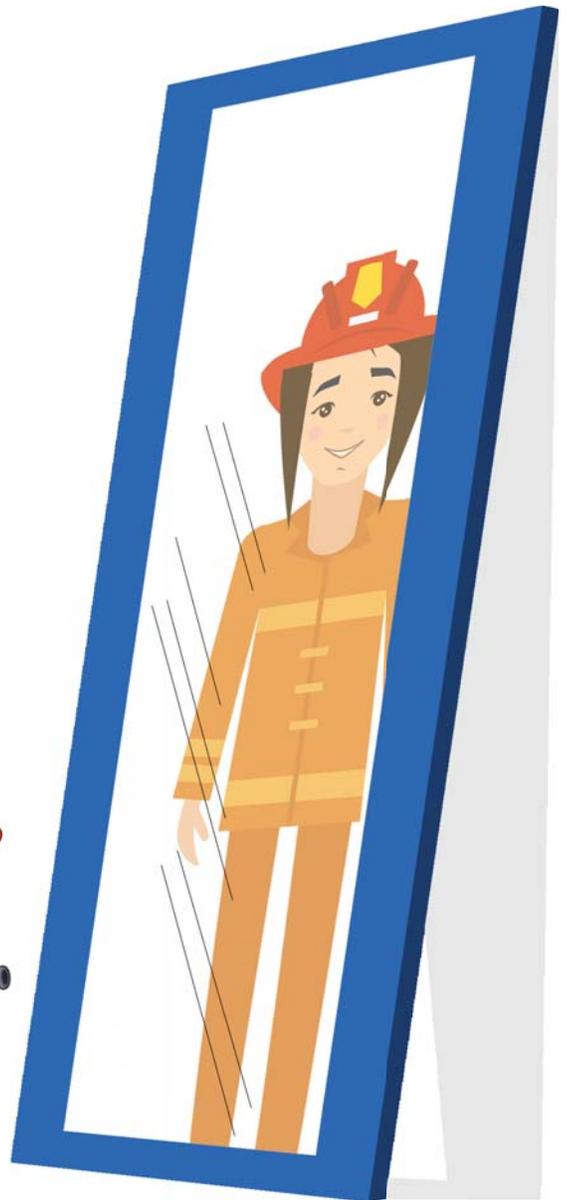


Career Connections

Teacher Guide

Today I can
see the Future
Me!



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CAREER CONNECTIONS

Elementary Edition - Teacher Guide

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Note to Teachers:

Most individuals hold an average of 11 jobs between the ages of 18 to 42, working in the majority of those jobs before age 27. This underscores the importance of career development. You are a key player in the career development process, and your assistance is vital in helping your students adjust to the ever-changing world of work.

Career awareness builds the foundation for your students’ career development. When students become aware of different careers, they begin to understand the role of work, the uniqueness of each individual, and the interaction of clusters (or groups) of different occupations. Children learn to differentiate among occupations by examining the work roles of their family members, school staff, and others with whom they come in contact. Self-awareness and self-esteem are also developed during this stage. This publication is designed to help you introduce career awareness to your students. Each area will have information to assist you in teaching the topic.

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Cover

- Talk about the cover showing a young person seeing her reflection in the mirror as an adult and in her uniform.
- Have the students visualize what they would look like as an adult in a specific career.
- After students have completed the activities in the magazine, check to see if any of the students have changed their minds about their original job choices. The elementary school years are the ideal time for students to become aware of a variety of job titles (occupations). They, of course, will change their minds about their favorites as they experience or learn about new occupations.
- A letter that can be sent to parents/guardians is located in the appendix. Parents are vital partners in their children's career development, and this letter gives suggestions on how they can become involved.
- When students have completed the magazine, they may take the magazine home, along with a certificate of completion, which is located in this teacher's guide.

What are Career Fields?

Early activities in career awareness encourage students to see more opportunities in the world of work.

- Discuss how Career Fields are groups of careers or occupations that fit together because they are alike in some way. They have things in common with each other. There are six Career Fields.
- Discuss the different careers found in each career field area. Explain that Career Fields are used to group jobs that are similar.
- Talk about what a job/career is and what their parents or guardians do at work. Ask students if they have jobs (like chores) they do at home.
- Ask students which Career Fields they wrote down as their favorites.
- Group your students in different ways (different eye color, different hair color, different colors of clothes, types of shoes), and have them guess what attribute was used to group them. Discuss other types of grouping (classifying) activities that the class has already experienced in other subjects such as math, reading, etc. You may want to group foods according to food groups. This activity can help them understand groupings and see how that applies to the Career Fields.
- Discuss with students which Career Fields match the pictures and words.
- Discuss the concept that just as a child is a member of both the mother's family and father's family, occupations may be members of two different fields. For example, veterinarian could be in both the Health Science field and the Agriculture, Food, and Natural Resources field.

