

## Choose an Occupation

**Grade:** K – 2

**Time:** 15 minutes

**Objective:** Students will brainstorm and learn about different jobs

**Materials:**

- “Choose an Occupation” handout attached
- Color Crayons, Pens, Pencils

**Prepare ahead of time:**

- Make a copy of “Choose an Occupation” (handout) for each student
- Gather supplies

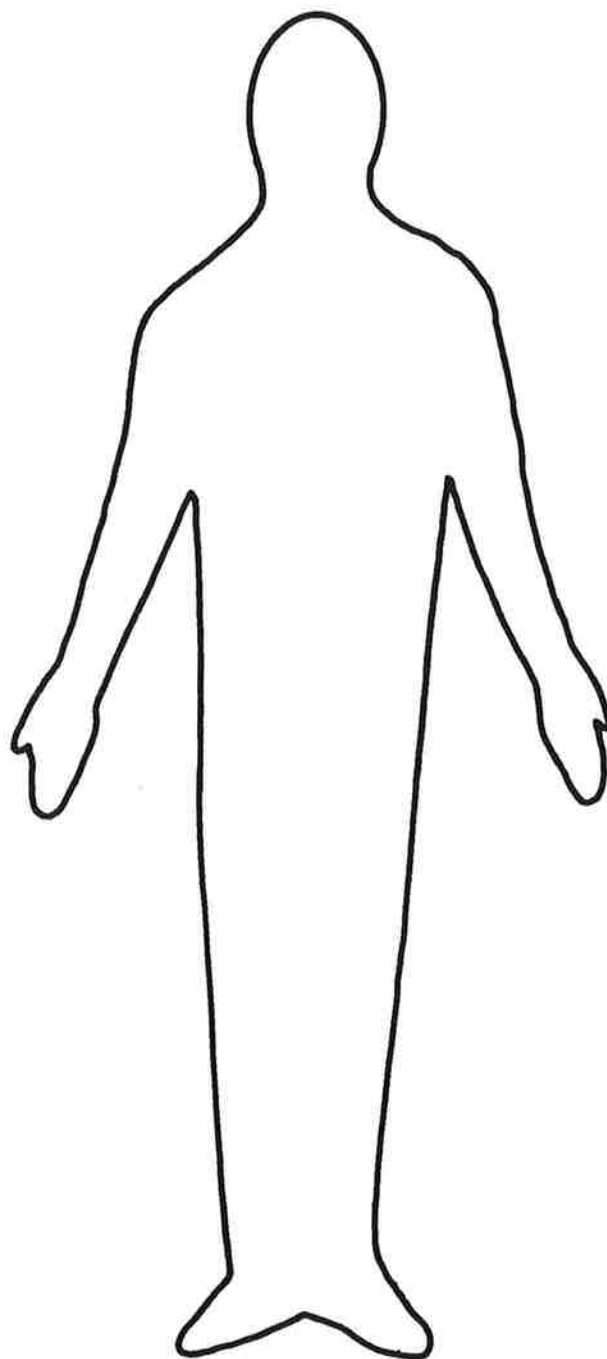
**Steps:**

1. Discuss with student what an occupation/job is with students
2. Brainstorm with your students occupations (jobs) they are familiar with. Call on quiet hands. Write them on the board.
3. Have students think of what occupation they would like to be & how that would look.
4. Pass out Choose an Occupation handout.
5. Pass out color crayons
6. Give students approximately 5 minutes to decorate their figure.
7. Have the students flip over the paper and list five responsibilities or thing that this person must do for the job they have selected.
8. Help students who need help.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Choose an Occupation

Decorate the figure below for any occupation you choose. Then on the back of this sheet, list at least five responsibilities or things that this person must do for the job you have selected.



## Career Pathways

**Grade:** K – 2

**Time:** (2) 30 minute activity or (1) 1 hour activity

**Objective:** Students will learn about different careers

**Materials:**

- “Career Pathways” packet
- Color Crayons, Pens, Pencils

**Prep ahead of time:**

- Make a copy of “Career Pathways” packet for each student
- Gather supplies

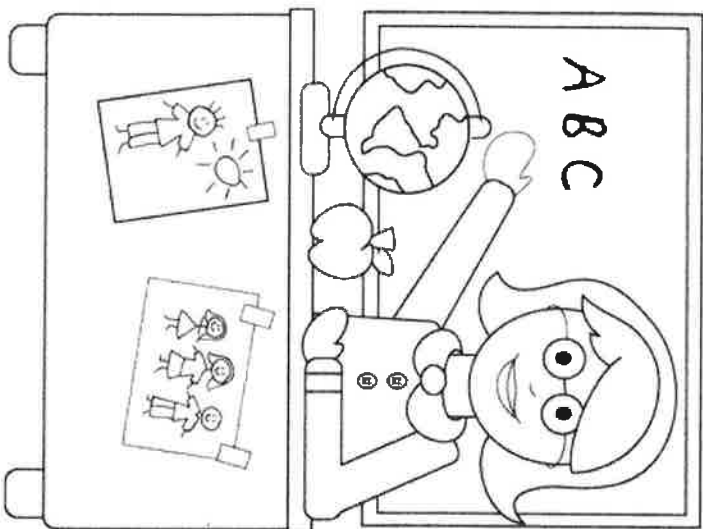
**Steps:**

1. Brainstorm with your students why it would be fun to be a teacher. Call on quiet hands. Write their answers on the board.
2. Pass out “Career Pathway” packet.
3. Out of the choices made, choose 3 and write them under “it would be fun to be a ....”
4. Ask students: what would someone need in order to get of have this job?. Call on quiet hands. Write their answers on the board.
5. Have each student choose one of the reasons and write them under “To have this job, someone would need to ....”
6. Give students up to 5 minutes to color in the picture.
7. Follow the same steps on the other three careers.



# CAREER PATHWAYS

Elementary School



It would be fun to be a teacher because....

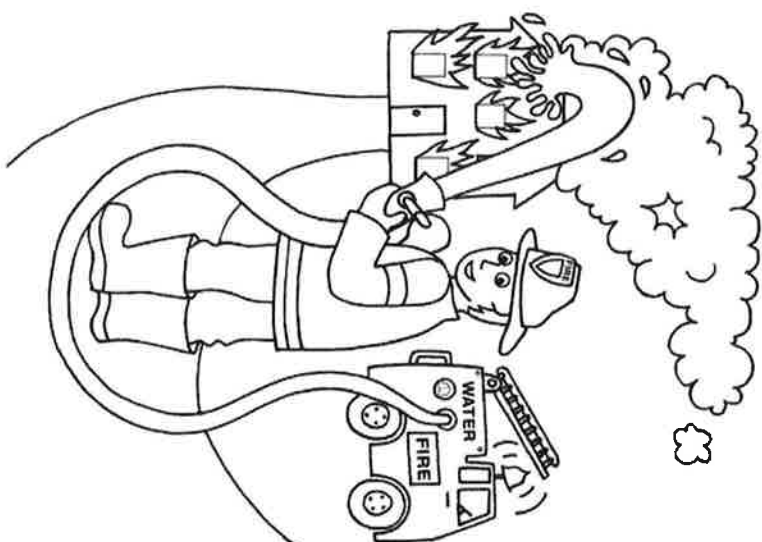
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To have this job, someone would need to....



It would be fun to be a firefighter because....

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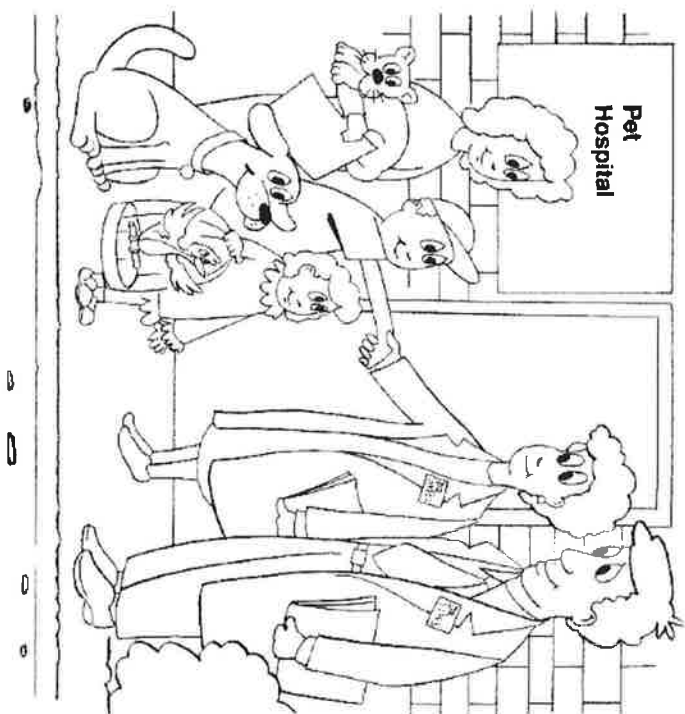
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To have this job, someone would need to....



## CAREER PATHWAYS



It would be fun to be a veterinarian because....

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To have this job, someone would need to....

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It would be fun to be a lawyer or judge because....

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To have this job, someone would need to....

