes).
- Students then explore the career clusters indicated by the interest inventory. (If disk is not available, they can look over the clusters and decide in which cluster each career they indicated will fit.)
- Students choose two or three careers that sound especially interesting to them in the clusters identified.
- They can use the information from Career-O-Rama and/or the media center to write a report on one of the careers.

PARENTS: Discuss your child's interests and aptitudes and how those relate to your work.

COMMUNITY: Provide opportunities for students to observe people working such as shadowing, "Take Your Child to Work Day" (4th Thursday in April each year), etc.

EVALUATION: Students can compile information about chosen careers and make a booklet for review by other classes. Information from community members who are currently involved in these careers may be highlighted.

LESSONS

**CURRICULUM:
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CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Classify occupations.

GRADE: 3-4

OUTLINE: Students will identify different cluster of jobs.

ACTIVITIES/STRATEGIES:

RESOURCE: SOICC (State Occupational Information Coordinating Committee) video "Pathways"

TEACHER:

- Show video "Pathways" which explores different career clusters.
- Students choose a career and dress as that career.
- Students write a paragraph about why they would fit in this particular pathway.
- Students share paragraph with small group or whole class.
- Students can develop interview questions for a person working in a particular career pathway in small groups or whole class .

PARENTS: Share your interests and career pathway with your child. Include the education or skills needed to begin and continue that career.

COMMUNITY: Students can interview a worker using the interview questions. Share results with the class.

EVALUATION: Students' completed interview questions; presentations to class about careers explored.

LESSONS

**CURRICULUM:
AREA:**

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CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Classify occupations.

GRADE: 5

OUTLINE: Students will examine the concept of work and consider different ways of categorizing that concept.

ACTIVITIES/STRATEGIES:

TEACHER: The teacher will provide pictures of different things that people do as work or as volunteers. (Look for scouting, YMCA, hospital pictures of volunteers.) Parents may be willing to assist in the compiling of pictures to use.

- Students will describe what the people in the pictures are doing.
- Students will establish whether or not the activity is “work”.
- Students will list reasons for their choice.
- Students will list work that people do at home (ie.wash dishes, laundry, fix cars, mow lawn) and analyze if that is “work” or not and why it is or is not “work”.
- Students will list types of work they see people doing at home, in the school and in the community.
- Throughout the year, randomly ask students if what they observe people doing in and out of school is work.

COUNSELOR: Serve as a resource to the teacher about career development.

PARENTS: Lead discussions about examples of work at home, in the media and in the community.

COMMUNITY: Have students interview a person in the community about their work and report their findings to the class.

EVALUATION: Students are able to identify work in the home, school and community.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Investigate research and information resources to obtain career information.

GRADE: 3

OUTLINE: Students will learn about career clusters by finding examples and by using information resources.

ACTIVITIES/STRATEGIES:

RESOURCES: Magazines, poster paper, paste or glue, scissors and markers.

TEACHER:

- Provide each group of five to six students with one magazine per student, a large piece of poster paper, glue, scissors and a marker.
- Select an occupational theme for each group and ask them to make a poster illustrating specific occupations within the chosen theme (for example, if the theme is "health careers", some of the occupations may be surgeon, nurse, lab technician, ambulance driver).
- Students complete collages or illustrations.
- Students will use information sources to write short descriptions of the education required for the jobs in this cluster.
- Display the posters and written descriptions.

COUNSELOR: Serve as resource to teacher.

PARENTS: Identify career clusters in community settings such as transportation, manufacturing, etc.

COMMUNITY: Provide site visits for students to examine work settings.

EVALUATION: Students' display posters can be rated.

- Written descriptions can be rated.

LESSONS

**CURRICULUM:
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**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Investigate research and information resources to obtain career information.

GRADE: 4

OUTLINE: Students will become aware of career clusters by finding examples within the school.

TEACHER:

- Tell students that running a school requires the contribution of many specialized functions on the part of many people. Often one person performs a variety of duties.
- Brainstorm with students what they observe about roles/functions by people in the school.
- Develop titles and job functions based on observations.
- Students develop interview questions for school workers.
- As a team of two, have students interview school workers about the different roles they perform.
- Develop categories from the lists and completed interviews. Emphasize that many times people do many job functions to get “work” completed.

PARENTS: Talk to your child about the different role functions in your job. Discuss the importance of sharing the work of running a home.

COMMUNITY: Have community workers share the idea of “cross” training of employees and why it is important in teamwork.