What Do You Like?

- Brainstorm with your students all the things they enjoy doing. List these items on the chalkboard. Help them relate the things they enjoy to the different Career Fields.
- Have the students answer the questions about what they like and help them figure out what careers might fit those interests.
- After students have completed the questions, ask them to draw a picture of themselves doing something they really like to do.

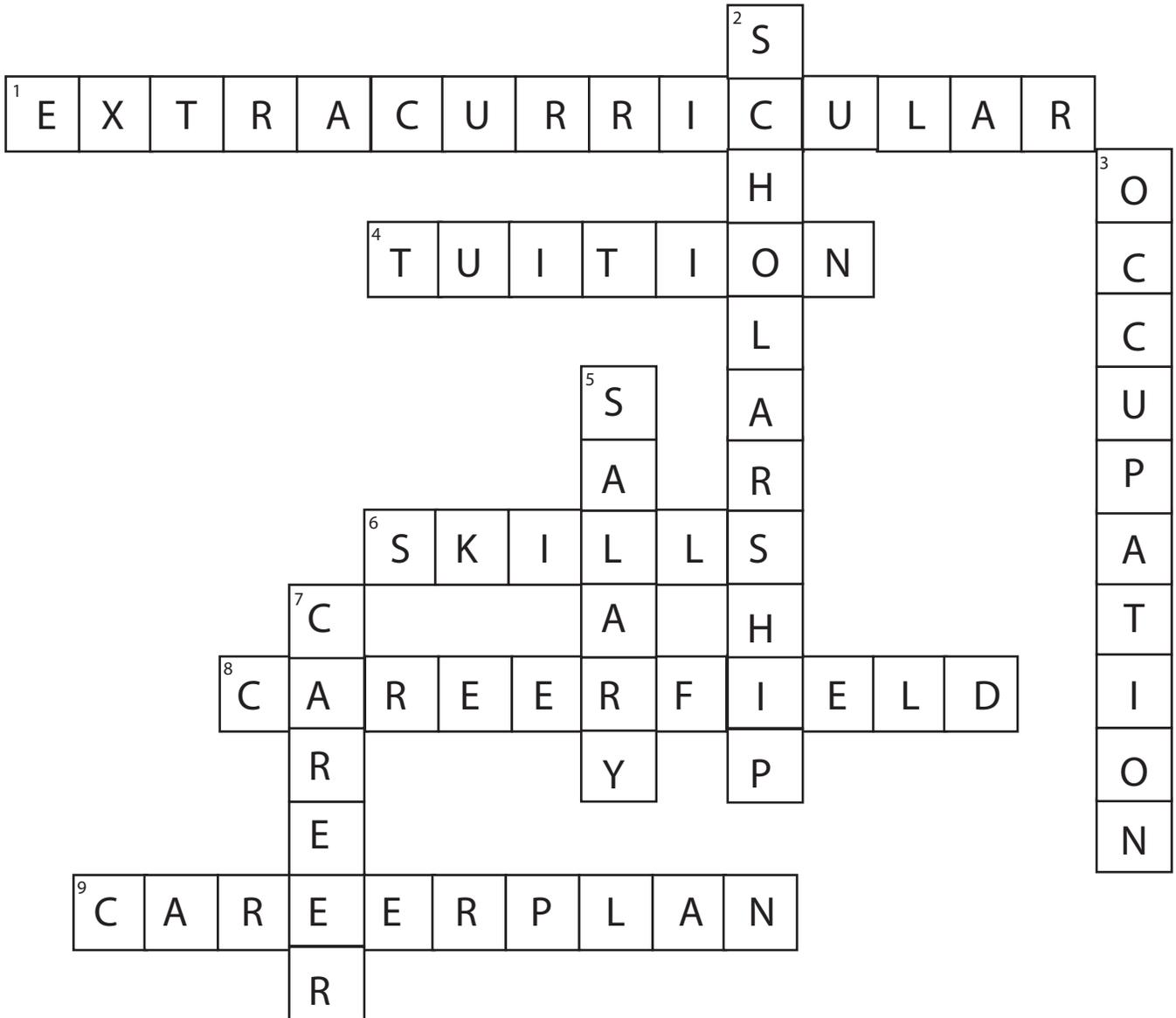


Let's Learn New Words!