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## My College Backpack

K- 2<sup>nd</sup> Grade Lesson Plan

**Lesson Title:** My College Backpack

**Objective:** Students will learn about their path to college and create college backpacks filled with things they think they will need to go to college.

**Time Needed:** 30 minutes

**Launch: (5 minutes)**

Opening Message/Question:

Today, we are celebrating College Day and the theme for today is MY PATH! Let's start by talking about our path to college. (*Ask the following questions.*)

- Can someone tell me where you will go after you graduate from our school?
- After middle school, where will you go?
- And after high school, where will you go?

(*After you have reviewed the pathway to college, give students the **Elementary School Roadmap to College** handout.*)

**Agenda: (20 minutes)**

Create College Backpacks: (20 minutes)

*Teacher Note: Give students the **College Backpack** handout and art supplies and give them 5 minutes to color their college backpacks.*

Now that you have colored your college backpacks, let's think about what types of things we would want to put in our backpacks to take with us to college. Let's look at the **Things I Will Take With Me To College** handout and each of you will choose what you want to put in your backpacks, cut them out and glue them onto your backpack. (15 minutes)

*Teacher Note: Depending on your students' academic level, choose beforehand whether you want to use the picture or word version of the Things I Will Take With Me To College handout for them to choose items and glue them onto their backpacks. Review the different items and answer any questions regarding the items.*

**Summary: (5 minutes)**

Share-out: (4 minutes)

Now that you have created your College Backpack, I would like some of you to share what you put in your backpack and why you think you will need those things when you go to college.

Closing Remarks:

I want you to talk to your family about your path to college and share your Elementary School Roadmap. Let them know if they have any questions about college, they can come and talk to me.

**Materials:**

Board or Chart Paper

Chalk or Markers

Crayons, colored pencils and/or markers

Glue

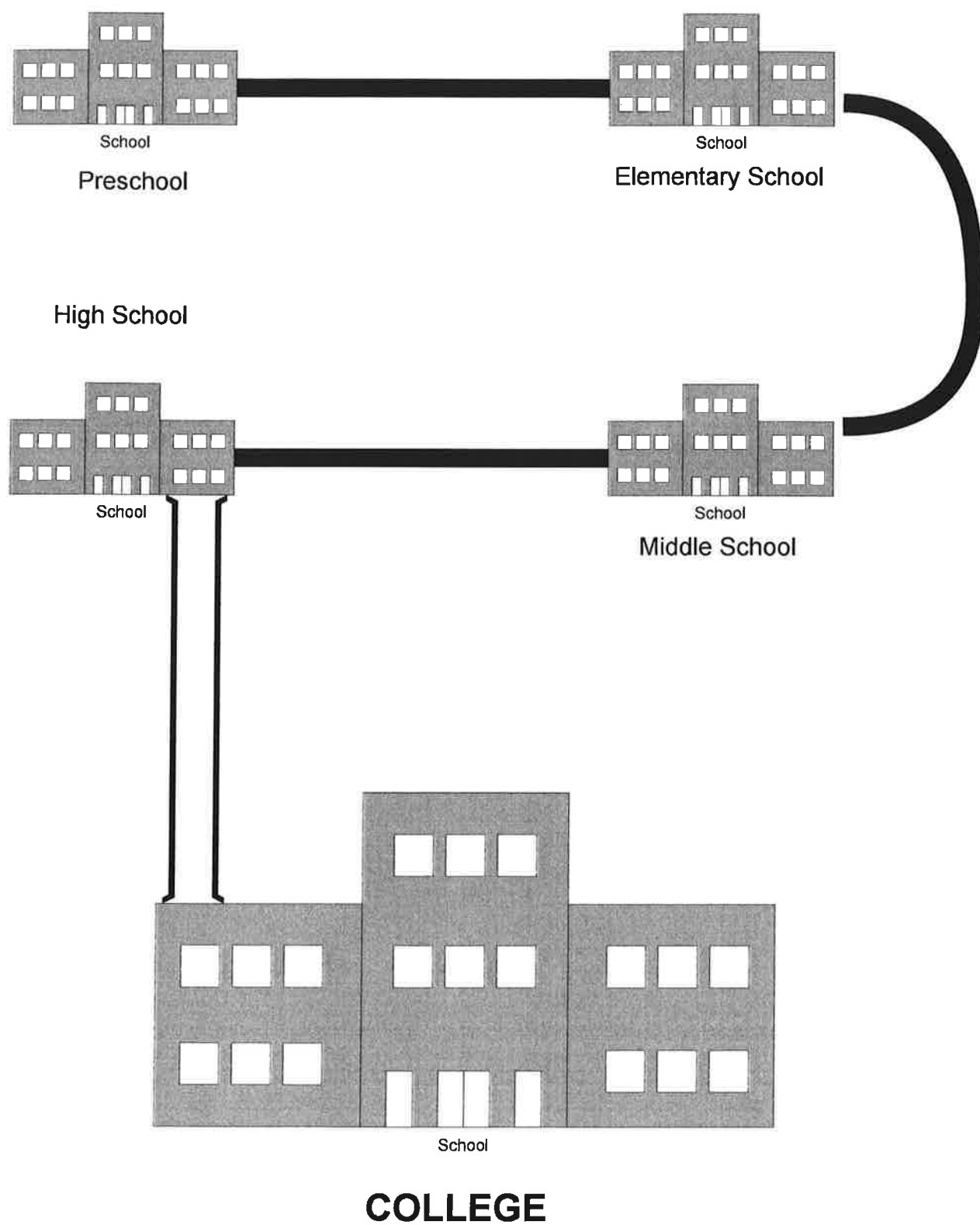
Scissors

Copies of the *Elementary School Road Map to College* handout (below)

Copies of the *College Backpack* handout (below)

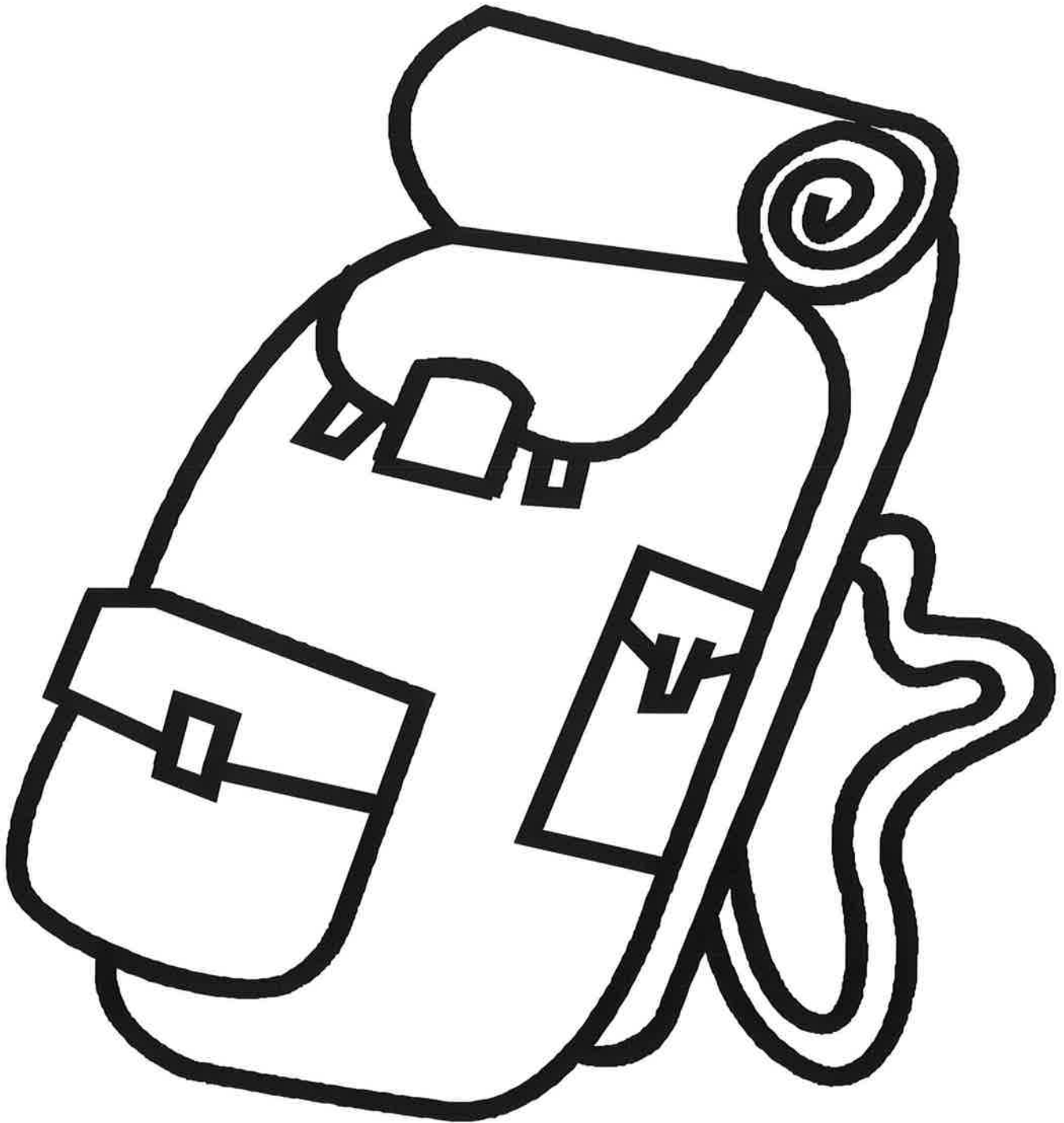
Copies of the *Things I Will Take With Me To College* handout (below)

