

A CAREER EXPLORATION PROJECT
FOR THE ELEMENTARY SCHOOL AGE CHILD

CENTRE FOR NEWFOUNDLAND STUDIES

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A CAREER EXPLORATION PROJECT
FOR THE ELEMENTARY SCHOOL
AGE CHILD

by

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ABSTRACT

This project describes a resource package that is divided into three sections: *Curriculum Outcomes, Activities, and a Resource List*. Section 1 identifies the general and specific outcomes and student competencies for the proposed Grades Four, Five and Six Career Exploration Program. Section 2 focuses on specific activities which students and teachers can do to fulfill these outcomes. Section 3 is a comprehensive list of resources on Career Exploration and the subtopics contained in the program. Teachers and students are encouraged to use resources found in their own schools, communities, and districts whenever possible.

The activities in this package can be integrated into the classroom curriculum in the subject areas of Mathematics, Language Arts, Social Studies, Health and Art. All activities can be completed within the classroom setting or with the use of the school's resource room.

DEDICATIONS

I am grateful to my husband Dwayne for supporting and encouraging me at all times during this program.

To Mysha for making me smile every time I saw her.

To my parents who inspired my commitment to be a life-long learner.

To Dr. William Kennedy, I would like to thank you for your helpful comments and constant support throughout this entire process.

To friends and family both near and far who have impacted on my life.

ACKNOWLEDGEMENTS

The sample activities and content contained in this project have been compiled by the Intern through the adaptation, modification and revision of relevant career resources. The Intern therefore acknowledges the following resources in this compilation of sample

activities: *The Changing Years*
My Choices and Decisions
A Good Apple Self Concept/Values Activity Book
Carthage, IL 62321-0299

ALWI Career Education Primer
Created by Nona L. Thompson
Centre for LifeWork Imaging
Hallowell, Maine 04347

Developmental Guidance Classroom Activities
for the use with the National Career Development
Guide
Centre on Education and Work
University of Wisconsin-Madison
School of Education
Madison, Wisconsin 53706-1796

Dream Catchers
Career Exploration Program
Guide and Activity Book
N. Linday
Indianapolis: JIST Works, Inc.

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CHAPTER 1

Introduction

Rationale for the Project

As part of the requirements for a Master's Degree in Educational Psychology, students may choose to either complete a thesis, paper folio, internship or do a project. The project option allowed the graduate student to research and develop a program in the area of career exploration.

Given the graduate student's interest in this area the project option was considered to be the most appropriate. The graduate student chose this option to accomplish the goals outlined in this program. These goals are to create a program that facilitates and promotes self concept, offers career information at the elementary age level, and lets elementary students explore a variety of possible career choices.

Career Exploration Literature Review

Despite professional counselling and courses on career choice in our schools, students say they are poorly prepared to meet the challenges in society. They report lacking information about the workplace, not understanding the link between academic subjects and the requirements of work, not seeing the relevance of what they are learning, and lacking academic motivation (Dupont, Gingras, & Marceau, 1992). The new vision is that schools will make a significant contribution toward "seeing that the future labour force is well prepared for adult and working life. able to make informed career decisions, capable of managing successful career transitions, and committed to lifelong personal development, education and training" (Watt, 1988).

Some might argue that new educational strategies and more

courses at the senior high school level can be the solution. However, the author of this project would argue for an infusion approach to career exploration at the primary and elementary levels. The author of this project, like current leaders, such as Hiebert (1993) would call for an infusion or integration of career ideas across all grade levels and in all subject areas. Hiebert contends that besides providing information about the specific subject matter, teachers may properly discuss the roles of various jobs. Herr and Cramer (1992) state that current models of career guidance reinforce the need for systematic activities and information to occur throughout the elementary school curricula and to involve parents, teachers, and counsellor in many forms of cooperative effort (p. 337).

Toepfer (1994) states that most individuals significantly fashion their attitudes about learning, work and other enduring adult values during early adolescence. In Wells and Gaus' (1991) study, 46% of middle schoolers had not had any career education, most did

not see the relevance of academic subjects to career choice, and those at lower socioeconomic levels were less likely to have chosen a career path. These findings suggest that middle school students need to learn to think about the future; recognize their responsibility for educational planning, broaden their aspirations beyond the stereotypes of gender, ethnicity, and socioeconomic level, develop and maintain self-esteem, develop cognitive complexity, have parental support for career choices, understand how school relates to future life roles, and recognize the broad scope of work in the 21st century (Kerka, 1994).

The life long nature of career development described by Super (1957) seems to be widely accepted. Theorists generally agree that career development begins in childhood and continues throughout adulthood. Staley and Mangisi (1984) have observed that it is widely acknowledged that children begin to formulate career decisions at a relatively young age.

Career guidance in the elementary school is not intended to

force children to make premature choices but instead to avoid premature foreclosure of choices. Career guidance at this stage focuses on awareness of choices that will be available, ways to anticipate and plan for them, and their relationship to personal characteristics. Given the emphasis on educational programs and services for children coupled with goals of self-concept, exploratory decision making, and information that are so crucial to academic and career schooling of children, the awareness of the world of work is an overall objective of education (Yawkey, 1976).

Students and teachers must learn that it is important to ask questions about jobs and that the infusion of career exploration and information will add relevance and interest for all students. Career exploration typically involves the investigation of personal factors: interests, aptitudes, values, and personal lifestyle (Amundson, 1989). Herr and Cramer (1992) reiterate the need for early infusion and address the major elements such as those of work and society.

Career Awareness in Early Life

The elementary school years are a time of expansive opportunities for self awareness and according to Super (1984) and his Life Career Rainbow, children at this stage have already developed three roles; namely, child, pupil, and leisurite. The amount of time children spend on leisure activities is significant and they need to develop a wide range of leisure-related activities, events, and experiences. Encouraging the development of leisure awareness can help children recognize their multiple dimensions, including the intellectual, physical, creative, social, artistic, and mechanical characteristics and interests.

Super's original studies began in the 1930's in the areas of work, occupations, and psychometrics. His theory is segmental with specific aspects taken from developmental, differential, social, and

phenomenological psychology. His self-concept theory is the link that joins them all together. Super (1990) depicts a career as the life course of a person encountering a series of developmental tasks and attempting to handle them in such a way as to become the kind of person he/she wants to. With a changing self and changing situations, the matching process is never really completed. In childhood, curiosity can lead a person down many exploratory paths. If curiosity and this exploratory behaviour is rewarded, it leads to information and further exploration. However, if unrewarded, it can lead to conflict and withdrawal. Satisfying exploration, can lead to the identification of key figures who have been helpful or interesting and who serve in some ways as role models. Success can lead to a feeling of autonomy, of being in control of one's present and even one's future. It also leads to the development of interest in the things in which one has been successful. Finding that one can, to some extent, control one's activities leads to an understanding of time and of the notion that one

can plan for future events and have some success in their shaping.

From a career development perspective, Super (1953) identified specific vocational development tasks to be accomplished at each life stage. During the Growth stage, birth to age 14 years, these tasks include forming a picture of the kind of person one is, developing an orientation to the world of work, and acquiring an understanding of the meaning of work. According to Super, the self-concept during this stage is developed through identification with key persons in the family and at school. He further posited that from ages 4 to 10 years, during which children are in the Fantasy substage of the Growth stage, children's needs are dominant, and role-playing in fantasy is important to their vocational development. Super saw the development of increased self-awareness, awareness of the value of any kinds of work in their world, feelings of competency, and satisfaction from their own work as critical to children's sound career development.

Hummel and McDaniels (1982) identified the period from birth

to 11 years of age as the Awareness stage. During this period children believe they can do the things they like to do and transform needs and desires into occupational preferences. Gysbers and Moore (1975, 1981) conceptualized career development as self-development of the person over the life span through the synthesis of roles, settings, and events of his or her life.

To meet the children's career developmental needs, the elementary career development program should consist of experiences appropriate to the various developmental ages of the child as they proceed through the childhood years (Hoffman & McDaniels, 1991). Miller (1989) states that in the elementary school the central activities are those that address a child's awareness of self, feelings of autonomy and control, need or planful behaviour, and desire for explanation. Hanson and Johnson (1989) further conclude that early classroom learning strategies may help redirect the individual's tendencies to engage, dissemble, or evade in difficult workplace situations,

particularly in early employment.