- If your classroom has a “Word Wall” these new words may make a great addition.
- Go over the vocabulary words with the class and see how many of the words the students already know or are familiar with. Some may take some additional explanation or review.
- After going over the words, have the students complete the crossword puzzle.
- Have the students answer the questions about what they like and help them figure out what careers might fit those interests.
- After students have completed the questions, ask them to draw a picture of themselves doing something they really like to do.

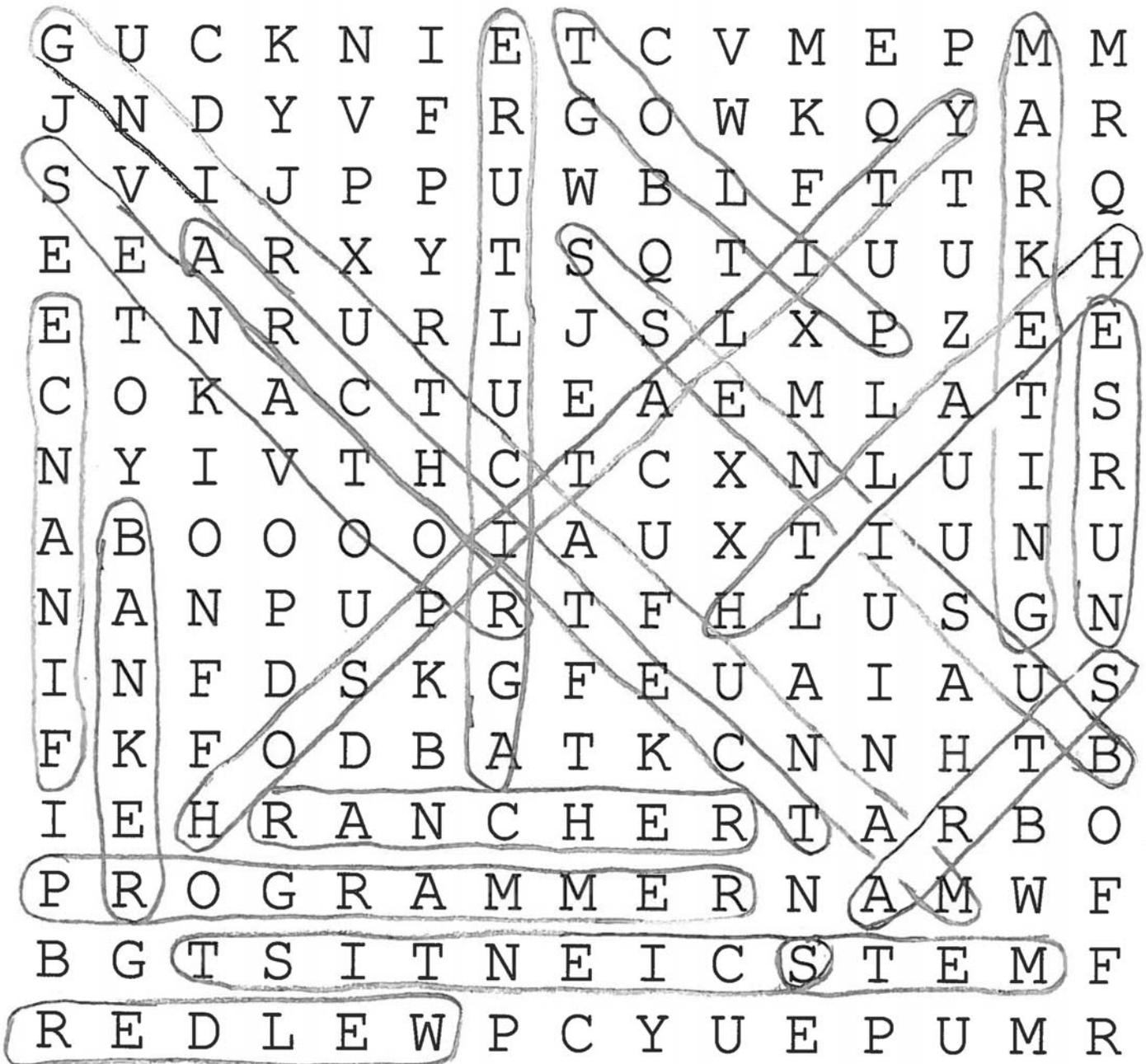
Career Planning Vocabulary Crossword

Here are the answers to the crossword puzzle.



