



Me & My Job!

Maracco



A Career-Awareness Program
For Grades 2-4

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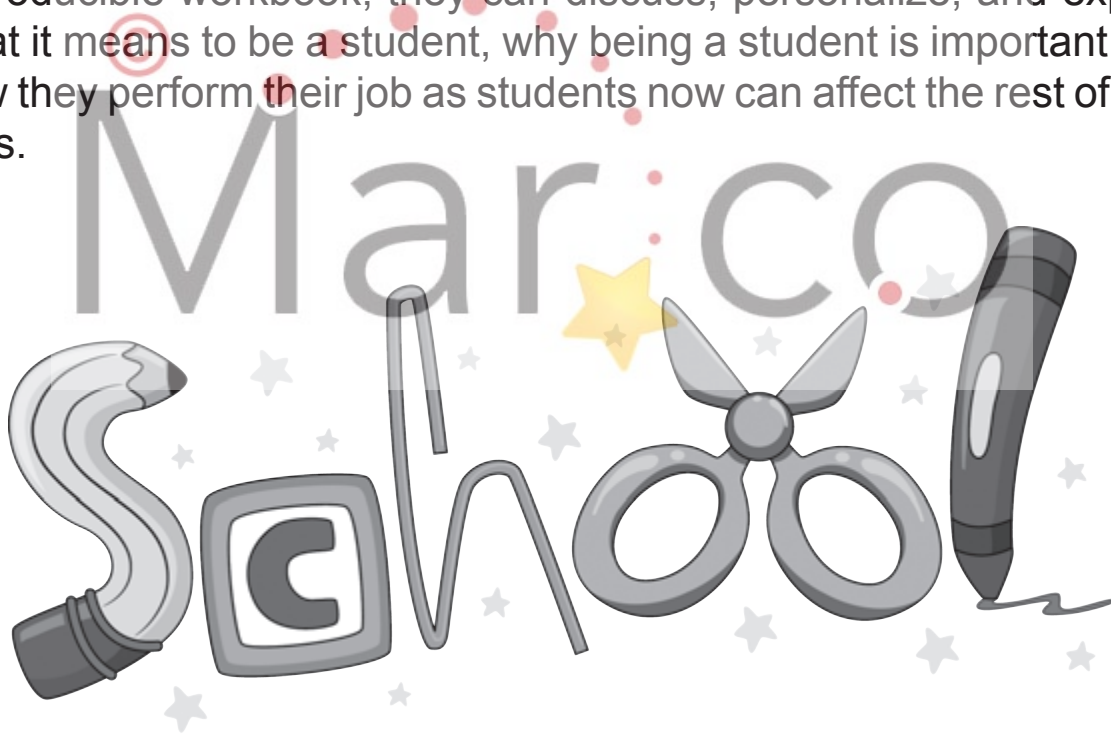
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Introduction

Since having to choose a career is years away for young children, they may not understand the importance of learning about different jobs and occupations. *Me and My Job* develops the concept that being a student is an important and meaningful job that helps children learn the skills necessary to succeed not only in school but also in their future workplaces.

Me & My Job carefully examines every aspect of the student's job and relates it to the world of work. This includes the subjects they study, the responsibilities of being a student, getting along with other students ("co-workers"), and learning about and appreciating the contributions of school personnel.

This program shows children that each person serves a useful purpose, no matter his/her age or occupation. As students complete the reproducible workbook, they can discuss, personalize, and explore what it means to be a student, why being a student is important, and how they perform their job as students now can affect the rest of their lives.



Preparing to Use This Program

Select and reproduce the pages you wish to use with the students. Make a folder for each student. As the pages are completed, place them in the students' folders and save them for the last session. When each student has completed all the selected activity pages, give him/her a copy of the *Me & My Job* cover sheet (page 1) found at the end of this introduction. This sheet can be used as a cover to create a booklet. Staple each booklet together. Then allow the students to take their completed booklets home.

Introducing This Program to Students

Divide the students into two teams to play the *Job Game*. The purpose of this game is to name as many jobs as possible. Have the teams line up on either side of the room. Then, alternating from one team to another, have the students take turns naming jobs. Encourage the students to use the correct name of the occupation, not a description or a nickname. If a name is repeated, the team member who repeats it sits down. Set a time limit for the game.

At the end of the game, introduce the idea (if it has not already been suggested) that being a student is a job. If this has already been mentioned, elaborate on the word *students*. Have the students discuss as many different parts of their job as they can think of.