## Elementary School Road Map to College



# College Backpack

NAME

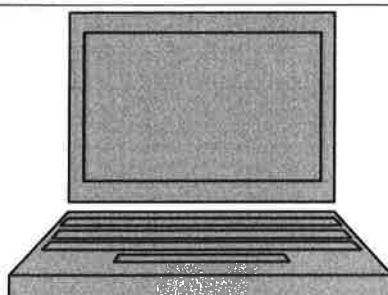
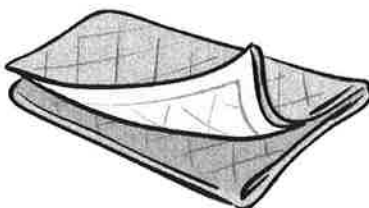


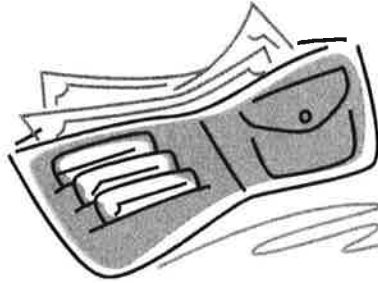


## Things I Will Take With Me To College

(Picture Version)

Choose what things you might want to take to college with you and glue them onto your college backpack. If you think of other things, write them in the blank boxes and glue them onto your backpack too.





## Things I Will Take With Me To College

(Word Version)

Choose what things you might want to take to college with you and glue them onto your college backpack. If you think of other things, write them in the blank boxes and glue them onto your backpack too.

<b>BOOKS</b>	<b>PENCILS</b>	<b>NOTEBOOKS</b>	<b>FOLDERS</b>
<b>BLANKETS</b>	<b>PILLOWS</b>	<b>FOOD</b>	<b>CELLPHONE</b>
<b>COMPUTER</b>	<b>CALCULATOR</b>	<b>HIGHLIGHTERS</b>	<b>INDEX CARDS</b>
<b>CALENDAR</b>	<b>PAPER</b>	<b>GLUE</b>	<b>SCISSORS</b>
<b>TAPE</b>	<b>POST-ITS</b>	<b>STAPLER</b>	<b>STUDENT PLANNER</b>
<b>CLOTHES</b>	<b>DICTIONARY</b>	<b>SHOES</b>	<b>PAJAMAS</b>
<b>JACKET</b>	<b>WATCH</b>	<b>WALLET</b>	<b>ALARM CLOCK</b>
<b>TOOTHBRUSH</b>	<b>T.V.</b>	<b>MP3 PLAYER</b>	<b>PENS</b>

## Crossword Puzzle

**Grade:** 3rd -5th

**Time:** 15 – 30 minutes

**Objective:** Students will learn about different jobs that take place in a school.

**Materials:**

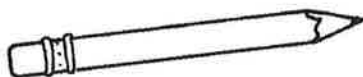
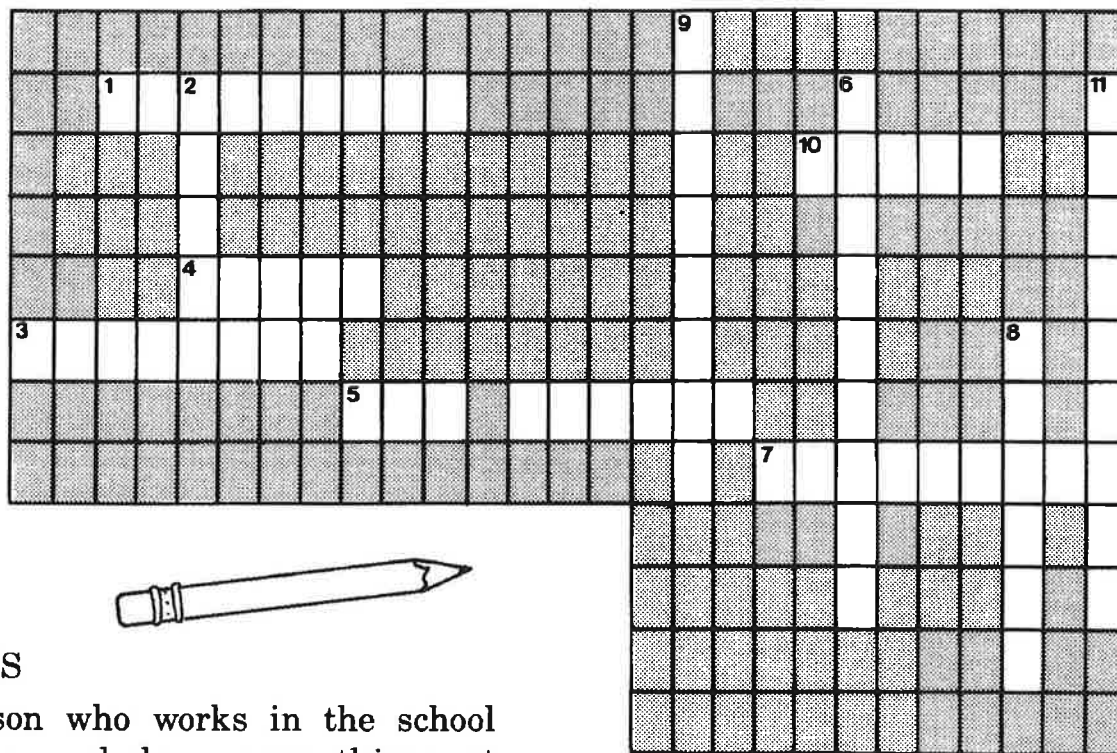
- “Crossword Puzzle” handout
- Pencils

**Prep:**

- Make a copy of “Crossword Puzzle” for each student
- Sharpen Pencils

**Steps:**

1. Pass out crossword puzzle and pencil
2. Give students 10 – 15 minutes to complete depending on age.
3. Discuss with student what the answers have in common.
  - a. Answer: all have to do with school
4. Lead a discussion of what other jobs/careers involve school.

**CROSSWORD PUZZLE****Directions:** Write the answers in the correct places.**ACROSS**

1. Person who works in the school office and does many things at once.
3. People who help us learn new things.
4. People who fix our lunch.
5. Person who brings many children to school.
7. Person who is in charge of the school.
10. Person who helps us if we get hurt.

**DOWN**

2. Person who teaches us how to play many sports.
6. Person who keeps the school neat and clean.
8. People who try to learn more every day.
9. People who attend school.
11. Person who helps us if we have a problem.

**WORD BANK**

secretary	cooks
pupils	bus driver
parents	children
coach	counselor
teachers	students
nurse	janitor
custodian	instructor
principal	assistant
librarian	



## My Fantasy College 3<sup>rd</sup> – 5<sup>th</sup> Grade Lesson Plan

**Lesson Title:** My Fantasy College

**Objective:** Students will brainstorm and create a fantasy college.

**Time Needed:** 20 minutes

**Launch: (3 minutes)**

Opening Message/Question:

Because it's College Day today, we are going to talk about school and how important it is to start to think about going to college.

If you could create your own elementary school, what would it be like? How would it be the same as our school? How would it be different? *(Write down their responses)*

**Agenda: (15 minutes)**

**view and Complete Handout:** (15 minutes)

When visualizing your fantasy elementary school, many of the things you mentioned were not about academics or classes. College is the same way. It is not just all about the books. Although studying and learning are the main reasons you are in college, it is not the only thing you will need to consider when you get ready to go to college. Let's take some time to think about our perfect, fantasy college!

*Teacher Note: Give students the My Fantasy College handout and give them at least 10 minutes to complete it. Go over each section of the handout as a group. Encourage them to be as creative as possible and name their college whatever they want like Spongebob University, iCarly University, Skater University, etc.*

**Summary: (2 minutes)**

Closing Remarks:

Now when someone asks you, "What kind of college do you want to go to?", you know some of the things you want to consider in order to pick a college that is right for you.

Making sure you take into consideration all of the characteristics of a college, not just the academics, will help you make a decision that is right for you. A college may have what you want to study, but it may be too big or not have the resources you want. Thinking about all of these things now will make it much easier for you to make your decision later. Another great thing to do is to ask your family to visit a college campus. There are lots of fun things to do like go to a football or basketball game or take a campus tour!