EVALUATION: Students’ interviews, lists.

LESSONS

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COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Use the Internet to access career planning information.

GRADE: 5

OUTLINE: Students will create a board game based on career information they have compiled.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to the class that they are going to make a class version of "Career Pursuits" that will be played like the Trivial Pursuits game. The difference is that they will design and answer the factual questions for each category.
- The teacher determines the categories appropriate for the grade level (examples are Activities, Rewards, Education Requirements, etc. or Social, Enterprising, Artistic, Realistic, etc.)
- Students use Internet sites to gather information related to careers, design questions and answers for the game, and then play Career Pursuits.
- Use the following sites to gather information:

<http://wings.ucdavis.edu/Book/index.html>

<http://www.epa.gov/students>

<http://www.cybertree.com/hunts.html>

<http://www.myhero.com/home.asp>

<http://www.nytimes.com/learning/geneeral/copyright.html>

<http://www.ed.gov/index.html>

COUNSELOR: Serve as a resource to teacher and students. Share Holland Codes information.

PARENTS: Provide questions and answers.

COMMUNITY:

EVALUATION: Students' participation in the game will provide evidence of what they have learned.

LESSONS

CURRICULUM:
AREA:

SCHOOL COUNSELING
CAREER DEVELOPMENT

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choice.

GRADE: 3

OUTLINE: Students discuss and explore occupations and become aware of nontraditional careers.

STRATEGIES/ACTIVITIES:

TEACHER: Display posters of careers showing women in occupations generally held by men and men in jobs generally held by women.

COUNSELOR: Prepare a list of careers to include: physician, nurse, lawyer, model, mail carrier, beautician, engineer, file clerk, mechanic, dressmaker, secretary, banker, construction worker, child care worker, police officer, telephone operator, pharmacist, flight attendant. Have students tell you when you read the list if it is a man's job or a woman's job. Read *The Berenstain Bears No Girls Allowed*. Ask students how sister would feel if she were told she could not be a doctor because she was a girl.

PARENT: Invite parents to class to talk about their career. Choose people who are not in traditional career roles.

COMMUNITY:

EVALUATION:

- Students can identify traditional and non-traditional occupations.
- Students can identify people in their community who are not in traditional roles.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choices.

GRADE: 4

OUTLINE: Students will examine their beliefs about gender roles and careers.

ACTIVITIES/STRATEGIES:

TEACHER:

- The teacher can provide a variety of resources that illustrate nontraditional career choices.
- The class can give examples of where and when they have observed these and others at work.
- Ask whether some jobs are closed to people because of their gender. As students express their beliefs about this, the teacher provides information to dispute those beliefs.
- Students will then be asked to find evidence of people who have entered the careers that appeared to be closed due to gender.

COUNSELOR: Serve as a resource to teacher. Provide bulletin board displaying workers in non-traditional careers.

PARENTS: Discuss with your child the changes in occupational opportunities for men and women. Highlight the history of their extended family members' careers.

COMMUNITY: Invite a human resource officer to discuss the concept of equal opportunity in careers.

EVALUATION: Students will report on the examples of people in non-traditional careers.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Describe how traditional and non-traditional occupations relate to career choice.

GRADE: 5

OUTLINE: Students will become aware of occupations that are open to both males and females.

ACTIVITIES/STRATEGIES:

RESOURCE: Children's Dictionary of Occupational Titles

TEACHER:

- Display posters of careers of males and females in non-traditional careers.

COUNSELOR:

- On poster board list titles of career occupations:
(Physician, pilot, nurse, lawyer, astronaut, model, mail carrier, beautician, engineer, computer programmer, secretary, banker, construction worker, child care worker, police officer, telephone operator, pharmacist, flight attendant.)
- Students use the Children's Dictionary of Occupational Titles to find skills needed for the jobs listed. (This can be done in teams).
- Students use stick-on dots to indicate jobs that traditionally were open only for male or only for female (blue for male, red for female).
- Discuss the concept of equal opportunity access to all careers.
- Have students find in the Dictionary of Occupational Titles two more careers once held only by men but now held by men and women; and two careers once held only by females but now held by both genders.

PARENTS: Invite parents to class to talk about their careers. Choose people not in traditional career roles.

COMMUNITY: Have students find and interview people in the community who are not in traditional career roles.

EVALUATION:

- Students can identify traditional and non-traditional occupations.
- Students can identify people in their community who work in non-traditional roles.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Manage a career portfolio

GRADE: 5

OUTLINE: Students illustrate their growth through a portfolio.