Therefore, career and occupational information must be meaningful and helpful in elementary school. Children at this age need a curriculum that facilitates growth, exploration of oneself and the world. Activities should deal with the person, with occupations, and with careers. According to Finn (1989), the fundamental point is that what happens in the life of the child in the elementary school does create patterns of behaviours, positive or negative, that are likely to persist into the secondary school and adulthood. Research by Hanson, Johnson and Finn (1989) illustrates the power of early developmental experiences of children and how they are reflective of later educational levels and behaviours toward work and work performance.

During elementary schooling, the pupil should develop an awareness of the meaning and significance of work and the unavoidable decision-making process. The pupil must also acquire an understanding of the relationships between educational opportunities

and ultimate career possibilities. Positive attitudes towards education should be encouraged. The elementary student must acquire foundations for occupational assessment and self assessment. The student must recognize that one's life work should be an occupation one can do well and enjoy doing. Therefore, both self-understanding and occupational understanding are important.

Gottfredson (1981) reports that children use the process of circumscription to eliminate occupations that are seen as inappropriate for their sex. They progress to another stage of circumscription that allows them to rule out occupations of insufficient prestige, their social class, self concept, and those requiring effort beyond their view of their general ability. This research indicates that by grade four, children have constructed a job-prestige hierarchy similar to that constructed by adults. Children at this age look to role models for imitation of jobs and attitudes toward jobs.

Parental influence is key here because children will take on the

work values they see being exhibited by their parents. Simmons (1962) discovered that the elementary school child was very aware of occupational prestige. Children have well developed attitudes regarding occupations and levels of education as early as eight and nine, and tend to reflect some occupations as holding no interest to them. Children need to develop feelings of importance which will help develop self concepts. There is a need to develop a sense of the future and a sense of self through aspects of their environment, people around them, role models, observations, and interests. As young children are exposed to their parent's occupations, television programs, and people around them, they become aware of career opportunities and choices. This exposure becomes broader and deeper throughout elementary school, junior high school, and high school (Sharf, 1992).

Career Exploration in the Elementary Grades

As students progress through school, they move closer to the important goal of high school graduation. Today's world offers many choices to all students regarding career options; however, a student unaware of the effects of these choices on his or her overall lifestyle can face feelings of inadequacy, disappointment and failure. The more information a student is presented with in an orderly fashion at all stages of growth, the more likely that student will make career choices that will lead to a meaningful and productive lifestyle (Lambert, Rogala & Verhage, 1992).

This project is a combination of three types of career education exploration: (a) infusion of career information into the classroom (b) group activities and (c) community involvement.

The activities within each are modified and structured to the learning stage of the child. The children involved are given the opportunity to experience and acquire information long before they are able to make decisions about permanent career choices.

This project will help children develop a sense of the future and a sense of self. This project emphasizes self, others, occupations, and movement toward planning and preparing for a career.

The activities are structured to include both individual and group interactions. This project is appropriate for grades four, five or six. The activities are grade appropriate and employ a variety of instructional approaches and resources. The students will have the opportunity to experience the following skills: questioning guest speakers, role playing, discussing, locating, collecting and classifying information, composing written materials, making decisions, and creating art forms. They will have the opportunity to use a wide variety of technological and creative strategies in their work.

To introduce this project a letter will be sent home to parents/guardians outlining its purpose and focus (Appendix A). Parents/guardians are encouraged to participate at all levels of this project. Whenever possible parents/guardians should be asked to volunteer as guest speakers and facilitators to workplace visits. An information sheet will also be sent home encouraging parental/guardian involvement at many levels of the child's school activities (Appendix B).

Objectives

The objectives of this project are:

1. To produce a program which would be a combination of three types of career exploration: (a) infusion of career information into the classroom (b) group activities and (c) community involvement.
2. To provide children with activities within each unit that could be modified and structured for individual and group work.
3. To provide elementary school age children with the opportunity to experience and acquire career information before they are required to make decisions about permanent career choices.
4. To develop a program that would help children develop a sense of the future and a sense of self. This program emphasizes self, others, occupations, and movement toward planning and preparation for a career.

5. To provide children with activities that can be adjusted and modified to assist children in attaining success.

Project Implementation

This career project will be implemented with the help and cooperation of the classroom teacher, resource room teacher, principal, parents/guardians, students and counsellor. It will be a collaborative approach offering support and encouragement to all participants.

At the introductory stage of this project, it is necessary that the counsellor discuss the concepts and specific curriculum outcomes and competencies with the participating students. The students should be made aware of the kinds of activities they would be engaging in and their role in these activities. Groups should be established and a time frame for the project outlined. It is recommended that each small group be structured according to the child's grade placement so that it

can be as cohesive as possible. Therefore, any grade four, five or six class in the province could participate in this project.

Students are required to complete the learning activities and to participate in all activities outlined in the project. They are encouraged to keep all their completed work and place it in a personal portfolio similar to the writing and reading folders used in their Language Arts class. All work collected and completed is the property of each student at the completion of the project.

Evaluation of the project is continuous and should be monitored by the teacher, counsellor, and learning resource teacher.

Needs Analysis

It's no secret that our entire educational system has come under intense change and scrutiny over the past several years and that scrutiny is not likely to diminish in the near future. One of our nations' primary concerns is whether or not we will be able to produce a quality work force for the 21st century. By and large, society charges educators with the responsibility of producing quality workers. However, changes in the worldwide economy, technology, the nature of work, and attitudes of employers and workers have occurred at such a rapid pace that it's sometimes difficult to take them all in. Yet educators and counsellors are expected to respond to those changes and prepare students for the future. One response to this challenge has been a growing movement across the country to include career awareness and exploration as an integral part of the school curriculum - starting in Kindergarten (Lindsay, 1993).

The period of transition from school to work is considered to be

an important stage in the identity formation of adolescents as they approach adulthood. Research studies in the eighties have indicated that adolescents are indeed monitoring the adult world, developing work perspectives, and acting upon them (Amundson & Borgen, 1982; Feather, 1985; Breakwell & Fife-Shaw, 1987; Santilli & Furth, 1987).

Recent national reports have also suggested that there is room for improvement in the way young people are prepared for entry into the workforce (Department of Employment and Immigration, 1989; Canadian Labour Market and Productivity Centre, 1990; Government of Canada, 1991). These documents call for fresh policies and concrete initiatives that can help young people make better use of their educational opportunities as they prepare themselves for the workplace. In addition, these documents emphasize that more must be done to make the transition from school to work less problematic and more efficient.

According to Lindsay (1993), career planning is not one of the

major subjects taught in most schools. Nevertheless, teachers would agree that this topic should be included in the school program. One of the biggest challenges for counsellors is getting classroom teachers involved in the career education process. Educators and counsellors already have full agendas in their efforts to improve academic achievement. Adding another subject area takes time, planning and expertise. Therefore, to overcome these hurdles an easily usable resource package has been created which teachers can infuse across the standard curriculum. If students are to maintain a high level of motivation the academic aspects of their education should be relevant and reflective of the interests of the students. All too often career exploration opportunities are overlooked at the elementary level in lieu of a high school based career counselling program. Since the concept of career development is ongoing, the formative years of a young child would seem to be a crucial time to begin implementing this career program.

Few would argue that the elementary years are the most important for preparing youth to make appropriate educational decisions and related personal-social adjustments. These are the years of curiosity and inquiry, trial and exploration, and relative freedom of choice. Because of this, the elementary grades appear to be the years for developing appropriate career foundations.

Accepting that career exploration is needed in our high schools results in the recognition of the importance of providing career development programs in the elementary schools (Miller, 1984; Walz & Benjamin, 1984). In 1984, the American School Counsellor Association (ASCA) issued a career development policy statement calling for school counsellors to assume leadership in implementing developmental career guidance programs for all students, beginning no later than Kindergarten. This approach to career guidance is consistent with the developmental philosophy of contemporary elementary school counselling programs and their goal of helping all children experience

healthy intellectual, social, emotional, and career development for success in the present and future. In view of the current definitions of career development as self-development and career as encompassing all roles, settings, and events in the life of the individual, the overall elementary guidance and counselling program may well be perceived as a life career development program (Hoffman & McDaniels, 1991).