Then introduce *Me & My Job*. Begin by having the students complete the *Pre- & Post-Test* (section 1: page X). Collect the completed tests and save them for review at the end of the lessons.

Tell the students that they will be completing many activities that relate to their job as students. They will be putting their activity sheets into a booklet which, when completed, will help them or anyone else who reads the booklet understand what being a student really means.

At the end of the program, give the students their second copy of the *Pre- & Post-Test* to complete. Collect the tests for comparison to the tests completed at the beginning of the program. Conclude the lessons by having the students complete their *Me & My Job* booklet as described above.

▶ PAGES 1-2: COVER AND INTRO

Begin the program by giving each student a copy of pages 1 and 2. Have the students write their names on page one, then read, or have the students read page 2 aloud. After each session, collect the activity sheets and place them in the students' folders.

▶ PAGE 3: ME & WORK

This is an introductory page for the student's name, age, grade, and school name. There is also space for each student to name two jobs that he/she might like to have in the future. At the bottom of the page, is a space in which each student can draw a self-portrait.

▶ PAGE 4: MY EXPERIENCE

The word *experience* may not mean the same thing to everyone in the class. For this reason, it is important to have a discussion to reach a common understanding before attempting to do the written work on this page.

Have the students list school experiences they have had to help them to understand how one experience can relate to another. Then describe experiences you have had which help you do your job better. Students might also want to discuss experiences which help parents or friends do their jobs.

▶ **PAGES 5-6: RESPONSIBILITIES**

Responsibility means a duty or task that you are required or expected to do. Before completing the booklet pages, discuss with the students the responsibilities they feel they are capable of handling. Discuss the responsibilities that you, as their teacher or counselor, have and what happens if either you or the students do not accept your/their responsibilities.

▶ **PAGES 7-8: JOB DESCRIPTION**

These pages introduce the idea that a job has many requirements. Before doing the workbook pages, discuss the different parts of as many jobs as possible with the students. Ask the students to think of a job and tell what the worker who has this job does. Emphasize that knowing how to do things and knowing how to get along with people are both important skills.

PAGES 9-26: SCHOOL SUBJECTS

Each of these pages gives the leader and the students an opportunity to look closely at specific academic subjects. Students should be encouraged to honestly express their feelings about each subject. Emphasize that there are no right or wrong answers. By reviewing the sentences dealing with feelings and the ones which begin with the words, "I wonder," you may gain a better understanding of students' feelings and attitudes. There is also an opportunity for students to express what they would like to learn. This gives you a chance to provide meaningful learning experiences for your students. The following activity sheets are included for different subjects:

▶ **PAGE 9: READING**

Have students complete the page.

▶ **PAGE 10: WORDS FROM MY NAME**

Have the students write their names on the line at the top of the page. Then have them write as many words as they can by using the letters of their own names.

▶ **PAGES 11-12: SPELLING**

Have students complete the pages.

▶ **PAGE 13: SOCIAL STUDIES**

Have students complete the page.

▶ **PAGE 14: FANTASY TRIP**

As a follow-up activity sheet for the discussion on social studies, have the students draw pictures of the places they would most like to visit and explore.

▶ **PAGE 15: MATH**

Have students complete the page.

▶ **PAGE 16: SHOPPING SPREE**

This activity sheet follows the work page on mathematics. Each student is given \$75.00 and must make seven purchases. All of the money must be spent. The amount left at the bottom of the page must be \$0.00. One possible scenario is to purchase a game, camera, book, poster, hot dog, and crayons.

▶ **PAGE 17: SCIENCE**

Have students complete the page.

▶ **PAGE 18: MY INVENTION**

Budding young scientists can invent anything they desire. Have each student draw a picture of his/her invention, tell the class what it will do, and what is needed to make it.

▶ **PAGE 19: HANDWRITING**

Have students complete the page.

▶ **PAGE 20: FEELING LETTERS**

Have the students look at the letters at the top of the page, name the feeling or emotion for each letter, then describe what makes the letter look that way (shape of the eyes, mouth, eyebrows, etc.). Students complete the page by making each letter look like the feeling named beside it.

▶ **PAGE 21: MUSIC**

Have students complete the page.

▶ **PAGE 22: DRAW A CRAZY INSTRUMENT**

On this page, students can design and name a new musical instrument. They may use parts of as many different musical instruments as they choose.

▶ **PAGE 23: ART**

Have students complete the page.