Wonderful Word Search

Discuss the words the students will be searching for in the puzzle. Let them know that the answers (words) can be found going forwards, backwards, and diagonally forward and backward. Here is the solution to the word search:



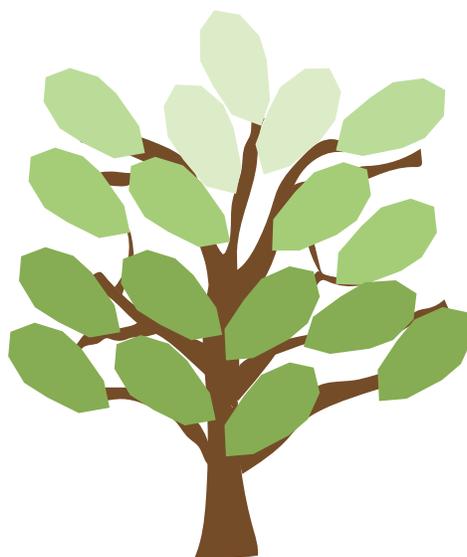
Family Interview

- Have students talk with their parents or guardians to answer the questions.
- As a class, have students share the identified Career Field of their interviewee and have students group their results into the six Career Fields. Create a bar graph for the class to see results as a whole.



Tree of Careers

- Ask students to identify the careers of family, friends, and other adults to fill out the Tree of Careers.
- For added career exploration, have the students identify the Career Field each of the jobs fits into.



Match Me!

- Brainstorm with your students all the things they enjoy doing. List these items on the chalkboard. Help them relate the things they enjoy to different Career Fields. Look at Student pages 4-5 for the Career Fields.
- For extra practice on Career Fields, have the students list the Career Fields shown.
- Take your students on a “career tour” of your school. Look for people in different jobs—teachers, aides, cooks, librarians, custodians, bus drivers, administrators, counselors, etc. Talk about the different duties they perform.
- Make a class book about the different occupations at your school. Students can draw and write the captions.

Answers:

- This person likes people and to help them decide what to buy. This person likes to sell things and services and be involved with people every day.
[Image of Shop - Business, Marketing and Management Career Field \(Marketing\)](#)
- This person likes to make people comfortable, see that they are fed, plan and organize menus and try new, creative recipes.
[Image of Cafe - Business, Marketing and Management Career Field \(Hospitality and Tourism\)](#)

- This person likes to work outside, use different types of machinery and equipment, to watch things grow - like plants and animals, and to work with the soil.

[Image of Farm/Ranch- Agriculture, Food, and Natural Resources](#)

- This person likes to fix things, work on planes, ships, cars, and trucks and do hands-on work.

[Image of Workers -Industrial, Manufacturing, and Engineering Systems \(Manufacturing\)](#)

- This person likes working with people and helping them learn new things, helping people solve problems to find answers and likes to work with people of all ages.

[Image of School - Human Services and Resources \(Education and Training\)](#)

- This person likes to build things and likes to figure out how to make buildings stronger, taller, and better in every way.

[Image of Crane and Buildings - Industrial, Manufacturing, and Engineering Systems \(Architecture and Construction\)](#)

Jobs, Skills, and Tools

- Ask students the following questions: Are these jobs limited to just women or just men? Can both women and men do these jobs?
- Make a collage of tools that are used with the different occupations. Students can use magazines and newspapers to find pictures. Label each collage with the correct occupational title.
- An A-Z index of occupations can be found at <http://www.bls.gov/ooh/a-z-index.htm>

A I have good critical thinking skills and use math often in my work. I take care of herds of animals that I have to keep healthy and growing strong. I figure out ways to improve operations and save money at the same time. **Rancher - Agriculture, Food and Natural Resources**

B I use critical thinking skills, math and measurement in my job. I have to be physically fit to climb to the top of the wind turbines I service and to carry the parts and equipment I need. I can't be afraid of heights because the turbines are over 250 feet tall! I have to figure out what is wrong when a turbine isn't working right. **Wind Technician - Industrial, Manufacturing, and Engineering Systems**