**Materials:**

Board or Chart Paper

Chalk or Markers

Copies of *My Fantasy College* handout (below)



## My Fantasy College

Handout

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Remember to be as creative as you want to be!**

The name of my college: \_\_\_\_\_

My college mascot: \_\_\_\_\_

My college colors are: \_\_\_\_\_

My college motto is: \_\_\_\_\_

At my college, you can study: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My college is (circle one):

**Public**

**Private**

My college is (circle one):

**Small (5,000 and under)**

**Medium (5,000-20,000)**

**Large (20,000 +)**

My college is (circle one):

**Urban (in the middle of the city)**

**Suburban (outside of the city)**

**Rural (in the boonies)**

At my college, they have (circle all that apply):

Sports

Student Clubs

Study Abroad

School Band

Tutoring

Counseling

Cafeterias/Restaurants

Libraries

Health Clinic

orms

Student Stores

Book Stores

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## My Fantasy College Pennant 3<sup>rd</sup> – 5<sup>th</sup> Grade Lesson Plan

*\*This lesson is a follow-up activity to the My Fantasy College lesson.*

**Lesson Title:** My Fantasy College Pennant

**Objective:** Students will create college pennants as a follow up activity to the **My Fantasy College** lesson.

**Time Needed:** 25 minutes

**Launch: (1 minute)**

Opening Message/Question:

Now that you have all created your fantasy college, you are going to continue to be creative and create a pennant for your college.

*Teacher Note: Bring in examples of college pennants for students to look at.*

**End: (23 minutes)**

Create College Pennant: (23 minutes)

*Teacher Note: Give students art supplies and have them use information from their My Fantasy College handout to create their college pennants.*

**Summary: (1 minute)**

Closing Remarks:

Now that you have created your Fantasy College pennant, I would encourage you to go home and talk to your family about what kind of college you would like to go to in the future.

**Materials:**

Board or Chart Paper  
Chalk or Markers  
Print out college logos & mascots  
Magazines  
Newspapers  
Construction paper  
Glue  
Scissors  
Crayons, colored pencils and/or markers



# B1. Who Am I?



This lesson may be extended over several days.

## Introduction

Students are likely to achieve academic or career success if they can visualize the road to their future. Believing they are on a pathway to college is a fundamental shift in consciousness that is essential for students to gain motivation and take the steps necessary to achieve their highest potential.

Through activities in this lesson, students will see themselves as members of larger communities and will identify specific individuals on whom they can count for support. Through identifying individuals and communities that will support them along the road to their futures, students gain a sense of responsibility to themselves and to those supporting them.

## Word Wall

**Future:** Existing or occurring at a later time

**Success:** Favorable or desired outcome

**Odds:** A difference favoring one of two opposed things

**Community:** A unified body of individuals

## Learning Goals

Students explore the concept of “the road to my future” and consider why they may need the support of others to navigate it successfully.

- Students receive the message that they are already on the road to their future and that they are not traveling alone.
- Students learn the hopes that significant adults — including family, community members and teachers — have for their future.
- Students explore the various communities and groups they belong to and why having such support is important to them.
- Students explore the messages and advice they may receive from individuals in their communities that will help them achieve their goals.

## Materials Needed

- Preview Activity Handout: *Who Am I?*
- Lesson Handouts: *Who Has Better Odds?*, *My Communities*, and *People Who Believe in Me*
- Reflection Activity Handout: *Helping Me Reach My Goals*

## Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Who Am I?* and explain instructions to students.
2. In-Class Lesson: As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value to the Preview Activity by collecting ideas generated and distributing them to students as a resource.

## Activities

### PART 1: WHO AM I? (20 MINUTES)

1. Write the following statement on the board: "I believe in myself ... I believe in my future ... I can reach my goals!" Ask students to read the statement and share what this statement means to them, and why it is important to believe this.
2. Discuss and review the Preview Activity.
3. Remind students that they are already on the road to their future. They have an opportunity to advance along that road everyday.
4. On a corner of the board, write the words "future" and "success."
5. Draw a road leading to those words.
6. Facilitate a discussion based on the following questions:
  - Think about the word *road*. When we think about our future, why should we imagine a road that will take us there?
  - What does this road look like? Is it straight? Does it have curves?
  - What do the curves or dead ends mean?

### PART 2: WHO HAS BETTER ODDS? (20 MINUTES)

1. Show students the *Who Has Better Odds?* handout. Ask students: "Who has better odds of finishing first, the runner training on his/her own or the runner who has trained with a coach and has a support team? Why?"

2. Summarize their responses. End the discussion with the message that the road to their future can be challenging and that they need support from people around them.
3. Explain to students that this exercise is designed to encourage them to think about the communities and groups that will help them along the road to their future.

#### PART 3: MY COMMUNITIES (30 MINUTES)

1. Distribute the *My Communities* handout. Using yourself or a student as an example, demonstrate how to complete it. Examples may include families; classrooms; sports teams; music, choir or band groups; church groups; and after-school clubs.
2. Give students time to fill out the handout on their own, and then discuss the answers as a class.

#### PART 4: PEOPLE WHO BELIEVE IN ME (20 MINUTES)

1. Share with students: “We will now identify individuals within our communities and groups who will provide us with positive advice that can help us stay and advance on the road to the future.”
2. Distribute the *People Who Believe in Me* handout, review the instructions, and allow time for students to complete their answers.
3. Allow students to share their responses with the group.

## Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Helping Me Reach My Goals* and explain the instructions to students. (See handout.)

## References and Resources

- <http://www.kidlink.org/>
- <http://www.bridgingworlds.org/toolkit.html>
- <http://www.psychologymatters.org/aronson.html>

## Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
  - Culture
  - Time, Continuity and Change
  - People, Places and Environments
  - Individual Development and Identity
  - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: \_\_\_\_\_

# Who Am I?

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

## QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What qualities do I have that you think will help me succeed in life?

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2. What do I need to do to improve myself?

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3. What kind of schooling do you want me to have?

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4. What do you hope my life will be like in 20 years?

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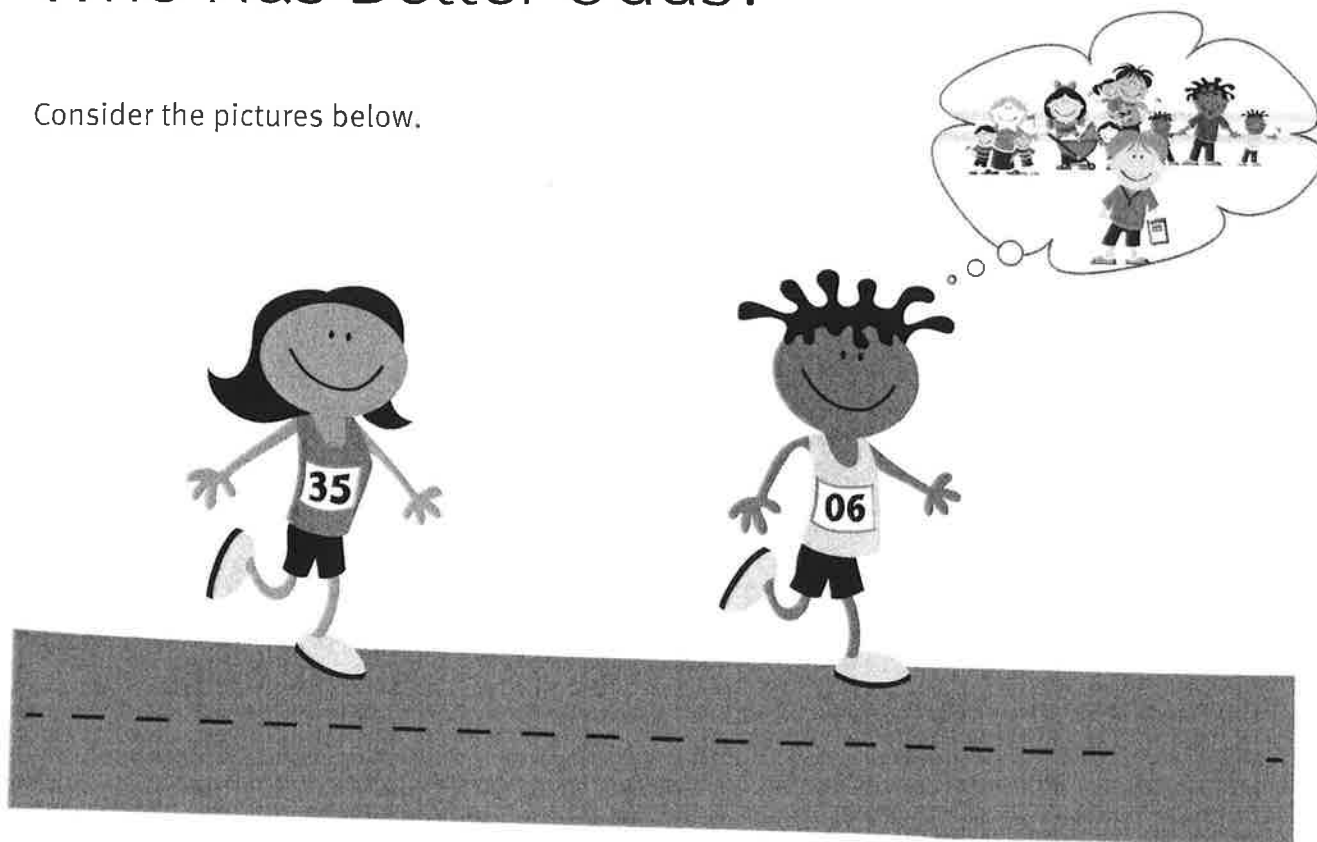
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Name: \_\_\_\_\_

# Who Has Better Odds?

Consider the pictures below.



