

JOURNEYS TO JOBS

STORY, LESSONS, & ACTIVITIES ON CAREER CHOICES

GRADES 3–5

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Journeys To Jobs

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Introduction

This program includes an original story, a series of lessons, supplementary activities that teach about career choices, and self-insight activities. The story is about 12 friends. Each one enjoys doing different things at different stages of life. As they grow up, they use their talents and interests to choose their life's work. The lessons and activities reinforce the concept that we can choose from many occupations, based on our individual abilities and preferences. Character traits we develop in childhood can help us in the vocations we choose as adults.

Follow-up lessons are included for use when presenting the story. The follow-up lessons include:

- **Lesson 1: Journeys To Jobs** (page 146)
This lesson shows children the journeys 12 friends take to reach their final career goals. Various vocations are highlighted along the way. Students realize that careers are the reflection of a person's talents and interests.
- **Lesson 2: Decisions** (page 153)
This lesson helps students realize that career choice is not based on chance. The students write letters to their future selves. Reading them in the future will illustrate how activities and pastimes changed as they matured.
- **Lesson 3: Employee Of The Month** (page 155)
Character traits like honesty, trustworthiness, and getting along with others can help build friendships in elementary school. Those same traits are respected in the work force. A *Student of the Month* can become an *Employee of the Month* by continuing to practice those traits.
- **Lesson 4: Homework** (page 157)
This lesson reinforces the concept that schoolwork is work for students. It is important for students, like adults, to keep track of work they have completed. The included homework chart, similar to an adult worker's monthly report, will help students take responsibility for recording their work.

Activity sheets will help students acquire mastery of career awareness. The first, a *Pre/Post Test* (page 9), may be administered at the beginning and end of the program.

JOURNEYS TO JOBS: PRE/POST TEST

Directions: Without using a dictionary, write your definition of each word below.

Career

Employee

Employer

Interest

Decision

Retirement

Ability

Directions: There are 16 career clusters. Each cluster has several categories. In each category there are many jobs. Four career clusters are listed below. Circle the category or categories in each cluster that interest you, then write the names of four jobs you believe would fall into each circled category.