ACTIVITIES/STRATEGIES:

TEACHER:

As an introduction, have students complete the following sentences:

- Last year I couldn't _____.
- This year I can _____.
- I am good at _____.
- I am improving in _____.
- I want to learn more about _____.

Ask the students to design a personal portfolio with six sections. The portfolio should include lists, explanations and illustrations.

Section 1: Things I know well

Section 2: Things I do well

Section 3: Things I am learning about

Section 4: My best character traits

Section 5: My best working habits

Section 6: What career I want

COUNSELOR: Serves as a resource to teacher and students.

PARENTS: Assist students in identifying materials to include in the portfolio.

COMMUNITY: Invite community workers to "interview" students based on the contents of their portfolio.

EVALUATION: The contents of the portfolio will provide evidence of growth.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Compare the relationship between educational achievement and career success.

GRADE: 3

OUTLINE: Students will predict in their classroom ways that they might use reading and math at home.

ACTIVITIES/STRATEGIES:

TEACHER:

- Students will be asked to list three ways that someone uses reading and math to complete a chore at home. (note: if there are families in which illiteracy is suspected, children can easily be partnered or teamed to create a list from tasks they have seen on television and/or home).
- Students report back to the class in sharing time, places where they found reading or math being used at home.
- Alternative: Have students watch a (taped) children's news program and analyze what everyday subject areas are found in the program's headlines.

COUNSELOR: Serve as resource to teacher.

PARENTS: Assist student with list.

COMMUNITY: Invite a community business partner to discuss ways employees use math and reading every day.

EVALUATION: Students can name tasks in the home that require math and reading.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Appraise the relationship between educational achievement and career success.

GRADE: 5

OUTLINE: Students will be exposed to training necessary to obtain different jobs.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Cards

TEACHER:

- Split the class into two teams.
- Present career cards with picture or name of career to the students.
- Have the students, based on prior knowledge, decide what educational credential would be the minimum required in order to begin that particular job. 1. High School diploma, 2. Community College or Associates Degree, 3. Four Year College Degree, 4. Master's degree, 5. On the Job Training, 6. Other (i.e. medical school)
- Discuss the different levels of educational training with students.
- The students will decide as a team and the team with the correct response earns points.
- Discuss with students where and how people acquire skills to do a job. Use the careers that they have identified as the foundation for the discussion.
- Other questions for discussion might include:
 - How does having an educational credential prove that a person can do a specific job?
 - Do you know if there are any community colleges in our area? Where are the closest colleges to our area?
 - Do you know anyone who goes to these schools?
 - What do you think would be hard about on-the-job training?

COUNSELOR: Serve as resource to teacher.

PARENTS: Assist student with list.

COMMUNITY: Invite a community college admissions representative or college admissions representative to talk to students about everyday college life.

EVALUATION: Students can name local colleges, training programs.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.02 Appraise the importance of equal access to careers.

GRADE: 4

OUTLINE: Students will become aware of equal access to careers through literature .

ACTIVITIES/STRATEGIES:

TEACHER:

- Incorporate the following children's books which illustrate occupational role models. Have students read and demonstrate awareness of different occupations and male and female access to those occupations.

Bauer, C. f. (1981) *My Mom Travels a Lot*. New York: Frederick Warne. A child reports on the good and bad points of her mother's work.
Burton, V. L. (1967) *Katy and the Big Snow*. Boston: Houghton Mifflin. Katy is a tractor who is strong enough to plow out an entire snowed-in city.
Eichler, M. (1971) *Martin's Father*. Chapel Hill, N.C.: Lollipop Power. A simple story of a nurturing father who performs all of the housekeeping tasks.
Foote, P. (1980) *Girls can be anything they want*. New York: Julian Messner. The true stories of women in nontraditional careers.
Hughes, S. (1977) *George the Babysitter*. Englewood Cliffs, NJ: Prentice Hall. George babysits for three children while their mother is working.
Mendoza, G. (1981) *Need a House, Call Ms. Mouse!* New York: Grossett & Dunlap. Henrietta is a world famous decorator, artist, designer, builder and creator. She designs homes for a cat, a squirrel, a trout, a mole, and a worm.
Revin, S. (1971) *Hurrah for Captain Jane*. New York: Parents Magazine Press. While in the bathtub, Jane dreams about being a captain of an ocean liner.
Williams, J. (1973) *Petronella*. New York: Parents Magazine Press. A smart princess rescues a prince.
Wolde, G. (1972) *Tommy Goes to the Doctor*. Boston, MA: Houghton Mifflin. Tommy treats his teddy bear just like the doctor treated him

COUNSELOR: Serve as a resource to teachers for obtaining literature and research related to gender equity.