Who has better odds of finishing first — the runner who trains alone (#35) or the runner who trains with a coach and has a support team (#06)? Why?

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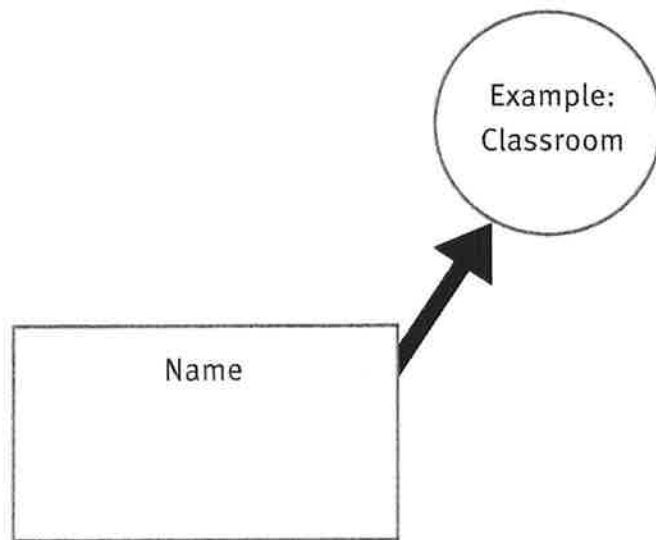
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Name: \_\_\_\_\_

# My Communities

- Write your name in the box.
- Add a circle for every group you think of that you belong to (such as your soccer team, classroom or family) and write the name of the group in the circles around your name.



How do you feel about having so many groups of people that can help you when you need it?

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Name: \_\_\_\_\_

# People Who Believe in Me

- Think of two people who are in different groups that you belong to. These people are on the road to your future with you.
- Provide an example of how each person has helped or supported you in the past.
- Why is each person's support and encouragement important to you? How do you feel to have their support?

1. First Person: \_\_\_\_\_

How has this person helped you?

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Why is his/her support important and how does it make you feel to have it?

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2. Second Person: \_\_\_\_\_

How has this person helped you?

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Why is his/her support important and how does it make you feel to have it?

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Name: \_\_\_\_\_

# Helping Me Reach My Goals

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

Below are some questions to guide your conversation along, with space for you to record your answers.

## QUESTIONS FOR YOU TO ANSWER:

1. How important it is to have people support you? Explain your feelings.

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## QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

2. Can you think of someone who supported you in achieving a goal? How did that person help you?

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3. How do you think you can help me achieve my goals?

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# Extensions

## Who Am I?

Give students additional copies of *Who Am I?* so they can interview additional people in their community, including peers and school staff.

## People Who Believe in Me

For younger students, you may wish to substitute an art project for the handout. Instruct younger students to make a *People Who Believe in Me* graphic on a paper plate to create a public, visual reminder of their support network. Have students draw a picture or place a photo of themselves in the middle of the plate and then draw or write the names of the people they have identified who will help them reach their goals. You may wish to punch holes in the plates and hang them on a clothesline in the classroom or in the hallway as a reminder of how the community and families are connected to the student's future. If students add more copilots during the year, have them add to their plate or attach another plate to the first one.

Encourage students completing the handout to talk to their families and fill in one with their families. Families might have some other suggestions of people who believe in the students, and those suggestions may spark an interesting conversation about community and family support.

## Career Charades

**Grades:** 3-8<sup>th</sup>

**Time:** 30 minutes

**Objective:** Students will act out different careers

Charades is a pantomime game in which players act out a word or phrase with body language and gestures. Charades can be played one-on-one or in teams. To play by team, each team member acts out a word chosen from the team's bag for the rest of his or her team. The player acting out a profession cannot talk but must rely on his or her ability to act out the secret word in front of both teams. A neutral person should serve as a timekeeper.

### Materials Needed

- Small bags or box
- 40 word slips, cut from the sheet provided (you may add additional careers if needed)
- Sheet of paper, chalkboard, white board, or flip pad
- Pencil, pen, chalk, or erasable marker
- Clock or Stopwatch

### Procedure

- Ask the students if they have ever played charades before. If some students have not played, explain the instructions. Separate the students into two equal groups and name one "Team A" and the other "Team B" (or ask them to name themselves).
- Draw a vertical line down a board or sheet of paper to create two columns to keep score. Label one "Team A" and the other "Team B."
- One person from Team A draws a word and acts it out for the rest of Team A. Team A must guess the word within a time limit (suggestion: 30 seconds). If Team A does not guess the word, Team B gains a point. If Team B guesses the word, then Team B gets another point. Take turns until both teams have used up all of the words in the bags.
- Keep score. Time each player. Remember a team only gets a point if it guesses the word within the time limit. The team with the most points wins. Have fun!
- Sum up the game by asking both teams what kinds of communication they used in the game. (Example: Body language and gestures were used to act out each word, writing was necessary for tracking the score, and reading was necessary for using the word slips.) Ask everyone to introduce herself/himself and to share a dream job.

### Charades Words

Cut out the following words to use as your charades word slips.

<b>singer</b>	<b>lawyer</b>	<b>comedian</b>
<b>nurse</b>	<b>architect</b>	<b>x-ray technician</b>
<b>firefighter</b>	<b>babysitter</b>	<b>driving instructor</b>
<b>swimmer</b>	<b>rancher</b>	<b>construction worker</b>
<b>musician</b>	<b>florist</b>	
<b>ballerina</b>	<b>manicurist</b>	
<b>chemist</b>	<b>barber</b>	
<b>car salesperson</b>	<b>butcher</b>	
<b>bus driver</b>	<b>computer operator</b>	
<b>farmer</b>	<b>mechanic</b>	
<b>typist</b>	<b>painter</b>	
<b>baseball player</b>	<b>teacher</b>	
<b>police officer</b>	<b>writer</b>	
<b>carpenter</b>	<b>basketball player</b>	
<b>jockey</b>	<b>grocer</b>	
<b>chef</b>	<b>disc jockey</b>	
<b>doctor</b>	<b>boxer</b>	
<b>President</b>	<b>fashion designer</b>	

## My First Resume

**Grade:** 3rd -8th

**Time:** 15 – 20 minutes

**Objective:** Students will create a resume by filling in the blanks

**Materials:**

- My First Resume sheet
- Pencils

**Prep:**

- Make a copy of My First Resume for each student
- Sharpen Pencils

**Steps:**

1. Explain to students what a resume is:
  - A resume is a short summary of a person's work experience and talents.
  - Think about the chores you do at home, and the things you are good at in school or out of school. You can create your first resume by filling in the blanks.
2. Pass out " My First Resume" and pencil
3. Give students 10 – 15 minutes to complete depending on age.
4. Discuss with students their thought on the activity.



# MY FIRST RÉSUMÉ

A résumé is a short summary of a person's work experience and talents. Think about the chores you do at home, and the things you are good at in school or out of school. You can create your first resume by filling in the blanks!

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

\_\_\_\_\_  
Phone number

**Position:** \_\_\_\_\_  
(A job you might want to have)

**Abilities and Talents:** (List positive things about yourself and things you are good at. For example, great speller, good friend, good in math, etc.)

★ \_\_\_\_\_  
★ \_\_\_\_\_  
★ \_\_\_\_\_

★ \_\_\_\_\_  
★ \_\_\_\_\_  
★ \_\_\_\_\_

**Achievements and Awards:** (List awards you have received. For example, perfect attendance, Girl Scout or Boy Scout awards and badges, honor role, etc.)

★ \_\_\_\_\_  
★ \_\_\_\_\_

★ \_\_\_\_\_  
★ \_\_\_\_\_

**Experience:** (List jobs you have now and in the past. For example, walking the dog, cleaning your room, helping with dishes, setting the table, watering the plants, etc.)

★ \_\_\_\_\_  
★ \_\_\_\_\_

★ \_\_\_\_\_  
★ \_\_\_\_\_

**Education:** \_\_\_\_\_  
Grade Name of School

**References:** (List people who will say nice things about you.)

★ \_\_\_\_\_  
★ \_\_\_\_\_

## 50 States College Search

**Grade:** 3rd -8th

**Time:** 30 minutes

**Objective:** Students will research colleges in all 50 states.

**Materials:**

- Computer Access
- Pencils
- "50 States College Search" handout

**Prep:**

- Make a copy of 50 States College Search for each student
- Sharpen Pencils

**Steps:**

1. Pass out 50 States College Search
2. Have student s use computer to find a college located in every state.
  - Student may not use universities with the state in the name.
    - Ex. University of Florida

**Answer Key**

Note: You may not use universities with the state in its name. Ex. University of Florida

Statehood Order	State	College/University	Statehood Order	State	College/University
1	Delaware		26	Michigan	
2	Pennsylvania		27	Florida	
3	New Jersey		28	Texas	
4	Georgia		29	Iowa	
5	Connecticut		30	Wisconsin	
6	Massachusetts		31	California	
7	Maryland		32	Minnesota	
8	South Carolina		33	Oregon	
9	New Hampshire		34	Kansas	
10	Virginia		35	West Virginia	
11	New York		36	Nevada	
12	North Carolina		37	Nebraska	
13	Rhode Island		38	Colorado	
14	Vermont		39	North Dakota	
15	Kentucky		40	South Dakota	
16	Tennessee		41	Montana	
17	Ohio		42	Washington	
18	Louisiana		43	Idaho	
19	Indiana		44	Wyoming	
20	Mississippi		45	Utah	
21	Illinois		46	Oklahoma	
22	Alabama		47	New Mexico	
23	Maine		48	Arizona	
24	Missouri		49	Alaska	
25	Arkansas		50	Hawaii	



## Celebrity College Search

**Grade:** 3rd -8th

**Time:** 20 - 30 minutes

**Objective:** Students will discover where various celebrities went to college.

**Materials:**

- Computer Access
- Pencils
- Celebrity College Search Handout
- Celebrity College Search Answer Key

**Prep:**

- Make a copy of Celebrity College Search for each student
- Sharpen Pencils

**Steps:**

1. Using a computer, have students research which college (s) that the celebrity attended.
2. Staff should be moving around the classroom to ensure students are on task.
3. Share out and review the correct answer.