Science, Technology, Engineering, & Mathematics

Law, Public Safety, Corrections, & Security

Agriculture, Food, & Natural Resources

Education & Training

Career Clusters

Agriculture, Food, & Natural Resources

Ren Farmer
Aaron Environmental Engineer

Architecture & Construction

Gregory Construction Supervisor
Gregory Architect
Mateo Frammer/Roofer

Arts, A/V Technology & Communications

Aeesha Author
Addie Singer
Mateo Art Director



Business Management & Administration

Josh Shop Owner
Brooke Entrepreneur/Floral/Gift Basket Website

Education & Training

Nate Librarian
Katie Teacher/Guidance Counselor
Ren Teacher/Principal

Finance

Katie Bank Teller
Gregory Accountant

Government & Public Administration

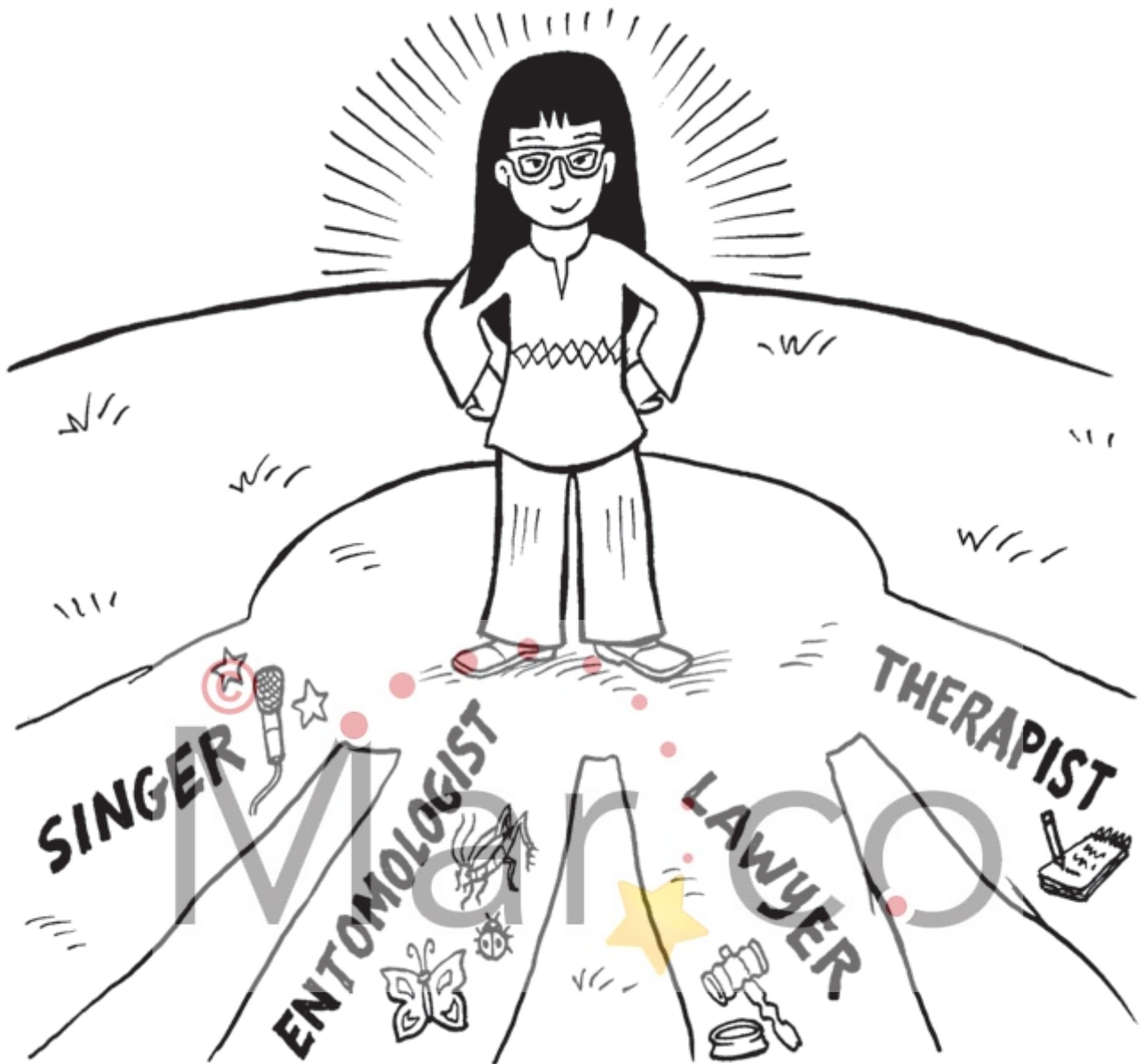
Aeesha Senator
Aaron Recreation & Parks Director

Health Science

Aaron Orthopedic Surgeon
Rosa Nurse
Katie Athletic Trainer



Addie



When Addie was 3, she sang in front of 100 people. She was so little, she had to stand on the piano bench so the audience could see her. Addie was very talented and not afraid to sing in front of an audience. If she had stayed on this path, Addie would have learned many songs, practiced singing regularly, and perhaps learned to read music. ***What job might this be?***

Addie could have become a singer. Some singers become very famous, perform all over the world, and make a lot of money. Other singers perform in local clubs or small groups. This type of singing does not always pay well, and these singers often have other jobs. Some teach or take music classes or private lessons to improve their singing. A singer who wants to teach music in schools must go to college and earn a teaching degree.