C I am very detail-oriented and need critical thinking skills in my job. I write code that computers "read" so they can do certain things. I have to check the code for any errors that might cause a problem and then fix the errors. I have to sit for a lot of the day. **Computer Programmer - Communication and Information Systems**

D I use math and special tools that make sure the parts on an airplane work correctly. I have to be able to figure out what is wrong with an airplane if it isn't working properly. I have to be fit so I can carry and move heavy equipment and plane parts. I have good observation skills so I can hear little differences in engine noises and to read gauges and collect information. **Aircraft Mechanic - Industrial, Manufacturing, and Engineering Systems**

E I use math every day! I use hand tools and also power tools to make things out of wood. I like to install windows and doors too. I can build cabinets for a kitchen or a porch for your house! **Carpenter - Industrial, Manufacturing, and Engineering Systems**

F I add and subtract numbers many times each day. I keep track of the money that businesses make. I even create reports for the businesses that let them know how they are doing! **Accountant - Business, Marketing and Management**

G I use science every day! I study outer space. I know how to use space flight equipment and it is very technical! I also know how to work the controls in spacecraft and how to launch rockets! **Astronaut - Industrial, Manufacturing, and Engineering Systems**

H I use math throughout the day, every day! I cash checks for people. I help customers put money into their checking and savings accounts. Putting money in is called a deposit. I also help them take money out if they need to, and that is called a withdrawal. **Bank Teller - Business, Marketing and Management**

I I use English and math in my job. I must have good communication skills to talk with patients and make sure they understand me. I have to keep good records, provide medication and information to my patients, and work with other medical staff. **Nurse - Health Sciences**

Answers

F



Astronaut

C



Computer Programmer

H



Bank Teller

G



Accountant

A



Rancher

I



Nurse

B



Wind Technician

E



Carpenter

D



Aircraft Mechanic

I Spy Good Work Habits!

- These two pages show how good and bad work habits can follow you. One page shows a classroom with good and bad work habits displayed. The next scene shows a workplace and illustrates how these habits may be carried over from the classroom to the job.
 - To demonstrate the importance of good work habits and how these habits can affect team effort, develop an assembly line for putting together a product. For example, make a mini hamburger.
 - Assembly line: Have a bun station, hamburger station, lettuce station, condiment station, and wrapping station. Each student at each station has a specific job. Bun station takes two vanilla wafers and passes them on to hamburger station. Hamburger station lays one chocolate mint on top of one wafer cookie and passes to lettuce station. Lettuce station sprinkles a small amount of dyed green coconut and passes to condiment station. Condiment station adds red candies* for ketchup, yellow candies for mustard, and some white candies for mayonnaise on second wafer cookie and passes to wrapping station. Wrapping station wraps hamburger and places on platter. Team successfully completes hamburger and serves to class.
 - As a spin-off, try timing the stations. The groups must make a certain number of hamburgers within a certain amount of time. To show how bad work habits can hinder team operations, pull students from their work stations for various reasons. Discuss what happens when some station members are absent, tardy, inefficient, or have a bad attitude.
 - Have your students calculate how much it costs a company monthly if the company has a worker who wastes 15 minutes a day. The worker is paid \$5 an hour and works five days a week. Students multiply 15 (minutes) x 5 (days). That equals 75 minutes or one hour and 15 minutes that is wasted in one week. Students then multiply 75 (minutes wasted) x 4 (four is the average number of weeks worked in a month) or $75 \times 4 = 300$ minutes. Three hundred minutes is equivalent to 5 hours. Five hours are wasted in one month. Students multiply 5 (hours wasted) x \$5 (hourly wage). That equals \$25 the company loses each month in wasted time.
- * Small jelly beans or large ones cut into slices, candy-coated chocolate candies, or other red, yellow, and white candies can be used for the condiments.

Answers



Good Habit
Being on time or early



Good Habit
Putting trash in trash can
Being on time



Bad Habit
Sleeping or being too tired in class
Day dreaming



Good Habit
Being organized and ready to work
Being prepared with supplies



Good Habit
Paying attention;
Bad Habit
Not paying attention



Good Habit
Doing homework before play
Bad Habit
Playing before doing homework



Bad Habit
Being unorganized



Good Habit
Having everything ready for work
Being prepared with necessary
supplies



Good Habit
Managing/using time wisely



Good Habit
Obeying the rules
Following directions
Actively listening

What Do I Do Next?