Celebrity College Search

Name	Occupation	College(s) Attended
President Obama	President	
Dr. Seuss	Author	
Oprah Winfrey	Businesswomen	
Adam Sandler	Actor	
Michael Jordan	Athlete	
Stephanie Meyer (Twilight)	Author	
Ashton Kutcher	Actor	
Sonia Maria Sotomayor	Supreme Court Justice	
Bruce Lee	Marital Artist	
Walt Disney	Creator	

Family Member and/or Friends

Name	Occupation	College Attended

**Celebrity College Search****Answer Key**

<b>Name</b>	<b>Occupation</b>	<b>College Attended</b>
President Obama	President	Columbia & Harvard
Dr. Seuss	Author	Dartmouth College
Oprah Winfrey	Businesswomen	Tennessee State University
Adam Sandler	Actor	New York University
Michael Jordan	Athlete	North Carolina
Stephanie Meyer (Twilight)	Author	BYU
Ashton Kutcher	Actor	University of Iowa
Sonia Maria Sotomayor	Supreme Court Justice	Princeton & Yale
Bruce Lee	Marital Artist	University of Washington
Walt Disney	Creator	Metropolitan Jr. College, MO

## Educational Journey Lesson Plan

**Grade:** 5<sup>th</sup> - 8<sup>th</sup> grade

**Time:** 25 - 30 minutes

**Objective:** Students will create displays of their educational journey

**Materials:**

- Board or Chart Paper
- Dry Erase markers
- Legal Size paper
- Crayons, colored pencils and/or markers

**Prep:**

- Design and create your own educational journey poster for an example.

**Launch (5 minutes)**

- Explain your educational journey. Where you went to elementary school, High School and College.
- Opening Message: You have all learned about my educational journey. Today we're going to start thinking about your educational journey; the journey you have made so far as well as the journey you will take in the future.

**Agenda (19 minutes)**

- On your paper, create a road map of your journey from birth to present. Create the life map through words, symbols, images, and be as creative as you want to be. Be sure to include places you have loved and all of your schools.

**Summary: (5 minutes)**

- **Closing Questions:**
  - How many of you have enjoyed school?
  - What motivates you (on not) about school?
  - What can you do to make your experience in school even better?
  - How many of you are ready to continue your educational journey in high school?
  - What can you do now to make sure you are successful in high school and go to college?
  - How can I hope support your college dream?

## Knowledge is Power

**Grade:** 5th -8th

**Time:** 30-45 minutes

**Objective:** Students will learn the benefit of different careers and how education plays a role into their future earnings.

**Materials:**

- “Career by Degrees” handout
- “Careers List” handout
- “Education Earns You More” handout
- Pencils
- Tape

**Prep:**

- Cut out the different careers from the “Career List” handout
- Print out one “Education Earns You More” for each person

**Opening Discussion:**

Though money isn’t the only reason to consider a particular career, remember that a job that pays well offer more personal choices. Read and discuss with the students these real-life examples of how college pays off.

*Real Life Examples*

- People with a college education typically earn more money during a shorter span of time.

*Buying Groceries*

- Terry is a dental assistant (two years of college). Terry will earn enough money to buy groceries for a week after working only one day.
- Pat is a high school graduate and works as a salesperson in a department store. To buy the same groceries it takes Pat three days.

### *Buying a Car*

- Jamie is a college graduate and works as an accountant. Jamie will earn enough money to buy a new four-door compact car in about one year.
- Chris never went to college and works as an aerobics instructor. It will take Chris about three years to buy the same car.

### **Instructions:**

1. Write Two year Colleges, Four year Colleges, More than 4 years of college on the board with blank spaces underneath.
2. Have students get into groups of three or four.
3. Pass out the different careers to each student until they are all gone.
4. In groups have them discuss under which column each career belongs in.
5. Have each group place their answer on the board.
6. Review with student the correct answers
  - This will give students a chance to brainstorm about how much education it takes to be a representative profession. (For example, there may be some questions about why a dancer would need a college degree. Erika Kinetz in a Dec. 2005 New York Times article writes about many dancers who do not have degrees but also notes that those with degrees and more employable if dance does not work out, can find better paying jobs when dancing careers end, and need degree to teach).
7. Pass out the Education Earns you More handout
8. Have student complete the answers.

## CAREER BY DEGREES

A major benefit of a college degree is having more jobs to choose from. Below are just some possibilities available to college graduates.

Not sure what one of the jobs is? Do a little investigating by looking it up on the web at [www.bls.gov/ooh](http://www.bls.gov/ooh). Check out the in-demand jobs!

Two-Year College (Associate degree)	Four-Year College (Bachelor's degree)	More than Four Years (Graduate degree)
<ul style="list-style-type: none"> <li>• computer and office equipment repairer</li> <li>• dental hygienist</li> <li>• disc jockey (deejay)</li> <li>• firefighter*</li> <li>• mechanic</li> <li>• physical therapist assistant</li> <li>• restaurant manager</li> <li>• webmaster*</li> <li>• zookeeper*</li> </ul>	<ul style="list-style-type: none"> <li>• accountant</li> <li>• coach</li> <li>• computer programmer</li> <li>• dancer</li> <li>• engineer</li> <li>• FBI agent</li> <li>• graphic designer</li> <li>• insurance agent</li> <li>• journalist</li> <li>• medical laboratory technician</li> <li>• pilot</li> <li>• pharmacist</li> <li>• photographer</li> <li>• social worker</li> <li>• sportscaster/news reporter</li> <li>• teacher</li> <li>• writer</li> </ul>	<ul style="list-style-type: none"> <li>• architect</li> <li>• dentist</li> <li>• lawyer</li> <li>• minister, priest, or rabbi</li> <li>• physician</li> <li>• psychologist</li> <li>• scientist</li> <li>• university professor</li> </ul>

\*Note: You can also train for these jobs at a four-year college. Why do that? Because more education usually means more earnings!

Source US Department of Education [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

Computer and office equipment Repairer	Accountant	Teacher
Dental Hygienist	Coach	Writer
Disc Jockey	Computer Programmer	Architect
Firefighter	Dancer	Dentist
Mechanic	Engineer	Lawyer
Physical Therapist Assistant	FBI Agent	Minister, Priest, or Rabbi
Restaurant Manager	Graphic Designer	Physician
Webmaster	Insurance Agent	Psychologist
Zookeeper	Journalist	Scientist
Pilot	Medical Laboratory Technician	University Professor
Photographer	Sportscaster/news reporter	Social Worker