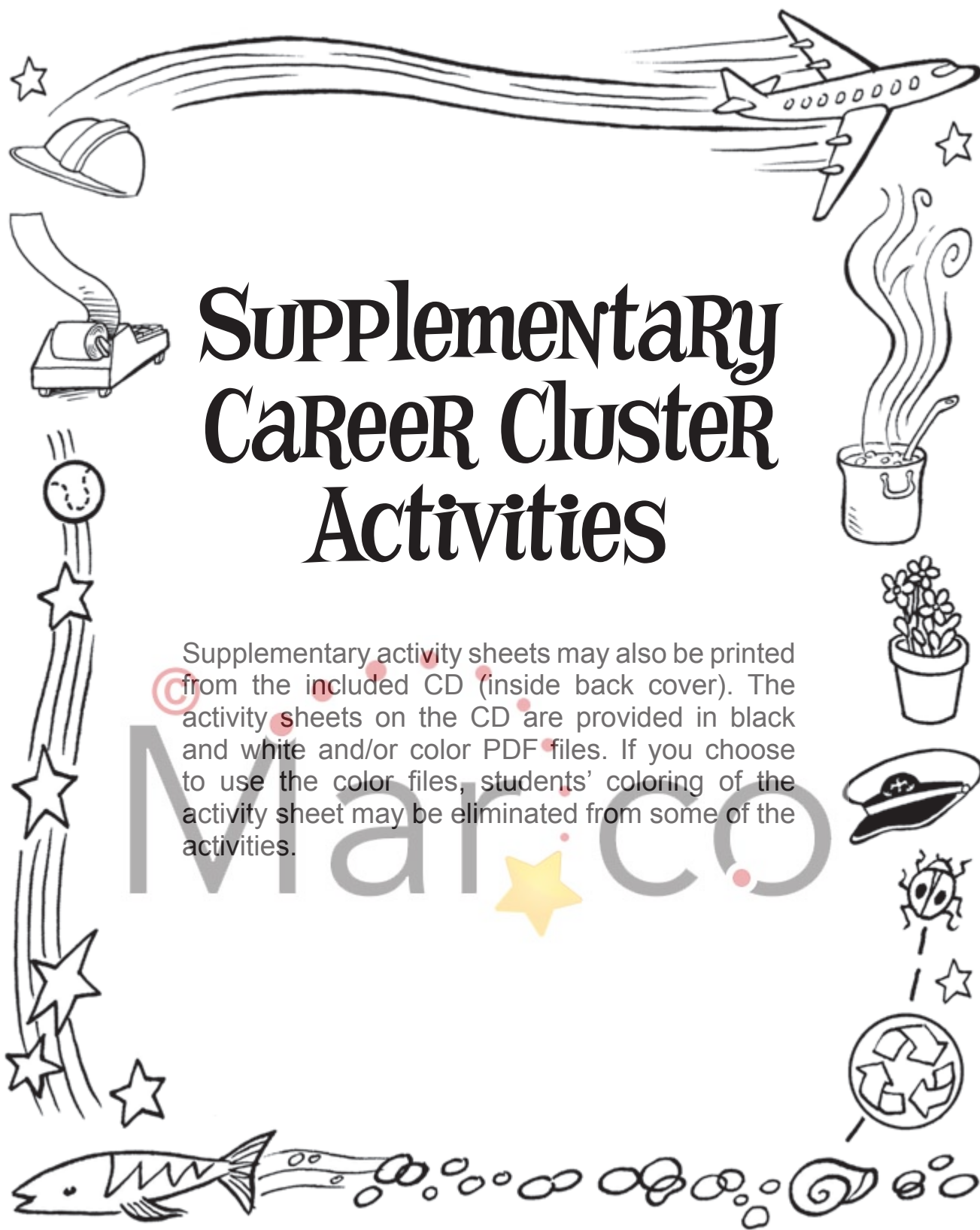


When Addie was 5, she loved to collect bugs and put them in jars. If Addie had stayed on this path, she would have studied about bugs in college.
What job might this be?

Addie could have been an entomologist. *Entomologists* are scientists who are insect experts. Did you know that there are more than one million species of insects? Most entomologists work in research, gathering information about things like the diseases insects carry, the crops they destroy, or the plants they help. This information can be passed on to other interested people. To have this career, Addie would have gone to college and studied microbiology, biochemistry, and entomology.