Instructional Approaches

According to the American Vocational Association (1993), appropriate instructional strategies include interdisciplinary team teaching, exploratory education, learning organized around key concepts or themes, and cooperative learning. Career education, to be meaningful, requires a partnership involving both the education system and the broader community. In addition, it should include experiential learning by pupils about the occupational society, use of private sector resource persons in classrooms, reduction of occupational bias and stereotyping, development of productive work habits, and promotion of positive work values (Hoyt, 1995). However, there is no one approach that is totally effective for all students in all learning situations. By employing a variety of activities, materials and strategies the likelihood of successful instruction can be maximized.

The following are a suggested list of strategies that could be used to enhance the instruction occurring with this project:

- * Use of concrete materials
- * Small and large group settings
- * Hands-on activities in arts and crafts
- * Age/grade appropriate directions/instructions
- * Multi-media and computer technologies
- * Activities are child-centred
- * Activities are well organized
- * Provide physical space
- * Allow ample time to complete activities
- * Activities are not gender specific
- * Activities are infused into curriculum
- * Activities are enjoyable
- * Personal exploration
- * Multi-sensory modalities

Evaluation

The teacher and counsellor are encouraged to develop a documentation and reporting system to facilitate ongoing program monitoring and feedback. Documentation would consist of a series of activity logs and reports, observations, commentaries from students, parents, and community partners. This documentation would then provide information on the activities and outcomes of the project. Characteristics of participants, the activities that participants would engage in, and the management and operation of the career planning activities all serve as evidence of program evaluation (Demond, 1996). A variety of methods might be utilized to gather information about the program. Some that have been helpful in improvement of career planning include:

Commentaries

Informal notes written by parents, students, community

members, and others would be submitted and used in planning steps for continuous improvement of the program.

Surveys and Focus Group Interviews

Surveys can probe issues related to the design and implementation of the program. Focus group interviews might be conducted as a means of testing the survey data.

In-depth Interviews

Perceptual information about the program can be gathered through interviews and would probe the level of support for the program.

Curriculum Comments

Teachers can comment on their findings as they implement and use components of the program in their classroom.

Follow-up and Tracking Studies

The influence of the program on the career planning efforts of students can be documented. Both in-school and out-of-school career experiences can be used to determine program influences on the career planning efforts of students. Computer-based systems can be used to record student data.

For the children who participate in the program, evaluation is based on participation. Testing should be avoided as a method of assigning grades since evaluation is based on the observed total effort of the student. Evaluation of student work is an ongoing process.

Resource Package

The resource package is presented in three sections: Section One: Curriculum Outcomes and Competencies which identifies the general and specific curriculum outcomes as well as competencies for the grades four, five and six Career Exploration Program. Section Two: Activities which focuses on specific activities which students and teachers can complete to fulfil these outcomes and competencies. Section Three: Resource List which is a comprehensive list of resources on Career Exploration and the subtopics contained in the program.

Section One General and Specific Curriculum Outcomes

1. Students will examine the concepts of self-esteem, self awareness, and conflict resolution.
 - 1.1 Students will define self-esteem, self awareness, and conflict resolution concepts.
 - 1.2 Students will explain and discuss how each concept is interconnected.

- 1.3 Students will recognize positive and negative self-esteem characteristics.
- 1.4 Students will develop an appreciation for the unique differences of self and others.
2. Students will examine decision making and problem solving skills.
 - 2.1 Students will recognize that goals change over time.
 - 2.2 Students will recognize that career decisions begin early and continue throughout one's life.
 - 2.3 Students will use information seeking skills in making decisions.
 - 2.4 Students will define and discuss the components of decision making.
 - 2.5 Students will learn about work as it relates to present school assignments and school experiences.
 - 2.6 Students will understand that the decisions they make now will influence and affect the decisions they make in the future.
3. Students will examine the concept of career clusters and explore the process of career exploration and planning.
 - 3.1 Students will define the concept of career.

- 3.2 Students will understand the process of career planning.
- 3.3 Students will assess the need of early planning and preparation.
- 3.4 Students will discuss career planning with their families.
- 3.5 Students will identify personal career/occupational interests, attitudes and talents.
- 3.6 Students will utilize school and community resources to obtain career information.
- 3.7 Students will analyse various occupations in terms of skills, educational requirements, and processes.
- 3.8 Students will define a career cluster.
- 3.9 Students will list and discuss their likes and dislikes.
- 4. Students will learn about career possibilities from invited guest speakers and possible workplace visits.
 - 4.1 Students will listen attentively to each guest speaker.
 - 4.2 Students will participate in all planned field trips.

- 4.3 Students will understand aspects of various careers through questioning and interviewing a person in an occupation that interests them.
 - 4.4 Students will identify the characteristics of specific occupations.
 - 4.5 Students will identify school subjects that help develop skills, knowledge, and training needed in specific occupations.
 - 4.6 Students will understand that there are various levels of education and training needed in specific occupations.
 - 4.7 Students will describe the work done by various people in their community.
 - 4.8 Students will learn some of the reasons why people work at the jobs they do.
5. Students will develop a possible future career plan.
- 5.1 Students will research a career option of interest to them.
 - 5.2 Students will use current technology as a research strategy.
 - 5.3 Students will relate their hobbies and interests to possible career options.

- 5.4 Students will develop effective communication skills (reading, writing and speaking).
- 5.5 Students will identify employers and job opportunities in the local and surrounding communities.
- 5.6 Students will make tentative occupational choices with respect to their interests, attitudes, values, and capabilities.

Competencies

Students will:

- 1. Listen, read, observe, and conduct research to find information.
- 2. Write, speak, dramatize, and role-play to present information.
- 3. Use print and non-print materials to access information.
- 4. Work in cooperative learning groups that are both small and large.
- 5. Work independently and individually to complete assigned learning activities.

6. Participate in all assigned outings, field trips, or presentations that may be given.

Section Two Activities

The activities in this package can be integrated into the core school curriculum. Activities can be infused into Language Arts, Mathematics, Social Studies, Health, Art and Science. The activities can be completed in the regular classroom or in the school's resource room. Activities can be found in Chapter Two (pages 40-102)

Section Three Resources

The resources in this project include those found in your local school, community and district. Of interest to the person implementing this project would be sources found through Internet sites, government agencies and print materials.

The resources compiled for this project can be found in Chapter Two of the report (pages 103-109).

Conclusions

Herr and Cramer (1988) wrote that many youngsters who drop out of school physically at age 16 have already, in fact, dropped out of school psychologically as early as third grade. Frequently, this occurs because they fail to sense relationships between what they study in school and life as they experience it outside of school. The importance of initiating career education efforts beginning in the elementary school years should be obvious - i.e. to delay doing so until the secondary school years is to invite pupils to acquire misinformation, negative attitudes toward work, and bad work habits that will take years to correct (Hoyt, 1995).

“Neither the high school model of college preparation (as academic education) nor the high school model of job preparation (as vocational education) can be effectively imposed on the middle school” (Wisconsin Department of Public Instruction, 1991, p.51).

Instead, the middle school model focuses on intellectual development, social skills, personal values, and understanding of adult roles (American Vocational Association 1993; Beane, 1992).

Since the elementary school is homeroom-teacher centred with a close teacher-pupil relationship, there can be a greater infusion of career exploration learning through a multi-sensory approach. Learning is stimulated through pupil observation, participation, and activity. Role playing, field trips, and physical exercises stated in this career program objectives are considered common experiences in the elementary school setting.

The pupils in the elementary school see themselves as members of a reasonable stable group and usually remain so throughout the elementary years. The setting encourages a greater feeling of security and this program will attempt to foster this feeling.

Parental interest and involvement appears to be greater at the elementary level than at the high school, therefore allowing parents to

impart attitudes, values, and career information on a more continuous basis. This career program will enhance the awareness and involvement of parents similar to that accomplished in the *Making Connections* program referred to in this project. The home provides the child with his/her first and most important contact with a worker. Herr & Cramer (1992) stress the need for parents to feel they are collaborators rather than isolates in the guidance process in the education of their children. Seligman, Weinstock, and Owings (1988) found that children with a positive family orientation are likely to obtain information about their parents' activities and to receive more encouragement. These factors all contribute to the child's career development.