- Talk to the students about setting good goals and how this can help them get where they want to go.
- Help students realize their futures will be much more difficult if they do not finish high school.
- Play charades using jobs in the different Career Fields. Call on a student and whisper in the student's ear the job to be acted out. The other children will try to guess what job the student is doing. Possible jobs to act out include a waiter/waitress, firefighter, police officer, carpenter, bulldozer operator, teacher, principal, librarian, nurse, doctor, farmer, truck driver, meteorologist, judge, pilot, dancer, artist, and secretary.
- Print several job titles on cards with one title per card. Let a student draw one card and be the speller. Play "hangman" using job titles. The student may use the card for reference while students guess letters. Switch spellers until most or all have had a turn.
- Print job titles on labels and then place one label on each student's forehead. Students do not know what jobs they have attached but others can see. Students must move around the room and talk to other students to discover their jobs. They must ask questions that can be answered by a "yes" or "no."
- Make a collage of pictures that show people working. Students may look in magazines, newspapers, brochures, etc., to find pictures. This can be done as a class activity with students gluing pictures on a long display sheet. This also can be done as an individual project. Label each worker with the correct job title. Note: Point out the jobs men are shown doing and the jobs women are shown doing. Ask the students why they think these jobs are portrayed this way. Discuss that jobs are open to both men and women and can be performed equally well by both.
- Divide the class into six groups. Assign each group a Career Field. Ask the groups to look through magazines to find pictures of workers in their field. They can glue their pictures on poster board and display them in the classroom. (Students may also draw their own pictures.)
- If it's possible, take your students on a short walk around your city, or visit places of work that would fall into one of the Career Fields. For example, a dairy, a post office, police station, fire station, farm, hospital, university, veterinarian office, travel agency, business office, courthouse, a gas company, an electric company, power plant, etc. Talk about what people do, and discuss if their jobs fit in any of the fields in this magazine.
- Designate a "job for the day" chosen from a Career Field. Assign someone the following jobs from each field.
 - Agriculture, Food, and Natural Resources - Water plants for that day or week.
 - Industrial, Manufacturing, and Engineering Systems (Architecture and Construction) - Empty the pencil sharpener.
 - Business, Marketing, and Management (Finance) - Collect lunch count and attendance for the office.
 - Human Services and Resources (Education and Training) - Read to younger grade students.
 - Business, Marketing, and Management (Business Management and Administration) - Work in school store taking inventory and making change.
 - Human Services (Government and Public Administration) - Conduct voting between two activities.
 - Health Sciences - Monitor hand washing prior to lunch.
 - Business, Marketing, and Management (Hospitality and Tourism) - Greet visitors at classroom door.
 - Communication and Information Systems (Arts, A/V Technology and Communications) - Broadcast school news on the public address system.
 - Communication and Information Systems (Information Technology) - Turn on computers and troubleshoot any problems.
 - Human Services (Law, Public Safety, Corrections and Security) - Escort younger students to bus.
 - Industrial, Manufacturing, and Engineering Systems (Manufacturing) - Staple a series of pages together in the correct order.

- Business, Marketing, and Management (Marketing) - Work in the school store selling supplies.
- Industrial, Manufacturing, and Engineering Systems (Science, Technology, Engineering and Mathematics or STEM) - Record weather conditions on a calendar.
- Industrial, Manufacturing, and Engineering Systems (Transportation) - Transport books from library to class.
- Optional activity: You may want to write want ads for these jobs and have students apply.

Look at What You Can Do in the Future!

- Help your students identify the school they can attend in the future.
- Talk about your own community. What jobs are familiar to the students and to what Career Field do they belong? Help the students identify what type of education and training is needed to prepare for these careers.



Let's Review Career Fields

Answers

There are 6 Career Fields:

1. Industrial, Manufacturing and Engineering Systems
2. Business, Marketing and Management
3. Human Services and Resources
4. Communication and Information Systems
5. Health Sciences
6. Agriculture, Food, and Natural Resources.

The remaining questions will vary by what the student is interested in doing.

What I Will Look Like

- Help students select a career they would like to have in the future and then have them draw a picture of what they will look like when they have that career.
- Encourage students to think about what shoes, clothing and uniforms they might wear to work on a typical day. Are there supplies, tools or items they might carry or have in their work setting to complete their job duties?



Appendix

Use the following worksheets within different subject areas to enhance the career unit.