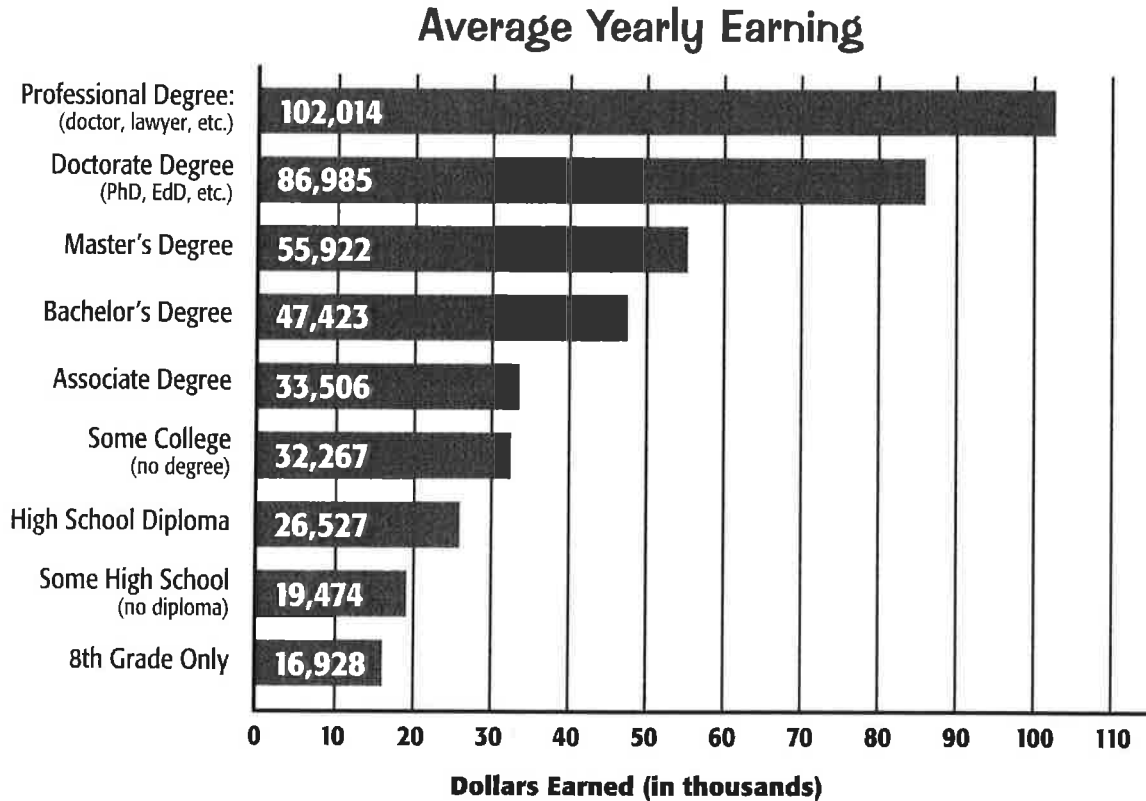


Name \_\_\_\_\_ Date \_\_\_\_\_

# Education Earns You More

**BAR GRAPH**

Education is one of the most important things in life. But did you know it might help you earn more money as an adult? Look at the graph below to find out more. Study the information and then answer the questions.



- What is the average amount of money earned by someone with a master's degree? \_\_\_\_\_
- What is the average amount of money earned by someone who dropped out of high school in the 10th grade? \_\_\_\_\_
- How much more money might you earn with a professional degree, than with a bachelor's degree? \_\_\_\_\_
- How much more money might you earn with a bachelor's degree than with a high school diploma? \_\_\_\_\_
- About how much money, on average, would you earn each month with a bachelor's degree? Round your answer to the nearest whole dollar.  
\_\_\_\_\_



## Virtual College Scavenger Hunt

**Learning Goals:**

Students will review the different college options in California.

Students will choose a college to do research on.

Students will fill out the College Scavenger Hunt handout and take a virtual online tour of the campus they choose to research.

**Time Needed:** 40 minutes

**Materials Needed:** **Computer Lab** (If you cannot secure a computer lab for students to do the scavenger hunt on their own, do the scavenger hunt as a class with an LCD projector.)  
**College Scavenger Hunt Handout** (included)

Action	Time
<p><b>Introduction:</b></p> <p>The facilitator will point out that although it is not always possible to visit a college in person, there are many opportunities to take a virtual tour of a university online. There are thousands of colleges and universities to choose from and that it is important for students to start researching this as early as possible.</p> <p>Explain to students that in California there are 4 types of colleges and universities:</p> <ol style="list-style-type: none"><li>1. Community Colleges (2 year) – 112 of them</li><li>2. California State Universities (4 year) - 23 of them</li><li>3. University of California (4 year) - 10 of them</li><li>4. Private Universities (4 year) – 77+</li></ol> <p>There are also out-of-state colleges and universities, but you will start by focusing on those in California.</p>	10min
<p><b>Choose the school and do the virtual scavenger hunt:</b></p> <ul style="list-style-type: none"><li>• Have each student choose a school and make sure everyone has a different school.</li><li>• Give them time to complete the College Scavenger Hunt handout.</li></ul>	20min
<p><b>Debrief:</b></p> <ul style="list-style-type: none"><li>• Ask students why it is important to start researching colleges before high school?</li><li>• Ask students why is it important to know some of the facts they learned during the scavenger hunt?</li></ul>	10min
<p><b>Optional Ideas:</b></p> <p>1) To make the scavenger hunt even more informative, you might want to do a short presentation explaining the different options of colleges and degrees before you have students do the scavenger hunt.</p> <p>2) Once students have some background knowledge on the colleges and universities and have completed their scavenger hunts, they can do a short presentation on the college they researched so everyone can learn a little about the many different colleges the students chose.</p>	



# College Scavenger Hunt

## Handout

When it comes to college, you have so many choices. In order to find out more about a college, you can visit the campus and take a tour. You may have a college close to your house, but there are also many other colleges that are not close by.

[www.campustours.com](http://www.campustours.com) can help you learn more about colleges when you cannot visit the campus in person.

### Let's do some college research!

- Open up Explorer or Firefox on your computer and go to [www.campustours.com](http://www.campustours.com)
- Search for a college by entering the name, choosing the first letter of the college name or choosing a state.
- Once you have found the college you want to research, use the page and click on the "Tour" and "Website" icons to find the information you need to fill out the questions below.

Once you have chosen the college you are going to research, answer the following questions:

1. What is the population (how many people) of the college? \_\_\_\_\_
2. Is it a public or private college? (circle one)                      Public                      Private
3. How much is tuition? \_\_\_\_\_
4. What is the percentage of women on campus? \_\_\_\_\_ Men? \_\_\_\_\_
5. What types of degrees are offered? (circle all that apply)  
Associate's                      Bachelor's                      Master's                      Doctorate
6. Name one of the majors you can study at this campus \_\_\_\_\_
7. What is the name of the mascot? \_\_\_\_\_
8. Name one sport athletes can play at this campus \_\_\_\_\_
9. What is the name of the admissions building? \_\_\_\_\_
10. What is the name of the main library? \_\_\_\_\_

## Job vs. Career

**Grade:** 6 – 8<sup>th</sup> Grade

**Time:** Approximately 45 minutes

**Objective:** Students will learn the difference between a job and a career.

**Materials Needed:**

- Computer Access
- “Job vs Career” handout and answer key (attached)
- “Job or Career Activity” and answer key (attached)
- Calculators (optional)

**Procedures**

1. Have students watch the short animation on Career vs Job: what’s the difference?
  - <http://study.com/academy/lesson/career-vs-job-whats-the-difference.html> (3mins)
2. Pass out the handout Job vs Career
3. Have students work through the problems
4. Review the answers with the students
5. Engage students into a discussion about the difference between the two salaries
6. Pass out the Job or Career Activity
7. Have students work through the problems
8. Read off each answer
9. Have student divide into groups of 3 or 4.
10. Each group should come up with 5 jobs and 5 careers.
11. Each group will share out, staff or helper will be taking notes of the different answers
12. Discuss with students their choices

## JOB VS CAREER

### Calculate which one is for you...

As sophomores, you are a long way from deciding on a specific life job or career, but there are some factors to consider as you begin the decision-making process.

You should think of yourself as your own company (Me Inc), and it is your goal to develop the best career skills that you can. Also, rather than just thinking of your education as courses, curriculum and grades, think of it as career development. From here on out, you are in continual development of yourself.

### MILLION \$\$\$ MOTIVATOR

If you're not sure whether to pursue a job or career, consider the following activity. Complete the calculations using a minimum wage of \$7.25 and a career salary of \$51,000/yr.

Minimum Wage for a Lifetime

\$ \_\_\_\_\_ /hr x 40 hrs/week = \$ \_\_\_\_\_

X 50 Weeks/Year = \$ \_\_\_\_\_

X 40 years = \_\_\_\_\_ (LIFETIME)

Career Salary for a Lifetime

\$ \_\_\_\_\_ / year x 40 years = \$ \_\_\_\_\_ (LIFETIME)

Subtract the minimum wages for a lifetime from the career wage for a lifetime.

Career lifetime wage \$ \_\_\_\_\_

Minus minimum wages for a lifetime \$ \_\_\_\_\_

Difference between the two salaries \$ \_\_\_\_\_

So - what is your goal – a job or a career?

## JOB VS CAREER

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As sophomores, you are a long way from deciding on a specific life job or career, but there are some factors to consider as you begin the decision-making process.

You should think of yourself as your own company (Me Inc), and it is your goal to develop the best career skills that you can. Also, rather than just thinking of your education as courses, curriculum and grades, think of it as career development. From here on out, you are in continual development of yourself.

### MILLION \$\$\$ MOTIVATOR

If you're not sure whether to pursue a job or career, consider the following activity. Complete the calculations using a minimum wage of \$10.00 and a career salary of \$54,000/yr.

Minimum Wage for a Lifetime

$$\$_{10} / \text{hr} \times 40 \text{ hrs/week} = \$_{400}$$

$$\times 50 \text{ Weeks/Year} = \$_{20,000}$$

$$\times 40 \text{ years} = \$_{800,000} \text{ (LIFETIME)}$$

Career Salary for a Lifetime

$$\$_{54,000} / \text{year} \times 40 \text{ years} = \$_{2,160,000} \text{ (LIFETIME)}$$

Subtract the minimum wages for a lifetime from the career wage for a lifetime.

$$\text{Career lifetime wage } \$_{2,160,000}$$

$$\text{Minus minimum wages for a lifetime } \$_{800,000}$$

$$\text{Difference between the two salaries } \$_{1,360,000}$$

So - what is your goal – a job or a career?

## JOB or CAREER Activity

Label each of the following characteristics as either "J", a characteristic of a minimum wage job or "C", a characteristic of a career.