The developmental theory of Gottfredson (1981) "accepts the fundamental importance of self-concept in vocational development and posits that people seek jobs compatible with their images of themselves. Social class, intelligence, and sex are seen as important

determinants of both self-concept and the types of compromises people must make, thus the theory integrates a social system perspective with the more psychological approaches" (p.546). Gottfredson's theory, like Super's, conceives of the self-concept becoming increasingly differentiated and complex as the child grows.

This project attempts to offer a program that is a basis on which to build more career exploration programs for children in the elementary grades. The program and resource package are meant to be flexible in their implementation, diverse in interest level, and fun. Students are encouraged to participate fully in the activities and to use the information gained to help make future career decisions.

CHAPTER II

THE CAREER EXPLORATION PROJECT: A CAREER EXPLORATION PROGRAM DESIGNED FOR USE IN THE ELEMENTARY GRADES.

Introduction

This section is organized as follows. First is section one of the resource packages entitled Exploring Your Options which includes all activities and materials needed to infuse this into the curriculum. This is also done for section two entitled Expanding Your Knowledge and section three Should I Study..... Yes, No, Maybe??????.

All lesson plans and activities are ready for the teacher or counsellor to use. The lesson plans may be reproduced as needed and incorporated across the curriculum in most subject areas. The lesson plans have also been designed for individual, small group or class participation. The pages have been numbered sequentially. However, the materials can be used separately depending on how much time the teacher has scheduled for each activity. The activities and objectives

are flexible for both teacher and student alike. The teacher may use the materials in any order or with any format that is applicable or appropriate for the class and the subject area it is being infused into.

Summary

The general purpose of this project is to develop a career exploration program for the elementary school-aged child. In particular, the goal is the development of a practical resource package that can be infused into the curriculum by the classroom teacher. The resource package is a combination of three types of career education exploration: (1) infusion of career information into the classroom (2) small group and individual activities and (3) community involvement.

This project recognized the need for the infusion or incorporation of a comprehensive career education program in the elementary grades.



Exploring Your Options



Part One of this package includes activities about careers and the concept of 'career'. All activities can be infused into the regular curriculum. Each activity can be done individually, in a small group or as a class.



Lesson Objective

To introduce the new unit of study on developing career and educational awareness.

Activity: Write a letter home.

Write a letter to your parent(s) or guardian(s) about your new unit of study.



Name:
Address:
Date:



Dear _____:

We are starting a new unit called Career Exploration. I would love for you to visit and see all the new things we will be learning about.



Come visit!!!



My Personal Portfolio

Students will create a Personal Portfolio that indicates their career interests as a result of changing attitudes, interests and achievements.

Students will discuss the concept of career development with their teacher or counsellor. Discuss with the students what a Personal Portfolio would contain and ask them to include all their work from this unit of study in their Portfolio. All Portfolio's are the property of the student at the conclusion of the unit.

Students should be encouraged to discuss questions that describe their Portfolio such as:

What is it?

What should it contain?

What is its purpose?

Explain to your students that their Personal Portfolio is a history of individual student career aspirations including interests, attitudes and achievements. Encourage students to continue to add to their Portfolio throughout Junior and Senior High School.

This Personal Portfolio could be used by teachers and counsellors to better understand the aspirations of their students in grades K - Level III.

CAREER CLUSTERS

A cluster is a group of things that are grouped together because they are alike in some ways. For example an apple, an orange and a banana would be grouped under the cluster of Fruit. Likewise with jobs they too can be grouped together in a cluster. For example a nurse, a doctor and a dentist would be grouped under the cluster of Medicine.

In the columns below are general job clusters. You have to name three specific jobs that would be suitable for each cluster and write it in the space provided. You may use any of your textbooks or reference sources to assist you with this activity.

People who work with animals:	People who work at night:
People who work with numbers:	People who work with designs:
People who work alone:	People who work at home:
People who work seasonally:	People who organize events:
People who operate machines:	People who work outdoors:
People who work with nature:	People who work on the water:

People who work on teams:	People who work with children:
People who repair things:	People who work in construction:
People who work with computers:	People who work with cameras:
People who work at night:	People who work with people:
People who work in laboratories:	People who work with plants:
People who do research:	People who work with our past:
People who work in tourism:	People who work in the service industry:

CAREER CLUSTERS

Step1

You will need to divide into small groups.

Step2

Each group should get a worksheet from your teacher.

Step3

As a group, list as many jobs as you can think of that belong in your cluster on the worksheet.

Step4

Each group can use magazines to assist them.

Step5

Get a poster board to paste your pictures on.

Step6

Display your cluster on a bulletin board.



Agriculture and Natural Resources Cluster Worksheet.

In this cluster, people breed, grow, care for, and gather plants and animals and their products. They also catch, hunt and trap animal life. They may do work like: grow crops, raise cattle, harvest the forest, grow plants in greenhouses and catch fish.

Business and Marketing Cluster Worksheet

In this cluster, people have jobs that keep businesses running every day. They may do work like: make plans, give directions to other people, sell things, talk to customers, type letters and reports, work on a computer, or keep track of money.

Communication, Art, and Design Cluster Worksheet

In this cluster, people create things to express ideas, thoughts or feelings.

They may do work like: draw pictures by hand or on a computer, write stories or newspaper articles, take photographs, act in a play or movie, play music or sing, arrange flowers, and talk on television or radio.





In this cluster, people build, fix, and make things. Construction workers may do work like: build a house, building, bridge, or road; put in plumbing; fix a road, and operate a bulldozer. Production workers may do work like: put together a car; take coal out of mines; make tools, and build furniture.

Education, Human Services, and Personal Service Worksheet



In this cluster, people teach or help other people. Education workers may do work like: teach children or adults, and help people find books in a library. Human services workers may do work like: listen to people's problems and try to help solve them, and help people understand the law. Personal service workers may do work like: cut or style hair; take care of lawns; prepare food; guard or protect people or things; and fight fires.



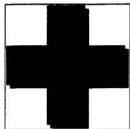
Science and Technology Cluster Worksheet

In this cluster, people do scientific research to discover, collect, and analyze knowledge. They use this knowledge to solve problems or invent new things. They may do work like: try to find a cure for a disease; test food for safety; improve airplane designs; discover ways to stop pollution; invent new products or things, and predict earthquakes.

Transportation Cluster Worksheet

In this cluster, people help move people or things from one place to another. They may do work like: drive a taxi, bus, or truck; fly an airplane; guide ships.





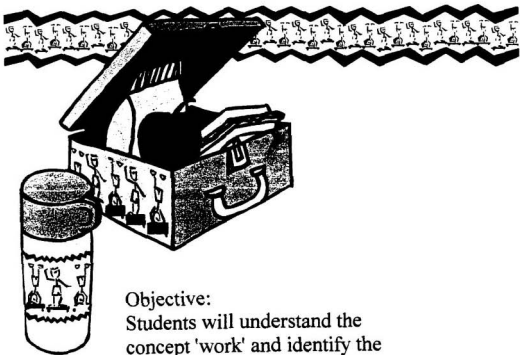
Health Cluster Worksheet

In this cluster, people try to prevent illness. They also take care of people or animals who are sick. They may do work like: take care of sick people in a hospital or at home; give shots; make medicine; fix teeth; run tests in a lab; take X-Rays, and give eye and hearing tests.



Repairers and Mechanics
Cluster Worksheet

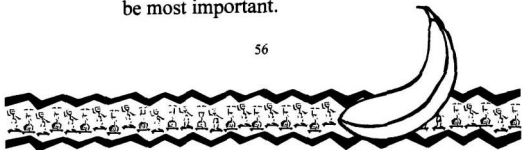
In this cluster, people fix and take care of all kinds of big and small machines. They may do work like: repair dents in cars and trucks; check airplane engines; fix broken TV's or VCR's; repair robots or computers; put in electric power lines; fix machine in a factory, and repair watches.



Objective:

Students will understand the concept 'work' and identify the features of work that are most important to them.

Students will complete the worksheet and then review which features they consider to be most important.