Career Bingo 19

Teacher Directions:

Have students complete their cards by writing in their choice of careers from the list on their form. Call out career titles at random. Have the students mark the space or cover space with M&Ms, jelly beans, pinto beans, etc. Ask students the Career Field for each occupation.

Option: Rather than just reading the career title, you may read the career description and have the students mark the occupation.

Design Your Own T-Shirt 20

Teacher Directions:

Assist the students in identifying an occupation and then in creating a slogan for their occupations. Encourage the students to be creative and to create a colorful t-shirt. After students have completed their designs, hang the shirts on a “clothesline” in the classroom for all to enjoy.

Who Needs It? 21

Teacher Directions:

Assist the students in identifying occupations that use the subjects listed. Encourage the students to come up with as many occupations as they can.

Certificate of Completion 22

Letter to Parent/Guardian 23

National Career Development Guidelines 24

Career Bingo

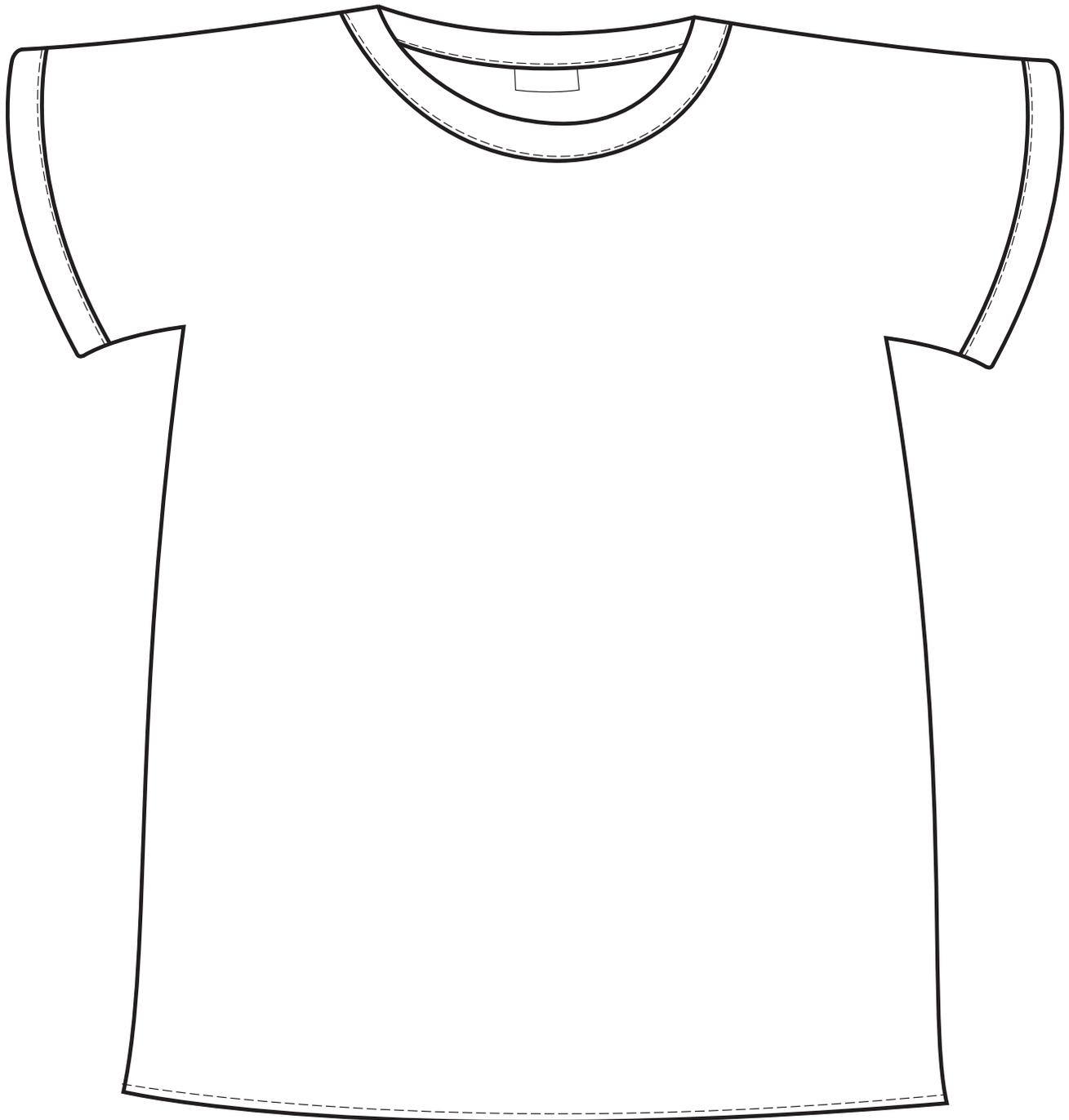
Select a career from the list below and write the title of the career in one of the empty squares in the puzzle. Repeat until all the squares have been filled in.