- \_\_\_\_\_ requires planning and commitment
- \_\_\_\_\_ limits on how far you can go in your work
- \_\_\_\_\_ little chance for advancement
- \_\_\_\_\_ built over a period of time
- \_\_\_\_\_ greater employment security
- \_\_\_\_\_ available immediately
- \_\_\_\_\_ more control over your work (# hours and when you work)
- \_\_\_\_\_ good potential for advancement
- \_\_\_\_\_ less employment security
- \_\_\_\_\_ no requirement for post-secondary education
- \_\_\_\_\_ greater chance of job satisfaction
- \_\_\_\_\_ less control over your work (# hours and when you work)
- \_\_\_\_\_ greater financial potential
- \_\_\_\_\_ more opportunity for growth within your industry
- \_\_\_\_\_ requires post-secondary education
- \_\_\_\_\_ less chance of job satisfaction
- \_\_\_\_\_ limited financial growth potential

So – what is your goal now – a job or a career?

JOB or CAREER Activity

Label each of the following characteristics as either "J", a characteristic of a minimum wage job or "C", a characteristic of a career.

- C requires planning and commitment
- J limits on how far you can go in your work
- J little chance for advancement
- C built over a period of time
- C greater employment security
- J available immediately
- C more control over your work (# hours and when you work)
- C good potential for advancement
- J less employment security
- J no requirement for post-secondary education
- C greater chance of job satisfaction
- J less control over your work (# hours and when you work)
- C greater financial potential
- C more opportunity for growth within your industry
- C requires post-secondary education
- J less chance of job satisfaction
- J limited financial growth potential

So – what is your goal now – a job or a career?



# Median Salary Activity

**Grade:**

**Time:** 15 – 20 minutes

**Objective:** Student will learn how to determine median salary.

**Prep ahead of time:** Cut the salary handout

**Materials:**

- Salary Handout
- Bag/Box/Hat
- Calculator (optional)

**Procedure:**

1. Tell students that we will be determining the median salary of a career.
2. Have students share out what they know about median salary.
3. Share out with group the definition of median salary
  - Example: If you lined up all the salaries of people working in a particular occupation, the median salary is the one that falls at the midpoint of that range.
4. Place all the cut up salaries in a bag/box/hat
5. Inform student you will now be handing out salaries for the career. Students will take one salary.
6. After students have all grabbed a number, have students get in order from lowest to highest.
7. We will now determine the median salary for the group. Have one student at the end of the each side (lowest salary, highest salary) sit down until only one or two students are left.
  - If there is only one student left have them read their salary. This is the median salary for the class.
  - If there are two students left have them both read their salary. To determine the median salary we will need to add both salaries together and divide by 2.
8. Discuss with the group why using the median salary is more accurate than taking the average salary.

\$ 74,000.00	\$ 92,500.00
\$ 78,000.00	\$ 95,000.00
\$ 80,000.00	\$ 87,500.00
\$ 81,000.00	\$ 91,250.00
\$ 84,000.00	\$ 100,000.00
\$ 90,000.00	\$ 65,000.00
\$ 75,000.00	\$ 70,000.00
\$ 81,000.00	\$ 72,500.00
\$ 83,000.00	\$ 97,500.00
\$ 90,000.00	\$ 85,000.00

## Career Explorer

**Grade:** 6 - 8<sup>th</sup>

**Time:** 45 – 60 Minutes

**Objective:** Students will discover and research different careers.

**Materials:**

- Computer and Internet Access
- Explorer Handout

**Procedure:**

1. Have students go to <http://www.payscale.com/data-packages/best-jobs> and take the payscale quiz.
2. Answer the six questions on the left side. Based on your answers potential careers will emerge.
3. Pass out the career explorer handout.
4. Students will discover and write down the top three choices. Their choices can be discovered by clicking the next arrow on the top right under the payscale logo. Students should fill in the median salary, type of degree, most common major, job satisfaction and stress level.
5. Have students go to monster.com
  - In the “search for” box type in the careers from your list. Leave the location box empty. You will do research on your top 3 choices.
  - Students should then select one of the jobs listing that interest them
  - Answer the remaining questions on the explorer handout.
6. After completing the research for your potential careers please write job you most like to have and why.

# Career Explorer

Career #1 _____	Median Salary \$ _____	Job Satisfaction _____ %
		Job Stress _____
		Job Meaning _____
Job Description: _____		
_____		
_____		
_____		
_____		
_____		
Job Qualifications: _____		
_____		
_____		
_____		
_____		

Most common Degree	_____
Most common Major	_____

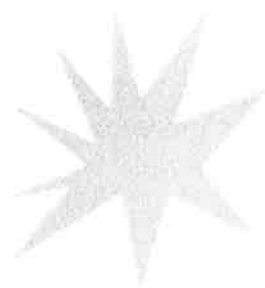
Career #2 _____	Median Salary \$ _____	Job Satisfaction _____ %
		Job Stress _____
		Job Meaning _____
Job Description: _____		
_____		
_____		
_____		
_____		
_____		
Job Qualifacations: _____		
_____		
_____		
_____		
_____		

Most common Degree	_____
Most common Major	_____

Career #3 _____	Median Salary \$ _____	Job Satisfaction _____ %
		Job Stress _____
		Job Meaning _____
Job Description: _____		
_____		
_____		
_____		
_____		
_____		
Job Qualifications: _____		
_____		
_____		
_____		
_____		

Most common Degree	_____
Most common Major	_____

# You Don't Say!



## CAREER GAME RULES

### CAN YOU GUESS THE MYSTERY CAREER WITHOUT SAYING?

#### PREPARING TO PLAY

Assign all players into groups of six (or more). Make sure each group has a pack of cards and a timer (or access to a clock with a second hand).

Break each group into two teams: Team A and Team B.

Team A begins. One player from Team A should be the first Cluegiver. The Cluegiver sits facing his or her teammates, so that the teammates cannot see the Cluegiver's card. Team B players can stand behind the Cluegiver so that they can see the card.

#### PLAYING A ROUND

The Cluegiver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Cluegiver is trying to get the teammates to name. The three words below the Guess word are the "Don't Say It" words that the Cluegiver CANNOT use when giving clues.

As soon as a card is drawn, the timer is started. The Cluegiver shouts out clues and his or her teammates shout out the names of possible careers based on those clues. Remember, the Cluegiver CANNOT use the "Don't Say It" words and cannot say the Guess word in any way!

The Cluegiver can use words or sentences for clues. However, no gestures, sound effects, noises, "sounds like," "rhymes with," or initials are allowed.

#### SCORING POINTS

Take 1 minute for each round. If the team guesses the career before the end of the round, the Cluegiver should draw a new card and keep going.

Add 1 point to the team's score for each career correctly guessed.

At the end of 1 minute, switch teams: a player from Team B becomes Cluegiver, draws a card, and begins.



**Sparkling the Future** is sponsored by the Washington State Office of the Superintendent of Public Instruction with funding provided by College Spark Washington. For more information, please visit [www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness](http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness)

<b>ELECTRICIAN</b> Current Wiring Transmitter Installs and repairs electrical systems in houses and other buildings.	<b>PHOTOJOURNALIST</b> Picture Camera Story Photographs newsworthy people and places for newspapers, TV, blogs...	<b>EMERGENCY MEDICAL TECHNICIAN</b> Ambulance Patients Paramedics Gives immediate care and transports sick or injured.
<b>BARBER</b> Hair Cut Clippers Cuts and styles people's hair.	<b>SUBSTANCE ABUSE COUNSELOR</b> Drugs Alcohol Group Helps people deal with addiction and substance abuse.	<b>MEDICAL TRANSCRIPTIONIST</b> Reports Records Types Listens to recordings by doctors dictating medical reports.
<b>HOTEL MANAGER</b> Motel Rooms Lodging A manager of a hotel is responsible for maintaining the entire business.	<b>PLUMBER</b> Pipes Water Sink Installs and repairs water, sewer, and gas lines in homes & buildings.	<b>BUILDING INSPECTOR</b> Job sites Examines Construction Examines the construction, alteration, or repair of buildings.
<b>DENTAL ASSISTANT</b> Teeth X-Ray Instruments Performs a variety of patient care and laboratory duties with dentists.	<b>MUSICIAN</b> Instrument Professional Band May play musical instruments, sing, compose, arrange, or conduct.	<b>DANCE INSTRUCTOR</b> Flexibility Steps Music Teaches a variety of dance forms including ballet, jazz, and modern.
<b>METEOROLOGIST</b> Weather TV News Forecasts the weather on TV, radio, or Internet.	<b>TATTOO ARTIST</b> Body Needle Ink Performs permanent body art.	<b>X-RAY TECHNICIAN</b> Film Pictures Body A person who takes x-rays for doctors.
<b>COACH</b> Athletics Sports Team A teacher/leader of a specific team sport or individual athlete.	<b>BRICKLAYER</b> Masonry Mortar Fireplace Builds walls, floors, fireplaces, and structures with brick, concrete, and other materials.	<b>COMPUTER PROGRAMMER</b> Program Software Function Writes, tests, and maintains software for computers or other devices.