THINGS THAT ARE IMPORTANT IN MY WORK CHOICE

The following is a list of features that are often important to people when they decide to accept a job or not. Consider how important they are to you and make a judgement using the scale provided below:

- 0.....not important
- 1.....sometimes important
- 2.....important
- 3.....very important

<u>Category</u>	<u>Rating</u>
Money	_____
Working	_____
Helping Others	_____
Discovering new things	_____
Protecting the environment	_____
Working by oneself	_____
Dealing with a lot of people	_____
You are a leader in your workplace	_____
You are very popular	_____
People will respect your opinion and work	_____
You can be creative	_____
You get to travel frequently	_____
You work to meet deadlines	_____
You need quick judgement and action	_____
You work on a variety of tasks during your day	_____
Lots of time for recreation and fun	_____

SKILLS FOR THE WORKPLACE

Many workers need special skills to perform their jobs and different jobs need different skills as well. The following activity will help to illustrate this.

This activity can be done individually or in small groups.

- A. Using magazines, cut out pictures of people working at different jobs. If there are no magazines you may draw the pictures yourself.
- B. For each job that you find make a list of the skills you think would be needed for the job. Make a list of these skills on a separate piece of paper.
- C. Proofread your list to make sure your spelling is correct. If using a computer be sure to use the Spell Check.
- D. Paste the pictures onto a piece of bristle board or construction paper and attach your list of skills with it.
- E. Decorate your bulletin board or classroom wall with your work.

CREATING NEW JOBS!!!

Whenever someone invents something new, jobs are created for people. Just think of all the jobs created by the use of the Computer in school, home and business. This activity will help you learn about how new jobs can be created.

Using your Social Studies and Science textbooks research inventions such as the telephone, light bulb, airplanes, VCR's, telegraph, and steam engine. Your Resource teacher can help you with this activity.

Make a list of all the inventions you can find in the space provided below and how they have changed the way people live.

When your list is completed, choose two of the inventions and make another list of all the jobs that were created because of this invention.

Give your list a title and list all the jobs under the title.

INTO THE FUTURE

You have learned that inventions create new jobs. People are always inventing new things and so new jobs will always be created. This is good for you if you plan to enter the world of work someday.

Let's take a trip into the year 3010. You are with a group of reporters who are telling us about a new invention that has just been created that will change the way people are living and working. This new invention will create a lot of new jobs and people are very excited about it.

With the rest of the reporters in your small group tell us about this new invention. What is it called? What does it do? Illustrate it with a picture. Then, list all the new jobs it will create and title your list.

CONSTRUCTING A JOB-TREE

Constructing a job- tree or genealogy is similar to doing a family tree. Genealogy is the study of ancestry or family histories and another way to see how jobs have changed is to study the kinds of jobs people in a family have or did have.

To build your job-tree you have to research a family. You may use your own family, or a relatives' or even a neighbours' family. You can do your research through interviewing.

1. Decide which side of the family you will research. You may research both sides or only one, the choice is yours.
2. Go back as far as you can into the family history as your family members can recall.
3. Ask the person(s) you are interviewing the following questions:
HINT: You may want to start with the oldest person in the house and work your way down the generations.
 - A. Name of the family member.
 - B. Name of the job(s) they have had.
 - C. How long they did this job.
4. Using your Social Studies textbook, or with help from your teacher draw a genealogical chart (family tree) to represent all the information you have found.

EMPLOYEE OR SELF - EMPLOYED

Some people are employees of companies and organizations, however, others are self-employed and work at their own company or organization. Although the majority of workers work for others there are a growing number of people who are self-employed in the work force. As a class, conduct a work force survey to determine how many people you know who are employees or self-employed.

Survey: To gather information and analyse the results.

Follow the steps outlined below to conduct your survey and analyse the results.

1. Ask a least five adults you know if they are employees or self-employed. Record your data on a sheet of paper.
2. Bring all your research data to class.
3. Add up the number of employees and the number of self-employed individuals from the complete list in the class.
4. Compute the percentage of each. If you haven't done percentages your teacher or resource person can help show you how to do this.
5. Make a chart to display your findings.

Questions to ask the adults:

1. What kind of work do you do?
2. What is your work schedule (hours, days, weeks)?
3. Would you like to be self-employed? (If yes, ask these questions as well: How did you decide to work for yourself? What do you like about being self-employed?)
4. Describe the kind of work you do?
5. Describe the skills you need to do this work.

WHERE PEOPLE IN YOUR COMMUNITY WORK

Think of all the places there are to work at in your community and the different people who work there. Different people do different jobs at these places: like at a grocery store, bank, library or restaurant. What are the different types of jobs people do at these places?

The following activity will help you explore the different jobs people have at different work sites in your community. Follow the steps outlined below to discover some of these jobs and the people who do them.

1. Draw a picture of any work site you can think of in your community. Construction paper or bristle board would be ideal to draw this picture on.
2. Describe all the different types of work that people do. Write them on a separate sheet of paper.
3. Paste this piece of paper on your drawing.
4. Display your picture on a bulletin board or in your classroom. Give your picture a title.

PEOPLE DOING WORK FOR FREE!!!

Many people in our communities do work for free . This is called volunteer work. Many times retired people take on volunteer work but often there are many different age-groups who volunteer in their community. You are asked to find someone who has done volunteer work. Interview them to learn about what they do and why they do it. You may ask the person the following questions and add any others you may like during the interview. Make sure to write down the person's name and the responses they give you. Once your interview has been completed you may be asked to share your information with your classmates.

QUESTIONS:

1. What is your name?
2. What kind of volunteer work have you done?
3. What kind of activities would you be involved in?
4. How did you find out about volunteering at this place?
5. Do you need any special training to volunteer here? If yes, ask what kind?
6. Why do you volunteer?
7. Do you think everyone should volunteer if they can? Why?
8. What is the best thing about doing volunteer work?

Share your findings with the class either orally or in written form.

NEWSPAPER INFORMATION

Each day the newspaper contains "want ads". These are advertisements put in the paper by employers who are looking for people to do a specific job. The want ads can tell us a lot about what an employer is looking for in a worker.

The Saturday paper usually has the largest section for want ads. You are to bring a Saturday edition of the paper to class. Most communities have their own local paper which you may wish to bring to the class as well.

Share the papers around the classroom so that each student gets to cut out as many want ads as they can find. Once you have done this it is time to put them into categories. The titles to use are:

ACADEMIC SKILLS
MANAGEMENT SKILLS
JOB SKILLS
EDUCATION SKILLS

Using each of these titles write down the skill under each heading as you find it in the ad. When you have completed this combine each list into one long one for each category. Display your lists and discuss what skills you have discovered.

WRITE A LETTER REQUESTING CAREER INFORMATION

Many organizations and departments offer free brochures and pamphlets that give information on specific occupations. Write a letter of inquiry (“inquiry” means to ask for something) for information on a career that interests you. Your teacher or counsellor can help you find the addresses of places to write. Follow the instructions outlined on the next two pages:

A letter of inquiry contains the following six parts:

- A. **Heading:** Write your address and the date on the top right-hand side of your paper. Skip two lines.
- B. **Inside Address:** Write “Career Information Personnel” and the address you are writing to at the left-hand margin. Skip a line.
- C. **Greeting:** Write “Dear Career Information Personnel.”
- D. **Body:**

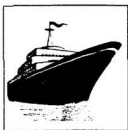
Introduction: Give your name, grade, and school. Tell the person you are studying about careers in your class.

Body: Write a paragraph requesting any free brochures or pamphlets on the career you select. Make sure to name the career. Tell the person why you want the information.

Closing: Write a paragraph thanking the person for sending the information. Tell them you are looking forward to receiving it.

- E. Closing: Write “Sincerely yours,”
- F. Signature: Write your first and last name.
- G. Envelope: Write your full name and address (including the postal code) in the upper left-hand corner. Address the envelope to “Career Information Personnel” and use the full inside address in the letter. Check your language book for examples if you need to.

Your first copy will be your draft and if possible your final draft can be done on computer.

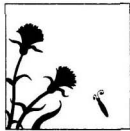
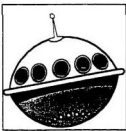
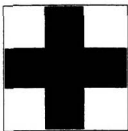


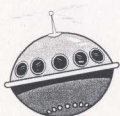
A Career Day!!!

You and your classmates can plan a Career Day. You have already done work on career clusters and now you can use this information for your own presentation.

Using the data you have collected decide which career you want to talk about.

Remember to dress the part and bring any tools or objects the job requires. Since you will be the guest speaker remember to ask for questions from the audience.