As Addie grew up, she had many friends. She was careful to include everyone in games and never said unkind things about anyone. When her friends got into arguments, Addie tried to help solve the problem without any hard feelings. If she couldn't do that, she would say which person she felt was right. If Addie had stayed on this path, she would have had to be able to look at the facts and then try to convince a judge that her side of an argument was the right side. ***What job might this be?***



Supplementary Career Cluster Activities

Supplementary activity sheets may also be printed from the included CD (inside back cover). The activity sheets on the CD are provided in black and white and/or color PDF files. If you choose to use the color files, students' coloring of the activity sheet may be eliminated from some of the activities.

ENGINEER (Science, Technology, Engineering & Mathematics):

Give each student five toothpicks, five popsicle sticks, one can of clay or dough, three straws, tape, and a ruler. Tell the students to use the objects to make a tower, then measure the height of their towers. Then have the students try to make a tower taller than the first one. (*Note:* This can also be a small-group activity).

Research: Using the Internet or an encyclopedia, find the answer to the following question:

How many kinds of engineers are there?

FOREST RANGER (Agriculture, Food, & Natural Resources):

Give each student poster paper and crayons or markers. Tell the students that Smokey the Bear®, the longest-running public service campaign in U.S. history, was created in 1944. In 1947, the campaign started using the catch phrase: *Remember... Only YOU Can Prevent Forest Fires*. Smokey's message has had a tremendous impact, reducing the number of acres burned annually by wildfires. In 2001, the slogan changed to *Only You Can Prevent Wildfires*. Have the students discuss ways they could make the public more aware of environmental issues that affect forests. For example, they could collect news articles on how forests contribute to environmental stability or start a school recycling campaign to raise money to plant new trees. The students will create a poster with a slogan about what they have chosen to do and will decide where their posters should be displayed.

GARDENER (Agriculture, Food, & Natural Resources):

Give each student a copy of *A Gardener's Equipment* (page 128) a pencil, and crayons or markers. Have the students color the pictures, then share their completed activity sheets with the group/class.

OLYMPIC SKATER (Hospitality & Tourism):

Give each student a copy of *Olympic Logo* (page 129) a pencil, and crayons or markers. Ask the students to name familiar logos. Most will name logos that identify major sports teams. Then tell the students how much time they have to create a logo for the Winter Olympics. Have the students share their completed logos with the group/class.

BAKER (Hospitality & Tourism):

Give each student a copy of *Cupcakes* (page 130) a pencil, and crayons or markers. Tell the students the cupcakes are ready to frost and decorate and ask what decorations they might put on them (sprinkles, jellybeans, etc.). Write their suggestions on the board. Tell the students how much time they have to complete the activity sheet. Have each student describe one of his/her cupcakes to the group/class and tell why that cupcake is special.

RANCHER (Agriculture, Food,& Natural Resources):

Give each student a copy of *Fix The Fence* (page 131) a pencil, and crayons or markers. Direct the students to fix the fence so the sheep will not get out, then color the activity sheet.

Research: Give each student paper and a pencil. Have the students write the following questions on the paper, then find the answers in an encyclopedia or on the Internet.

How much does a sheep weigh?

What is the difference between a sheep and a goat?

What is the price per pound of lamb?

Other than meat, what other products come from sheep?

CRUISE DIRECTOR (Hospitality & Tourism):

Give each student a copy of *Travel Itinerary* (page 132) and a pencil. Tell the students to choose the activities they would like to do while on the cruise. Then have each student explain the reason for one or more of his/her choices.

COLLEGE PROFESSOR (Education & Training):

Reproduce one copy of *College Professor Survey* (page 133) for each teacher in the school. Assign each student a teacher or teachers to survey. Have the students complete the surveys, then report the results to the group/class. Tally the results on the board.

Name the colleges attended by the teachers.

Which college was attended by most teachers?

Which college is farthest from our school?

What percentage of the teachers could sing their college song?

What percentage of the teachers knew the colors of their college football team uniforms?

What fun things did the teachers do in college?