PARENTS: Discuss with your child your recollection of male/female roles in jobs.

COMMUNITY: Invite community workers in non-traditional careers to discuss their career paths.

EVALUATION: Students can demonstrate awareness from book(s) read.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.03 Use conflict management skills with peers and adults.

GRADE: 5

OUTLINE: Students will use role playing to become aware of conflict management techniques.

ACTIVITIES/STRATEGIES:

TEACHER: Use conflict resolution in daily activities.

COUNSELOR:

- Open Chair Role Play – Introduce a hypothetical person to the class by labeling an empty chair with the name of someone whose characteristics are similar to those of many of the class members. For example, a sheet of paper with the name “Tracy” is taped to the chair while the group leader says, “Here is Tracy, a 9 year old student much like many of you”.
- List on the board some of the concerns Tracy may face this year as generated by the class. Develop an idea for a role play based on the concerns. (Example: if the concern is “telling a friend she wants to stop their friendship” the topic would be friends and two characters would be needed to complete the role play, Tracy and a friend)
- The procedure for role playing consists of labeling two chairs Tracy and Friend. (a piece of paper with the name written on it is taped to each chair).
- The chairs remain empty, and two role players sit on the floor beside each of the empty chairs or in two other chairs placed immediately behind each of the empty chairs.
- The students role play each of the two characters by saying whatever they think would be appropriate. Students should take turns role playing both parts. They do not need to jointly plan what will be said, nor do they need to agree on what type of role they are playing.
- Students in the class may give suggestions after each role play that will assist the students in reaching a solution for the concern that is appropriate.

PARENTS: Consult with parents regarding counseling and referral sources available.

COMMUNITY: Invite community workers to discuss the importance of conflict resolution skills in the workplace.

EVALUATION: Students understand that conflict is natural and can articulate ways to manage conflict.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Work cooperatively with others as a team member.

GRADE: 3-4

OUTLINE: Students will demonstrate cooperative harmony through music.

ACTIVITIES/STRATEGIES:

RESOURCES: various music instruments – cymbals, bells, tambourine, castanets, etc.

TEACHER:

- Students are given their choice of an instrument
- Students are asked to use their instrument to make a sound all together. (Teacher can tape record this racket!)
- Students are divided into smaller groups and given rhythms to play with their instruments.
- At the signal from the music teacher, each group is directed to play their instrument. This will produce, if not music, something far more pleasant than racket. (Teacher should tape record this session also.)
- Ask students to compare the differences in the sounds.
- Ask student to determine what caused the change in the sound of music. (cooperation) (teamwork)

COUNSELOR: Provide small group counseling techniques to students needing additional assistance with cooperation.

PARENTS: Give opportunities for students to work cooperatively on family projects to accomplish tasks.

COMMUNITY: Invite a community member to discuss the importance of team work on a specific community project.

EVALUATION: Students can demonstrate teamwork on projects.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Work cooperatively with others as a team member.

GRADE: 5

OUTLINE: Students will demonstrate teamwork.

ACTIVITIES/STRATEGIES:

RESOURCES: construction paper, crayons, scissors, glue, pens/pencils.

TEACHER:

- Begin with the discussion: Some factories use division of labor (assembly line) to manufacture products. The car industry is an example. Each worker assembles a different piece to the product and the product is passed on. When the product is finished, someone inspects it for completeness.
- Divide the class into two or three teams. (Each team will do the same thing.)
- Assign each person a different task in making a pen pal card:
 - I. Fold construction paper in half.
 - II. Color 4 daisy flowers yellow
 - III. Color 4 stems green
 - IV. Cut out flowers
 - V. Glue flowers on outside of card
 - VI. Write a message on inside of card, example: Happy Spring.
 - VII. Sign card, example: your pen pal
 - VIII. On back of card write "Made in USA"
- The inspector inspects all cards and returns "faulty" ones to the group to be corrected or remade.
- Send cards to pen pals.

COUNSELOR: Provide small group counseling techniques to students needing additional assistance with cooperation.

PARENTS: Give opportunities for students to work cooperatively on family projects to accomplish tasks.

COMMUNITY: Invite a community member to discuss the importance of team work on a specific community project.

EVALUATION: Students can demonstrate teamwork on projects.