▶ **PAGE 24: MY FAVORITE COLOR**

Have the students identify their favorite color by writing its name on the line inside the first shape. Color the shape to match whatever color has been written. Ask the students to think of three things that remind them of their favorite color. Tell them to draw pictures of these things in the other shapes below.

▶ **PAGE 25: PHYSICAL EDUCATION**

Have students complete the page.

▶ **PAGE 26: DOT-TO-DOT**

This activity page accompanies the physical education page. Tell the students to connect the numbers. The students will have a picture of a girl doing karate. Students can choose what color belt they think the girl has earned, then color inside the line formed by the connected numbers to give the girl that belt.

▶ **PAGES 27-28: TOOLS & SUPPLIES**

These two pages help students understand that their tools are as important as other workers' tools. Using a blue, green and red crayon, have the students complete the accompanying activity sheet.

▶ **PAGES 29-30: JOB APPLICATION**

The purpose of these two pages is to familiarize students with the job application form. This helps them develop decision-making skills. As students examine their qualifications for each position, they also develop self-awareness.

PAGES 31-49: PEOPLE WHO WORK AT THE SAME PLACE AS ME

These pages allow students to take a closer look at the jobs of some of the adults who work at their school. One good way to present this part of the book is the interview technique. Have the students make a list of questions they would like answered. Then invite the adults, one at a time, to visit the

classroom to discuss their jobs with the class and answer the questions. It would be helpful for the person being interviewed to have the students' questions before coming to the classroom. After each adult interview has been completed, discuss it with the class and complete the appropriate activity page. An activity sheet is included for each of the following adult workers:

- ▶ **PAGE 31: PEOPLE WHO WORK WITH ME**
Have students complete the page.
- ▶ **PAGE 32: MY TEACHER**
Have students complete the page. In the space provided, have each student draw a picture of what his/her teacher looks like.
- ▶ **PAGE 33: DESIGN A TEACHER**
Tell the students to draw a picture that shows what they think a teacher should be. Tell them to include all the qualities they feel a teacher should have. For example, a student who thinks a teacher should be happy might draw a picture of a teacher with the word happy written where the mouth would be. One who feels a teacher should be caring might write that word where the teacher's heart would be. Magazine pictures can also be used to identify characteristics.
- ▶ **PAGE 34: MY PRINCIPAL**
Have students complete the page. In the space provided, have each student draw a picture of what the principal looks like.
- ▶ **PAGE 35: PRINCIPAL FOR A DAY**
This is the students' chance to tell what they like and dislike about their school. This can be a very revealing page. At the bottom of the page, there is room for the students to draw a picture of what they would like their school to look like.
- ▶ **PAGE 36: THE SECRETARY**
Have students complete the page. In the space provided, have each student draw a picture of what the secretary looks like.
- ▶ **PAGE 37: A NEW PIECE OF EQUIPMENT**
Using at least six of the items listed, have the students invent a new piece of office equipment. They should draw pictures of their inventions and name them. It would be helpful if they would underline the items on the list needed in order to build their inventions before drawing them.
- ▶ **PAGE 38: THE CUSTODIAN**
Have students complete the page.
- ▶ **PAGE 39: SCRAMBLED WORDS**
Have the students unscramble the words to find the names of different things a custodian uses. The answers are: ladder, hammer, mop, lawn mower, nails, trash cart, drill, tool box, cleanser, wrench, and bucket.
- ▶ **PAGE 40: THE LIBRARIAN**
Have students complete the page.
- ▶ **PAGE 41: DESIGN A BOOK COVER**
Have each student select a favorite book and design a cover which would tell something about that book.
- ▶ **PAGE 42: THE SCHOOL COUNSELOR**
Have students complete the page.

▶ **PAGE 43: FEELINGS WORD PUZZLE FILL-IN**

Tell the students that the school counselor is there to help them when they are feeling sad or worried. The counselor can help children better understand their feelings. Have the students complete the puzzle by using the words listed at the bottom of the page.



▶ **PAGE 44: MY BUS DRIVER**

Have students complete the page.

▶ **PAGE 45: FOLLOW THE BUS ROUTE**

Following the directions at the top of the page, have the students draw the route from home to school. They must not cross any lines in the maze.

▶ **PAGE 46: CAFETERIA WORKERS**

Have students complete the page.

▶ **PAGE 47: MY FAVORITE MENUS**

On this page, have the students write their favorite foods for each of the meals listed.