Expanding Your Knowledge



Part two encourages the students to expand their knowledge about careers and the skills needed to be successful in the workplace. Students are also encouraged to explore their community and their families to learn more about the world of work.

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SELF-ESTEEM!!!

Students are asked to complete the following statements about themselves:

- A. I feel angry when _____
- B. The nicest thing I ever did for someone was when _____
- C. I can't wait until I _____
- D. I like my friend _____
because _____
- E. I want to learn about _____
- F. A perfect day for me would be _____
- G. I almost never _____
- H. I dream of the day when _____
- I. I'm happiest when _____
- J. The most important thing I've learned from my family is _____
- K. I feel best about myself when _____
- L. My good habits are _____
- M. In my free time, I like to _____
- N. I get angry when _____
- O. I like to be by myself when _____
- P. I feel I can be honest when _____
- Q. My favorite book is _____
- R. I would most like to improve _____
- S. I feel most independent when _____
- T. I cooperate best with others when _____
- U. I like to talk to my friends about _____

All answers can be shared with classmates or kept confidential.

Create a poster for your classroom.

WHO IS ?????????????????????????????????? _____

I am happiest when I

What I like to do most is

The best thing that ever happened to me

At my school I

If I could be someone else, I

My favourite book is

When I am sad I

Students are ask to create a poem or picture to represent a feeling they have about themselves.



PERSONAL DECISIONS DAY-TO-DAY

Read the following and indicate how often you have had to make a decision about each situation.

How often have you had to decide:

	Never	Sometimes	Often
1. clothes you will wear to school.	_____	_____	_____
2. to do your homework tonight.	_____	_____	_____
3. tell where you were going.	_____	_____	_____
4. to be nice to your sister/brother.	_____	_____	_____
5. to be more friendly.	_____	_____	_____
6. to ask for more allowance.	_____	_____	_____
7. to be more active in school.	_____	_____	_____
8. to buy a present for a friend.	_____	_____	_____
9. to join a club.	_____	_____	_____
10. to tell on a friend.	_____	_____	_____
11. to change your hair style.	_____	_____	_____
12. to get up in the morning.	_____	_____	_____

13. to help with the housework. _____ _____ _____
14. not to smoke a cigarette. _____ _____ _____
15. to go on a diet. _____ _____ _____
16. to use your manners. _____ _____ _____
17. to tell the truth. _____ _____ _____
18. to get more exercise. _____ _____ _____
19. to not take a drink of alcohol. _____ _____ _____

Discuss your answers with your group or with the class.....did you and your friends have many of the same answers???

Using the decision-making process outlined below explain how you would solve a problem you might have at home or at school.

The following is the outline for the
Decision-Making Process:
...Define the problem
...List all possible solutions
...Choose the best solution
...Develop a plan of action

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CHOOSING A FRIEND

Smart Susan	Susan is very intelligent and scores very high on her tests. She also reads a lot.
Musical Matt	Matt plays the piano and loves to entertain everyone.
Helpful Harry	He is a good listener and helps people whenever he can.
Friendly Freda	Freda is nice and is friendly to everyone.
Charismatic Cal	Cal is very interested in his community and is very respected by others.
Artistic Ann	Ann is very creative and likes to draw, color and create new images.
Wealthy Wilma	Wilma is very rich. She has everything a kid could dream of and often gives presents to kids who play with her.
Funny Fred	Fred is the funniest person you'll ever meet. He can make everyone laugh.

Honest Hannah

Hannah is always honest and tells the truth. She would never lie or keep anything from anyone.

Sportive Stan

Stan is very athletic and has a lot of sports equipment. He really likes to win at all the games he plays.

After reading these descriptions rank order the people from 1 to 10 in which ones you would choose as a friend.

1= most likely to be chosen as a friend

10= not likely to be chosen

Which of these people would you:

1. Take on a vacation with you?

2. Ask to stay over at your house?

3. Work with in a group activity?

4. Stay far away from?

5. Like to have has a close friend?

RELATIONSHIPS...

There are various relationships we have with people and this activity will help us recognize some of them.

Pass around magazines so the students can cut out pictures of people interacting in different kinds of relationships. (for example; friendships, business, medical, couples, etc...) Have the students glue their pictures on a piece of construction paper.

After this is done, move the students into small groups so they may discuss the relationships by asking such questions as :

- a. Are the people in the pictures close friends?
- b. Are they just acquaintances?
- c. Are they friendly to each other or unfriendly?
- d. What do you think they may be saying to each other?

For just one day I would like to be a _____

If you could finish this statement what would you put in the blank space? If you could be whatever you wanted to be for one day, what would you choose? A movie star? A professional athlete? A doctor? A rock singer? An astronaut?

For this activity you can be whatever you want to be, then write about it in the space provided below:

For just one day I would like to be a _____

Today, I was a:

This is what I did today:

CAREERS OF FAMOUS PEOPLE

A biography or autobiography is the story of a person's life. People can be famous for many different reasons. Some are famous for their work, inventions or research. With the help of your teacher or Resource-Personnel find a biography or autobiography that tells about someone's life and work.

After you find the book of your choice you have to read it and then write a book report answering the following list of questions:

1. What is the title of the book?
2. Who is the author of the book?
3. How many pages/chapters are in the book?
4. What did this person accomplish to make them famous?
5. Describe some of the accomplishments of this person.
6. How did the person get interested in his/her field of work?
7. Did the person have to have special education or training?
8. How did he/she learn the skills to do this kind of work?
9. Did the person have to try hard to accomplish his or her goals?
10. How long did it take to reach their goals?
11. Did this person have any failures along the way? What happened?
12. What part of the book did you enjoy the most? Why?
13. Would you like to do this kind of work? Why or why not?
14. What characteristics of this person do you admire most? Why?

My Life would be different if.....

Present the following scenarios to the class:

- A. My life would be different if I won a million dollars
because.....
- B. My life would be different if I became a famous person
because.....
- C. My life would be different if I moved away
because.....

Students can choose one of the scenarios and write about it in the space provided below. Students should be encouraged to think about how they can make positive changes in their lives.

THINKING ABOUT OUR STRENGTHS AND WEAKNESSES

On a piece of paper, have students list:

- a. 5 things they are good at.
- b. 5 things they find difficult.

Break the class into small groups and have them share their strength areas with the others. In the groups ask students to discuss the following questions:

- a. How does it feel to be good at something?
- b. How do you act when you feel good?
- c. How do you know when you are good at something?
- d. Do you find it difficult to talk about the things you are good at?
- e. What can stop you from talking about them?
- f. Is there something you are not good at but would like to be?

At the end of the small group discussion call the entire class back together and share what you have discovered with others.

Ask students to pick three of their strengths and write about them in their journals. Explain to the students that these strengths will be useful in achieving their goals as they decide on a career.



Should I Study.....Yes, No , Maybe????????????

In Part three students explore their study habits. Students are encouraged to be open and frank about their study habits. They will explore the areas of scheduling, commitment and focus to their studies.





Good Study Habits----Poor Study Habits. Which are mine?

The teacher will draw two columns on the chalkboard. The first column will be labelled Good Study Habits and the second will be labelled Poor Study Habits. The teacher will ask the students to brainstorm good and poor study habits.

Encourage the students to discuss such things as time, note taking, study aids, and distractions.

Once this has been completed ask the students to state ways of improving their own study habits. The previous activities can be reflected upon for this discussion.

Study Habits....Good or Bad?

In your small group, answer the following questions carefully. Once the questions have all been answered add up your points to see how you did. Take some time to discuss your score and the score of the people in your group.

1. I make a schedule and follow it....
Sometimes ___ Often ___ Rarely ___.
2. I write down my homework.....
Sometimes ___ Often ___ Rarely ___.
3. I review my work each night.....
Sometimes ___ Often ___ Rarely ___.
4. I don't waste time.....
Sometimes ___ Often ___ Rarely ___.
5. I do my homework every night.....
Sometimes ___ Often ___ Rarely ___.
6. I finish what I start.....
Sometimes ___ Often ___ Rarely ___.
7. I concentrate on my work.....
Sometimes ___ Often ___ Rarely ___.