Which fun thing was the most popular?

SALESPERSON (Marketing):

Give each student a copy of *A Well-Dressed Person* (pages 134 or 135), a pencil, and crayons or markers. Tell the students to draw their facial features and hair on the head, then color the clothes. Tell them to add shoes and other accessories such as a briefcase, umbrella, newspaper, cell phone, hat, purse, jewelry, etc., to personalize their pictures. Have the students share their completed drawings with the class/group.

Research: Give each student a piece of paper and a pencil, then say:

Ask your parents if they will take you to a store that sells suits or dresses or if they have catalogs that sell these things. On your paper, record the lowest and highest amounts for which the store or catalog sells a suit or dress.

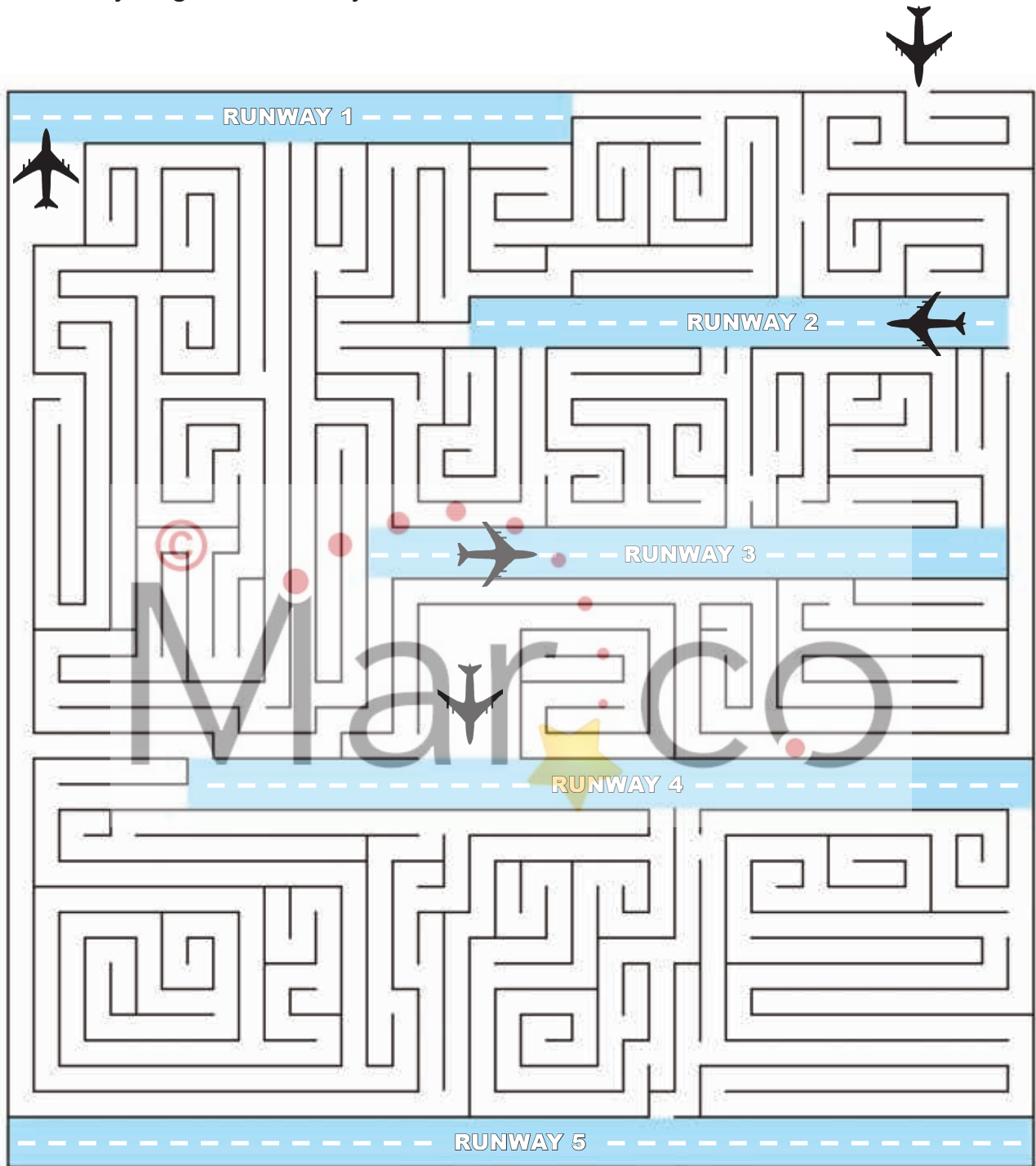
THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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Take-Off