▶ **PAGE 48: THE SCHOOL NURSE**

Have students complete the page.

▶ **PAGE 49: HELP THE NURSE**

Point out the three pictures of tools nurses use. Explain that path #1 leads to the stethoscope, path #2 leads to the thermometer, and path #3 leads to the bandages. Using a blue, red, and green crayon, have the students draw a line from each number to its appropriate tool. Then have the students add the names of any other supplies the school nurse may use on the blank lines at the top left-hand side of the page.

▶ **PAGE 50: GETTING ALONG WITH MY FELLOW WORKERS**

Emphasize to the students that being able to accomplish work is only one part of the job. An equally important part is being able to get along with fellow workers. When people get along with each other, the job goes more smoothly and is accomplished faster.

▶ **PAGE 51: THIS IS GROWN-UP ME!**

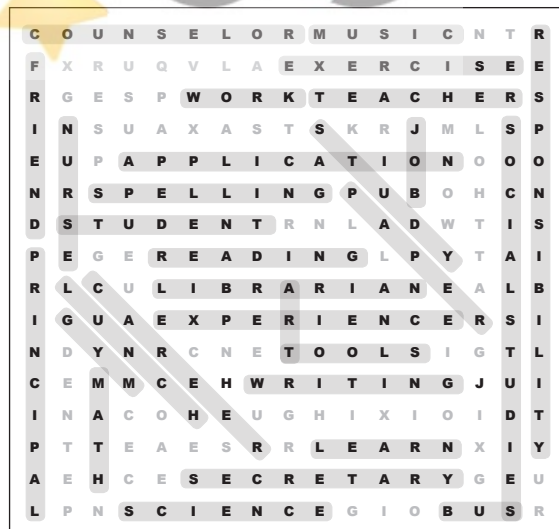
Have the students draw pictures of themselves as they think they will look as adults. Tell the students to dress the person in their pictures in the kinds of clothes they might wear to work.

▶ **PAGE 52: LEISURE TIME**

Tell the students that leisure time is important. Explain to the students that people who do not include leisure time in their daily lives are often said to be “work-aholics,” or they may “burn out” from too much job stress.

▶ **PAGE 53: STUDENT JOB PUZZLE**

This puzzle contains vocabulary words used in this booklet. Have the students find each word and circle it. Words can be spelled horizontally, vertically, or diagonally.



I am a very young person with a very important job.

I am a student.

Some of the people who work with me will some day invent new things, lead countries and people, explore new lands, cure diseases, and add beauty to the world.



Each of us will be able to do a lot of things because of this job we have now.

This book tells about me. It tells how I feel about the different parts of my job. It introduces the many different people who work with me.

**Everyone who reads this book will know a lot about
Me & My Job.**

I can already spell many words.

Some of the words I can spell are:

Four words I would like to learn to spell are:


I wonder if anyone ever felt spelling was _____

Name: _____



FF
ff
fence

Name: _____



YY
yy
yacht

Name: _____



UU
uu
umbrella

The Secretary

Our secretary works in the school's office.

The secretary's name is: _____

Our school secretary looks like this:



Four things a secretary does are:

Secretaries know a lot of things.

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

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I am a very young person with a very important job.

I am a student.

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**Everyone who reads this book will know a lot about
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A job description tells what a job is all about.

A good job description helps people understand the job.

Think of a job. Tell your classmates what the worker who has this job does. When you do this, you are describing a job.

For most jobs, you need some training. Telling what type of training a person needs in order to do a job is part of giving the job description. A truck driver needs to know how to drive. A judge needs to know a lot about laws. For my job, which is being in the ____ grade, I had to learn new things and complete the ____ grade.

Math

**Math is learning to use numbers.
It is also part of my job.**



When I use math, I feel _____.

Because I know how to use math, I can _____

Other workers who use math are:

When they were in school, I wonder if any of these workers ever

Tools & Supplies

**Students, like other workers,
need tools to help them do a good job.**

Without a stove, a chef could not _____ .

Can you imagine a carpenter without a _____ ?

Dentists need _____ and _____ .

Computer programmers need _____

and _____ .



The School Counselor



Our school counselor's
name is:

A school counselor's job includes:

School counselors need to know a lot about people. Knowing a lot about people helps them to _____



Practice your job skills.

Listen when your teacher is speaking.

Ask questions if you don't understand.

Complete your assignments on time.

Cooperate with your "co-workers."

Treat others with respect & kindness.