Truck Driver — Ecologist — Pilot — Nurse Practitioner — Welder — Banker — Chef — Accountant — Metal Fabricator — Judge

Retail Salesperson	Advertising Manager	Laser Technician	Chemical Engineer	Police Officer
Meteorologist		Teacher	Firefighter	
	Aerospace Engineer	Purchasing Manager		Aircraft Mechanic
Wholesale Buyer		Machinist	Safety Inspector	
	Agricultural Inspector	Doctor		Air Traffic Controller

Create Your Own T-Shirt

Create a slogan for an occupation that interests you. Put the slogan and other artwork on the t-shirt for display on a line in our classroom.



Who Needs It?

Identify careers that use each of the subjects below. Think of as many careers as you can for each subject.

What Careers Use Math?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Careers Use Science?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Careers Use Language Arts?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Careers Use Geography?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Careers Use Computers?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What Careers Use Social Studies?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

This
Certificate
is awarded to

for completing
Career Connections
(elementary level)

This certificate indicates that the owner has successfully completed this course in its entirety and, therefore, had obtained a better knowledge of careers and the world of work.

This certificate awarded

this _____ day of _____

_____ teacher

Dear Parent/guardian:

Your child has been learning about career development. In the early grades, a student's career development focuses on career awareness. Career awareness helps students understand the role of work, each individual's uniqueness, and clusters (or groups) of different occupations. Children learn about occupations by discovering the work roles of parents and others in their families, school staff members, neighbors, and community helpers with whom they come in contact. Children also continue to learn about themselves by discovering their interests and the things they do well.

Career Connections (elementary edition) has introduced four major themes:

1. Career cluster awareness
2. Why do I need . . . (Explores relationship between work and learning and the benefits of educational achievement)
3. Importance of good work habits
4. Student interests and how they relate to clusters

Counselors/teachers often provide students with basic career information, but most experts agree that parents are the most important influence on a child's choice of careers. Here are some ways you can assist your children with their career development:

Help your children identify their interests by asking them questions.

- What activities are you excited about doing?
- What are your favorite and least favorite subjects?
- Do you like to spend your time inside or outside?

Broaden your children's experiences.

- Talk to your child about what you do at your job, what you like, what skills are important for your job, what happens on a typical day, etc. You may also discuss the different kinds of jobs you have held.
- Play a game to see who can identify the most occupations when on a family outing.
- Help children identify job skills used in the chores they do around the house.
- Broaden your child's interest in sports and hobbies to provide opportunity for teamwork.
- Stress the importance of your child being punctual and dependable.
- Help your child select leisure reading material that shows different genders, race, and ethnic backgrounds in a variety of work and social settings.

Career development is a lifelong process, so instill in your children a love of learning. In the workplace of the future, workers who can continue to learn throughout a lifetime will be assured of meaningful and profitable work.

Sincerely,

Your child's teacher

This elementary-level magazine and corresponding activities address the following National Career Development Guidelines:

- Goal PS1 Develop understanding of yourself to build and maintain a positive self-concept.
- Goal PS4 Balance personal, leisure, community, learner, family, and work roles.
- Goal CM3 Use accurate, current, and unbiased career information during career planning and management.
- Goal CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- Goal ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.

NOTE: The National Career Development Guidelines represent a nationwide effort to foster career development at all levels. They are a competency-based approach to career development to help plan quality career guidance and counseling programs. There are 11 goals in the Elementary Guidelines, and they focus on three domains: Personal Social Development, Educational Achievement, and Lifelong Learning and Career Management.

American School Counselor Mindsets and Behaviors Standards

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national levels to reflect the district's local priorities.

Mindset Standards in this publication:

- M4 Understanding that post-secondary education and life-long learning are necessary for long-term success.
- M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes.
- M6 Positive attitude toward work and learning.

For more information about the Guidelines or to share any comments about *Career Connections* (elementary edition), contact:
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