Directions: The air traffic controller tells you to take off on Runway 5. Try to get there safely without lifting your pencil. You may not cross any other runway to get to Runway 5!





Directions: Answer each question to create your original video game. Then name your game and write the name on the screen at the top of the page.

Who are the characters in your game?

Draw these characters on the computer screens below.



Describe how players get points and what they must do to win the game.

How will you market your game?

Military Personnel

Draw pictures of personnel in the Army, Navy, Coast Guard, Marines, and/or Air Force. Draw males and females, officers and enlisted personnel.



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The people I know who are or have been in the military are:

Name _____

Service _____

Name _____

Service _____

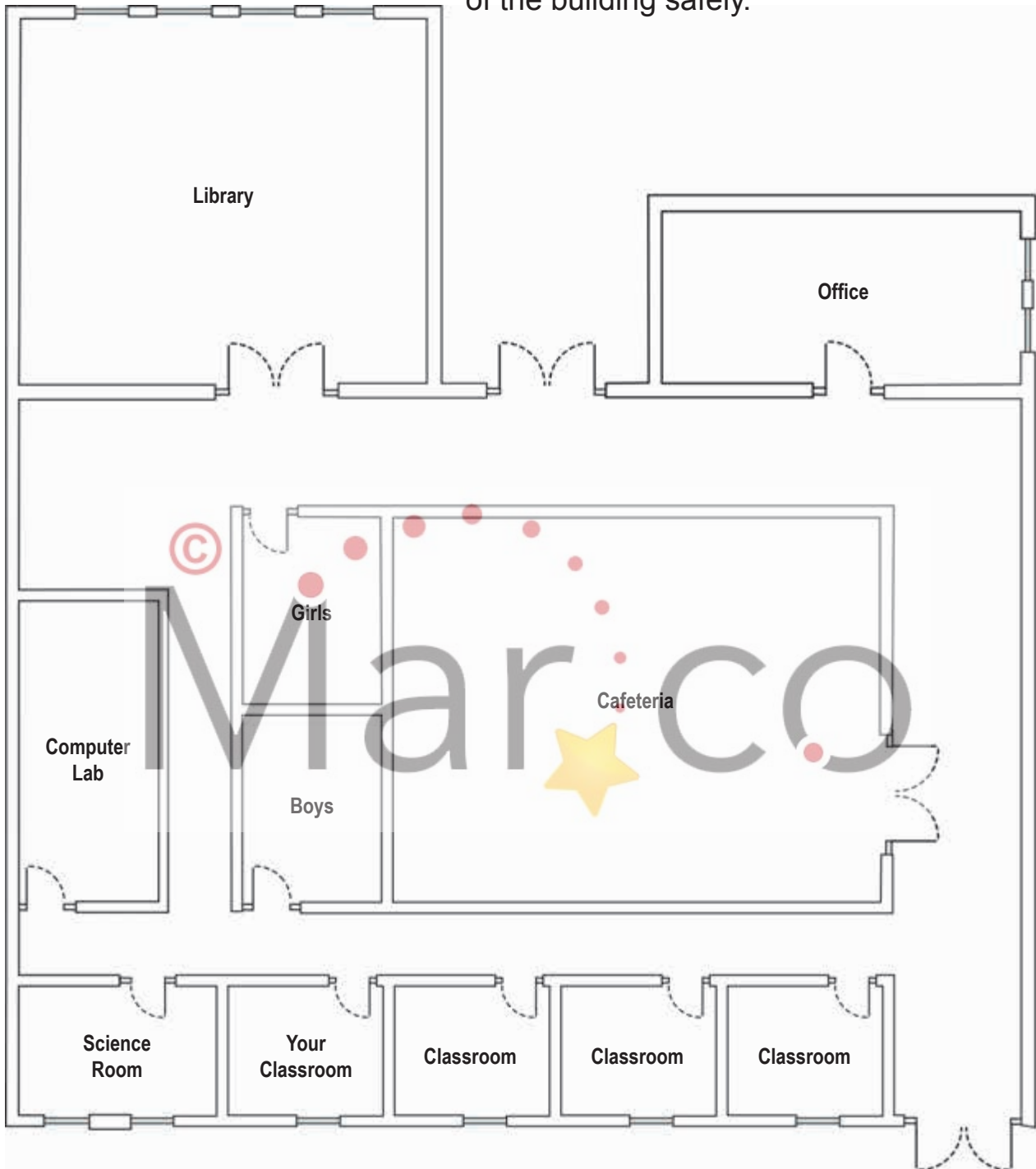
Name _____

Service _____



Fire Drill

Directions: The principal is about to pull the fire alarm. Listen to your teacher's directions and help the children get out of the building safely.



Following The Building Code

Directions: An architect must know about building codes. According to this town's building code, the front of this building must be nine feet from the street. If $\frac{1}{2}$ of an inch represents one foot, use your ruler to see if this building follows the building code.



Travel Itinerary

You are going to take a 10-day cruise. There will be days at sea and days in ports. For each day and each port, you have two choices about how to spend your time. Read each choice and check the one you would most like to do.



DAY 1 AT SEA	CLIMB ROCK MOUNTAIN <input type="checkbox"/>	EAT AT THE ICE CREAM SOCIAL <input type="checkbox"/>