8. I read my work to understand.....
Sometimes ___ Often ___ Rarely ___.
9. I make outlines to study by.....
Sometimes ___ Often ___ Rarely ___.
10. I complete every assignment.....
Sometimes ___ Often ___ Rarely ___.
11. I study in a quiet place.....
Sometimes ___ Often ___ Rarely ___.
12. I do my best
Sometimes ___ Often ___ Rarely ___.

Scoring Grid:

For each 'X' in the Sometimes, give yourself 5 points.

For each 'X' in the Often, give yourself 10 points.

For each 'X' in the Rarely, give yourself 0 points.

If your score was between 100-120...Keep up the excellent work!!!

If your score was between 80-95....Try to improve on your weak areas.

If your score was below 80.....Poor study habits but a plan to improve would help!

Here is my score _____

STUDY HABITS....Are Mine Good or Bad?

In small groups have students discuss why it is important to organize their time when studying or completing school work. Have students discuss their weak and strong areas of study and ways they can improve their weak areas.

Have students complete the Plan Improvement Activity.

Plan Improvement Activity:

Name: _____

I need to improve in _____

Why I have this problem:

How Can I Improve?

MY STUDY TIME

Sometimes the teacher will give you study time during the day. Do you use this time effectively? Do you get your assigned work done on time? Take the following study quiz and answer Yes or No to each statement.

It usually takes me 10 minutes to get ready to study.....	Yes _____	No _____
I often need to borrow a pen, pencil, eraser from my classmates to do my work.....	Yes _____	No _____
My desk is a mess most times.....	Yes _____	No _____
I waste time by 'goofing around' during study time.....	Yes _____	No _____
I look at my watch a lot during study time.....	Yes _____	No _____
I often daydream about being somewhere else during study time.....	Yes _____	No _____
I like to talk to people sitting near me during study time.....	Yes _____	No _____
I stare out the window.....	Yes _____	No _____
I rush to get my work finished.....	Yes _____	No _____
I like to read other things during study time instead of doing my work.....	Yes _____	No _____

I often ask to go to the bathroom during study time.....	Yes _____	No _____
My teacher often has to remind me to stay on task.....	Yes _____	No _____

IF YOU ANSWERED "YES" MORE THAN FOUR TIMES YOU NEED TO MAKE USE OF YOUR SCHOOL STUDY TIME MORE EFFECTIVELY!!! COMPARE ANSWERS WITH YOUR FRIENDS AND DISCUSS THE AREAS WHICH YOU HAVE IN COMMON. BRAINSTORM POSSIBLE SOLUTIONS TO YOUR PROBLEMS.

USING MY TIME WISELY

Many of us need or organize our time to make sure we use it wisely. Often, schools have agendas or school planners to help students. If your school has such a planner look through it to see if you have accomplished all that you have set out to do since school started. If not, complete the following planner over the next week and review it at the beginning of the next school week. How well we plan and complete our activities can help us make sure all our work gets done.

Activity	Monday	Tuesday	Wednes day	Thursday	Friday	Weekend
Books and Home work						
Work due tomorrow						
Tests to study for						
Notes to review						
My study time						
Other things I have to do						

ANOTHER MISTAKE!!

This activity is designed to help you discover mistakes you may be making while completing a test. You can improve your test grades! Just follow the steps outlined below.

Sometimes we make mistakes during a test that cause us to score low. But, if we are careful and follow some basic rules that score could improve. Here some steps that you can use to help improve your scores:

1. Take one of the tests you have gotten back from your teacher that you didn't do quite so well on.
2. Look in your textbook for the right answers and correct your test again. If it is a Math test redo the problems to get the right answers.
3. Look at the answers you got wrong. On a separate piece of piece of paper write down why you got the answer wrong. For example: I made a stupid mistake, I misunderstood the question, or I forgot the answer, etc...
4. Look at the reasons you gave for each wrong answer. Which reason did you use most frequently? That's the area you need to improve on when studying for the next test.
5. Create a list of rules for yourself that you can follow while studying. Display your list near the place you study. Then use your new knowledge each time you study for a test.
6. Good study habits can lead to good grades!

(Note: Allowances would have to be made for dysfunctional attributes such as inability, external causes, or learning disabilities)

THE FUN THINGS I DO...

Using the entire class brainstorm as many leisure activities as you can. The teacher can write all of them down on the chalkboard. Once this is completed have students draw a chart to fill in the activities using the following headings:

Individual Activity

Group Activity

Costs Money

No Money Needed

Do Now

Would like to

Do in the Future

After the class has completed their individual charts discussions can be held to explore the reason they chose the ones they have.

LEARNING STYLES.....

Students will be asked to discuss and describe how people differ in the ways they learn best. Everyone may differ in the way they learn but no one way is better than another.

There are no right or wrong answers to the activity and all students are encouraged to discuss their responses with the class.

Which of the following statements apply to you....check off each.

1. I like my assignments when they:
 are hard.
 are easy to do.
 are fun.
 make me think.

2. I like to work best:
 when I am in a group.
 when I am by myself.
 with the teacher helping me.
 with all the class working together as a big group.

3. When I am learning a new lesson , I find it difficult to:
 understand the concepts.
 express myself by writing.
 do seat work.
 learn new words.
 keep up with the others in class.
 do the work on my own.

4. I enjoy:

- biking.
- riding.
- listening to music.
- watching television.
- being with my friends.
- working in small groups.

5. I learn the most from:
- watching films and videos.
 - doing projects with others.
 - reading.
 - asking questions.
 - writing activities.
6. I like it best in class when:
- the teacher does most of the talking.
 - when other students do most of the talking.
 - we can talk if we want, and not if we want.
7. I do well in school when I:
- study really hard every night.
 - listen in class.
 - memorize the work.
8. Sometimes I wish:
- the teacher would move slower through the work.
 - the teacher would move faster through the work.
 - the teacher would keep it like it is now.
9. Sometimes I feel:
- smart.
 - dumb.
 - nervous.

- mixed up.
- important.
- frustrated.
- left-out.

Discuss your answers with your friends or share with the entire class.
Complete a journal entry on your findings.

Journal Entry:

WHO CARES ABOUT BEING IN A GROUP....

Many of us belong to a group. It may be a church group, sport group or social group. Often we are identified by the groups we are in and many times we act certain ways because of that group.

Have students discuss the different ways they see people behave in groups. Are these behaviours effective for them or not?

1. The teacher can conduct a brief introductory class discussion on the characteristics of good group members (manners, humour, friendly, etc...).
2. Ask each student to write in their journal about each of the characteristics discussed and how it could be a descriptor of them.
3. Ask the class to evaluate their own behaviours and tell about the things that make them a good group member.
4. Encourage students to discuss why it is important for them to be part of a group and why some groups are easier to get into than others.
5. Students can take two weeks to write up their journals and then pass them in to the teacher or counsellor to read.

ACADEMICS OUTSIDE OF SCHOOL

Think of some activity you do outside of school where you use your academic skills. Write the activity in the space provided. List all of the academic skills you use to perform this activity.

Complete the following example with the teacher/resource person before writing one of your own:

1. Making Lemonade to Sell:

Skills Used: _____

(Remember, you will need to make signs, handle money, buy the ingredients, find a place to set up and figure out profits.)

Now complete an example of your own:

Title: _____

Skills

Used: _____

USING ACADEMICS ON THE JOB

In this activity, you will interview someone you know to learn how academics or school subjects are used on the job.

Select an adult you know to interview. You may keep track of their responses using pen and paper or if they are agreeable you could use a tape recorder. Some adults may even agree to be video taped for the interview.

The following are a list of possible questions you can ask them:

What is your job?

Do you have to read on your job? What kinds of things?

Do you have to communicate with writing? What kind?

Do you have to communicate by talking? What kind?

Do you use Math on your job?How?

Do have to use scientific information?What do you use it for?

Do have to know a lot about Social Studies (geography, history, government, etc...)? What kinds of information do you use?

Do you need to know a foreign language or be bilingual?

Do you use computers at your job? What kind of things do you do?

Be sure to take good notes and try to write down exactly what the person tells you....you may have to ask them to repeat some of their answers but if

done politely most people don't mind doing this.

When the interview is completed, thank the person for their time and assistance.

Instead of writing up a report with your findings combine everyone's interviews into one big class list. You can display all the findings in the classroom by making a list for each question asked.

