

Career Awareness Lesson

What I Want to Be!

Developing Awareness of Career Zones

Grades K-6th

Objective: To expose students to various jobs and careers within the six Michigan Career Zones.

Standards Met:

Career Readiness Targets: T1, T2, T3.

CCSS Standards: W1, W7, SL1, SL 3, L1,

Time Required: 30-35 Minutes

Materials Requested:

Easel Pad

What I want to be printable worksheet

Career Bingo worksheet

Construction Paper

Career Zones Document

Computer Access (optional)

Note cards

Key Vocabulary: List of Common Jobs

Tractor-Trailer Truck Drivers – a person who delivers goods from one location to another.

Nurse – a person trained to care for sick people, esp. in a hospital.

Chef – a professional cook, esp. in a restaurant or hotel.

Auto Mechanic- a person familiar with cars and can make repairs.

Landscape Architect- a person familiar with plants, land, geographic location, and specific local, state, the national laws regarding each of these items.

Pediatrician – a person who treats children and their diseases.

Computer Games Developer – a person who makes games for the internet, mobile phones, PCs, and other electronic devices.

Photographer – a person who makes photographs.

Dentist- a person who diagnoses and treats problems related to teeth, gums, and the mouth.

Teacher – a person who helps others acquire knowledge.

Dietician – a person who advises others on food and nutritional needs.

Fashion Designer – create clothes, accessories, and shoes.

Architect – a person who works in the construction industry designing new buildings, restoring old and conserving old buildings, and creating new ways of using existing buildings.

School Principal – a person who runs a school and is responsible for schools running smoothly, is safe, and supports learning for students.

School Counselor - a person who works in a school to provide academic, career, college access/affordability/admission, and social-emotional competencies to all students through a school counseling program.

Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations.

Firefighter- a person who services as a rescuer trained in firefighting.

Police Officer- a person who serves as a law enforcement officer

Store Manager- a person responsible for the day-to-day operations of a store that sells items. All workers in that store report to the store manager.

ENGAGE

Begin introducing the various career zones. Using an easel pad, list the 6 career zones. **Arts & Communication, Business, Management, Marketing, Technology, Engineering/Manufacturing, Industrial, Technology, Health Sciences, Human Services, and Natural Resources & Agriscience.** Use the **Key Vocabulary: List of the Common Jobs** to provide context to career zones.

EXPLORE

Discuss common jobs within the career zones. For instances, Health Science field i.e. nurse, dental hygienist, physical therapist, registered nurse, etc. Using colored construction paper, divide students up into groups based off career interests. Students who are interested in health science careers will be placed in the green zone, students interested in manufacturing will be placed in the orange zone, etc. Do this until you cover all 6 career zones. There should be representation for each career zone.

***note- If students do not know what career zone they are interested in, review the list of common jobs to spark some interest.**

EXPLAIN

Key points:

- ❖ While students are in career zone groups, ask the following questions;
 - Which jobs within their career zone have they heard before i.e. dentist, nurse, physical therapist, etc.? Students will list those careers.
- ❖ Introduce non-traditional careers to add to their list within the career zones, i.e. medical translator, art therapist, medical writer, etc. Students will list those careers.
- ❖ Have students identify a career or careers they are most interested in.

***Students can list this information on a separate sheet of paper.**

Connecting Questions:

- What do they like most about the career. It could be the uniform, enjoy helping others, etc.
- Ask students what is it they will need to do to obtain the career of interest (college, training, etc.)
- Who do they know personally that may work in the same profession and interview that person?

Risk/Reward Activity: Have students identify the career they are most interested in. Students should be encouraged to think beyond present day and imagine what career they will want to do in the future.

ELABORATE

Have student's research careers within the zones they find most interesting. Research could include;

- Ask teachers, parents, neighbors, or school staff about the careers selected
- Research the career using <https://www.knowitall.org/series/kids-work> (optional- if students have access to technology)

Activity:

Once students identify a career, have students work alone using the "What I want to be" worksheet. Students will journal about the career they would like to do in the future.

Ask students what they think is involved in the career zone they've selected. Supplement their answers with the common list of job descriptions.

EVAULATE

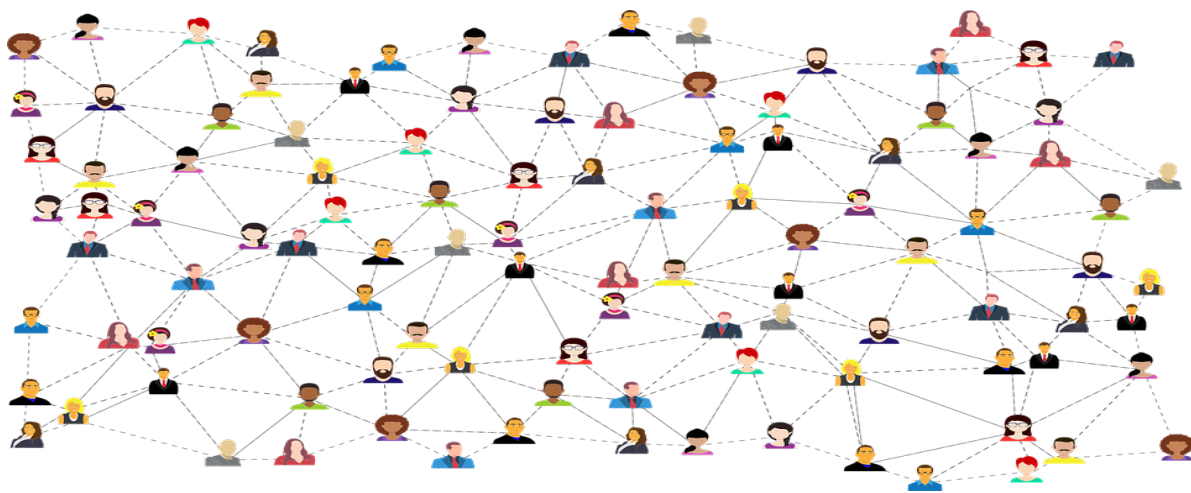
To reinforce awareness of various jobs and careers identified, ask students to create their own bingo cards using the “List of Common Jobs” vocabulary list. The names of those careers will be placed in a bowl. Each job on the list should be in the bowl 5 times-once each with “B”, “I”, “N”, “G”, “O”, assigned to it. Once this complete students can play “Career Bingo”.

Diving Deeper/Differentiation:

- Students may draw a picture of themselves doing their job of interest and write words and or sentences describing their picture.
- Students can find pictures of the career of choice and cut and paste that onto the easel paper.
- Use post-its or notecards to write students’ individual response of careers they want to do in the future. Post the notecards on a bulletin board.

Career Zones

<p>Arts & Communications Career related to the humanities and to the performing, visual, literary and media arts.</p>	<p>Business, Management, Marketing, & Technology Careers related to all aspects of business including accounting, business administration, finance information processing, and marketing.</p>	<p>Engineering/Manufacturing, & Technology Careers related to the technologies necessary to design, develop, install, or maintain physical systems.</p>
<p>Health Sciences Careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.</p>	<p>Human Services Careers in early childhood, civil service, education, hospitality, and the social services.</p>	<p>Natural Resources & Agriscience Careers related to natural resources, agriculture, and the environment.</p>



Career Readiness Activity

Career Awareness Activity

What I want to Be Journal!



Career Bingo

B	I	N	G	O
		Free Space		