DAY 2 MEXICO	VISIT THE INDIAN RUINS <input type="checkbox"/>	GO TO THE BEACH <input type="checkbox"/>
DAY 3 GALAPAGOS ISLANDS	SEE THE SEA TURTLES <input type="checkbox"/>	VIDEO GAME TOURNAMENT <input type="checkbox"/>
DAY 4 AT SEA	WATER POLO IN POOL <input type="checkbox"/>	HOT DOG EATING CONTEST <input type="checkbox"/>
DAY 5 AMAZON RIVER	CANOE UP THE RIVER <input type="checkbox"/>	TAKE A JUNGLE TOUR <input type="checkbox"/>
DAY 6 ARGENTINA	VISIT BUENOS AIRES <input type="checkbox"/>	GO TO A HORSE FARM <input type="checkbox"/>
DAY 7 AT SEA	VISIT THE CAPTAIN'S BRIDGE <input type="checkbox"/>	ENTER A VIDEO GAME CONTEST <input type="checkbox"/>
DAY 8 ANTARTICA	GO FISHING <input type="checkbox"/>	VISIT THE PENGUINS <input type="checkbox"/>
DAY 9 AUSTRALIA	GO SCUBA DIVING <input type="checkbox"/>	VISIT THE ZOO <input type="checkbox"/>
DAY 10 AT SEA	HIT GOLF BALLS OFF THE BOAT <input type="checkbox"/>	SWIM IN THE POOL <input type="checkbox"/>



Interest Inventory

Directions:

We have learned that our interests as children and teenagers often lead us to the jobs we choose as adults. Answer the questions below to see if your interests might lead to something you will do in the future.

1. Would you rather play inside or outside? _____
2. Do you like to fix things? _____
3. Do you like to read books? _____
4. Do you collect things? _____
5. Do you play a sport? _____
6. Do you play a musical instrument? _____
7. Do you like to pretend? _____
8. What is your favorite subject in school? _____
9. What is your least favorite subject in school? _____

Which of the things above do you think you still might enjoy as an adult?

Name one or two jobs that might fit with interests you think you might have as an adult.