TRY A NEW SKILL

Pick a new skill that you would like to improve or a new skill you would like to learn. It can be just about anything---an academic skill, a sports skill, a friendship skill, etc. However, make it a skill that can be worked on or improved over a two-week period. Maybe your teacher or counsellor can help you decide.

1. Once you have decided on the goal or skill you want to work on set up an information sheet to keep track of your progress. You will want to keep track of the skill (what it is) and how often you practice it. You will also want to be very specific on times, where, how, and what you do.
2. Keep a practice journal or complete your information sheet on a regular basis.
3. After the two weeks is over answer the following questions:
 - a. Does it pay to practice every day?
 - b. Did you feel yourself improving?
 - c. Do you feel you have mastered the skill?
 - d. Do you need more practice?
 - e. If you saw no improvement, why do you think this is so?
4. Bring your journals or completed information sheets to class and see how others answered the questions.

**Available Resources for the Student,
Classroom Teacher and Guidance
Counsellor.**

Human Resources Canada

All of the materials listed below are available free of cost.

School-your track to job skills.

Order # Y-153-03-94

Minding Your Own Business.

Order # LM-356-12-94

Getting Started.

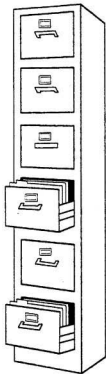
Order # Y-127-01-97

Job Trek: Your Generation.

Order # Y-152-03-94E

Skill Building!

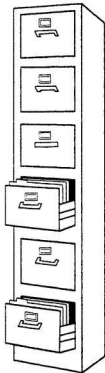
Order # Y-112-01-93



**Available Resources for the Student
Classroom Teacher and Guidance
Counsellor**

The Edge
Order # Y-109-11-92E

The Edge. A special edition of TG
Magazine.
Order # Y-109-02-94E



Sales & Services: Career Moves
Order # Y-125-11-94E

Manufacturing & Natural Resources:
Career Moves
Order # Y-124-11-94E

Trades, Transportation & Utilities:
Career Moves
Order # Y-123-03-94E

Business, Finance & Administration:
Career Moves
Order # Y-122-03-94E

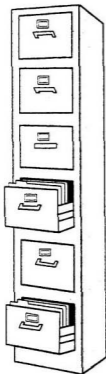
**Available Resources for the Student,
Classroom Teacher and Guidance
Counsellor**

**Education, Social Sciences, Social
Services & Religion: Career Moves
Order # Y-121-03-94E**

**Arts, Culture, Sports & Recreation:
Career Moves
Order # Y-120-09-94E**

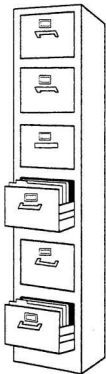
**Health & Medicine: Career Moves
Order # Y-119-09-94E**

**Natural & Applied Sciences: Career
Moves
Order # Y-118-09-94E**



**Available Resources for the Student,
Classroom Teacher and Guidance
Counsellor**

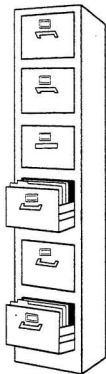
The following are lists of career pamphlets available through the Government of Canada's Stay in School Initiative. All materials are free of cost.



Natural Sciences and Engineering
Environment and Agribusiness
Medicine and Health
Communications
Construction
Administrative Support
Business and Commerical Services
Human Studies and Services
Community and Personal Services
Hospitality and Travel
Food Services and Nutrition
Manufacturing
Maintenance and Repair
Creative and Performing Arts
Sports and Recreation
Computer Services
Teaching and Training
Sales
Transportation

**Available Resources for the Student,
Classroom Teacher and Guidance
Counsellor**

Community Resources

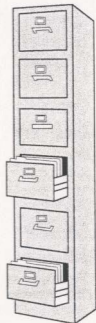
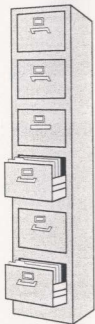


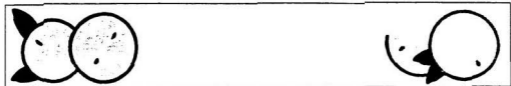
Local Career Development Centre
Department of Education
Memorial University of Newfoundland
Sir Wilfred Grenfell College
Central Newfoundland Regional College
Marine Institute
Cabot College
Queen Elizabeth II Library
Local Community Library
Newfoundland and Labrador Teacher's Association
Newfoundland Association of Public Employees
Local Elementary and High Schools
Human Resources and Development Canada
Local Businesses
Youth Organizations
Local Detachment of the Royal Canadian Mounted
Police
Local Churches
Provincial Departments
Department of Health
Local Physicians and Health Personnel
Local Drug Stores
Internet Availability
Yellow Pages in Telephone Book
Local Newspapers
Retired Persons in your Community

Resources: Exploring The Internet

Exploring on the Internet can be fun using one or more sites. These are some of the many sites that can be found using Webcrawler, Lycros, and Excite.

<http://www.dowco.com/info-link/>
<http://www.uccb.ns.ca/career.html>
<http://icpac.indiana.edu/index.html>
<http://www.webcrawler.com/select/bus.career.html>
<http://www.webcrawler.com/select/bus.employment.html>
<http://www.galaxy.org/>
http://db.cochran.com/db_HTML:thepage.db
<http://www.crc.ricoh.com/people/steve/kids.html>
<http://www.ramlink.net/kidstuff.html>
<http://www.freenet.calgary.ab.ca/populati/communit/friendly/friendly.html>
<http://www.webcrawler.com/select/ed.directories.html>
<http://ericir.syr.edu/>





Sunburst Communications

The following is a list of publications and productions that could be used while completing this project.

1. WizKids: Careers in Science
2. How to Succeed in Middle School
3. Go, Go, Goals! How to Get There
4. Self-Esteem Posters for Grades 5-9
5. I Blew It! Learning from Failure
6. Setting Goals: The Road to Achievement
7. Careers in Perspective: Nursing
8. Jobs for the 90's
9. Career Exploration
10. Self-Esteem Curriculum Module-Grades 5 to 9

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Appendix A

Sample Letter to Parents

APPENDIX A
SAMPLE LETTER TO PARENTS

Dear Parent/Guardian:

Our school is about to begin our "Career Exploration" project. This a project in which students in grades four, five and six are exposed to a variety of activities and experiences surrounding careers.

This project will be initiated in the regular classroom and supplemented with resource room and outside school activities. All students and parents are asked to participate. Parents are encouraged to volunteer as guest speakers or to visit the school as encouragement for their child.

If you are interested in participating in the project please contact me and I will gladly answer any questions or queries you may have. I have attached an information sheet with some suggested ways to help with your child's participation and enjoyment in the project. I sincerely believe it will help.

Sincerely,

Mrs. Pamela Coish

Appendix B

Information Sheet for Parents/Guardians

APPENDIX B
PARENT INFORMATION SHEET

1. SHOW YOUR CHILD SUPPORT AND ENCOURAGEMENT.
2. STRESS THAT PARTICIPATION IN SCHOOL ACTIVITIES IS IMPORTANT.
3. PROVIDE YOUR CHILD WITH THE OPPORTUNITY TO DEVELOP UNBIASED ATTITUDES TOWARD CAREER OPTIONS.
4. ENCOURAGE ACADEMIC ACHIEVEMENT.
5. STRESS THE IMPORTANCE OF SCHOOL.
6. ENCOURAGE YOUR CHILD TO SHARE BY ASKING QUESTIONS ABOUT THEIR SCHOOL ACTIVITIES.
7. ASK TO SEE YOUR CHILD'S COMPLETED ASSIGNMENTS, TEST PAPERS,PROJECTS, ETC....
8. ENCOURAGE YOUR CHILD TO DEVELOP A STUDY SCHEDULE.
9. ENCOURAGE YOUR CHILD TO DISCUSS WORK LEARNED THAT DAY.
10. BE POSITIVE.
11. BECOME INVOLVED WITH YOUR CHILD BOTH AT SCHOOL AND AT HOME.
12. KEEP THE LINE OF COMMUNICATION OPEN.

Appendix C
Worksheets for Students



Worksheet

Name:
Grade:
Date:

122





Name:
Grade:
Date:

Name:
Grade:
Date:





Name:
Grade:
Date:





Name:

Grade:

Date:

