

Careers **BUILD** a Community

LESSON PLANS





Careers
BUILD
a Community

LESSON PLANS

State of Montana

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Careers Build a Community

Lesson Plan Matrix

Career	ELL	Science	Math	Art	Social Studies	Music	Health	Technology	Library/Media
Accountant	X		X						
Architect	X		X	X	X				
Artist	X			X					
Astronaut	X	X		X					
Baker	X		X	X					
Banker	X		X	X					
Bus Driver	X			X	X	X			
Cashier	X		X	X	X				
Caterer	X			X					
Chef	X			X					
Childcare Worker	X			X			X		
Coach	X						X		
Computer programmer	X		X					X	
Construction worker	X			X					
Crossing Guard	X			X	X				
Dentist	X		X	X			X		
Detective	X	X		X	X				
Doctor	X	X		X			X		
Engineer		X		X					
Farmer		X		X			X		
Firefighter	X				X				
Flight Attendant	X			X	X				
Forest Ranger	X			X	X				
Gardner		X		X					
Geologist	X	X		X					
Grocer									
Hairstylist	X			X					
Housekeeper	X		X						

Career	ELL	Science	Math	Art	Social Studies	Music	Health	Technology	Library/Media
Janitor	X			X			X		
Judge	X				X				
Lawyer	X			X	X				
Librarian	X			X	X				X
Lifeguard	X			X	X				
Mail Carrier	X			X	X				
Mechanic	X	X		X					
Meteorologist	X	X	X	X					
Military	X			X			X		
Music Conductor	X			X		X			
Musician	X			X		X			
Nurse	X	X		X			X		
Painter	X			X					
Paramedic	X	X		X			X		
Pharmacist	X		X	X			X		
Photographer	X			X					
Pilot	X			X	X				
Plumber	X			X	X				
Police Officer	X			X	X				
Receptionist	X								
Reporter	X			X					
Scientist	X	X		X					
Surgeon	X	X		X			X		
Taxi Driver	X		X		X		X		
Trash Collector	X								
Teacher	X			X					
Veterinarian	X	X		X					
Waiter/Waitress	X		X				X		

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What is a Career?



Content Area Integration: Social Studies

Background Information:

The Careers Build a Community Lesson Plan publication is designed for teachers in grades one through three. Lesson plans are intended to expose students to a variety of careers and provide time for them to reflect upon what they have learned. This introductory lesson introduces the word careers and how it takes a combination of careers to build a community.

Hands-on Activity: Career Explorers

Have a large piece of bulletin board paper hung at the front of the room, or use classroom board. Write CAREERS in the middle of the paper. Explain to the class that the word careers refer to what people do to earn a living; and there are thousands of careers. Explain further, there are special synonyms for the word careers. Write words, such as jobs and trades, in parenthesis next to CAREERS on the board.

Tell the students today's lesson is the beginning of a career journey. They are going to become career explorers. Career explorers are special people who understand that a community is made up of people working in a variety of careers they enjoy. Have students put on their career explorer hat, either imaginary, or a simple headband the students make prior to the lesson. An alternative would be to have a career explorer name tag for each student.

Once students have assumed the role of career explorers, have them brainstorm all the careers they know. Record responses around the word CAREERS on the paper in the front of the room. Conclude the discussion by celebrating the number of careers recorded; then give each student a Career Journal. Explain they will be using the Career Journal to record information about many careers on their career exploration journey.

Materials: Career Journal for each student available at careers.mt.gov, career explorer hat or name tag (optional)

Evaluation/Comments:

Accountant



Cluster: Finance

Content Area Integration: Math, Social Studies, ELL

Background Information:

Accountants prepare and examine financial records. They make sure the records are accurate and that taxes are paid properly. They perform overviews of financial operations of a business to help it run efficiently. They also provide the same service to individuals, helping them create plans of action for improved financial well-being. They help a community by providing the foundation for every business, from very small to large. Accountants record the way a business grows and after analyzing figures, they suggest the way it should go in the future.

Objective:

Students will gain an understanding of the work of an accountant, and how an accountant contributes to a community.

Hands-on Activity: Opening a Candy Store

Begin by asking the class if they think it would be fun to open a candy store, because you have an acquaintance that would like to open a candy store. Go on to explain that they make great candy, but they do not understand money very well. You would like the class to help you make a list of all the money considerations your friend needs to understand.

Guide the students to identify all the expenses they will need to consider: the cost of the building, wages, advertising, and more. Divide the students into groups (or ask for volunteers) to role-play how they would share this information with your friend. After the role-playing, explain how every business owner in their community has as advisor that helps them decide how to manage their money. The person whose job it is to be a money advisor is an accountant.

Give students a piece of wrapped candy, and ask the students to write their name and/or phone number on the wrapper for you to give to your friend in case she needs to contact a junior accountant about money needed for a candy business. Conclude by showing the picture of an accountant from the **I Can Be...Series**.

Materials:

White board or large paper for brainstorming, one piece of wrapped candy for each student.

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Counting Money:** Put a number of coins and bills in an envelope, and have the students count the money. On a piece of paper have the students write the amount of money in the envelope, and have them record what they would be able to buy with this amount of money. A number of envelopes can be available at this center.
- **Making a Grocery List:** Provide students with a weekly grocery store advertisement. Have the students cut out the pictures of the items they would like their parent to purchase. Have them glue to items onto a piece of paper divided into two columns: items under \$3.00 and items over \$3.00.
- **Piggy Bank Story:** On the shape of a piggy bank, have students write a story from the bank's perspective. How do they feel about money? What is it like when money is deposited? What is it like when money is taken out?

Workplace Connection:

Invite someone who does accounting for a local business to come and talk to the class.

Evaluation/Comments:

Architect



Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, Math, ELL

Background Information:

Architects draw plans for buildings. Architects focus on building function, safety, and style. They design all buildings (skyscrapers, hospitals, churches, airports, peoples' house, etc.). Before constructing a building, an architect draws a plan. Sometimes architects will make a cardboard or plastic model of the building before giving it to a construction company. They help a community by designing safe, functional buildings. They also bring different styles of buildings to the community, so communities can have many pleasant, unique buildings to meet all their needs.

Objective:

Students will gain an understanding of the work of an architect, and how an architect contributes to a community.

Hands-on Activity: My Favorite Place

Begin the lesson with a brain-storming session about buildings. Have students generate a list of the buildings in your town. As you record the list, you may ask each student if there is something special about the building they are recalling.

Next, ask the students to fold a piece of construction paper in half, and on the top of the left side put a plus sign, and on the top of the right side put a minus sign. On the plus side have the students draw a picture of their favorite building in their town, or another community. Give the students time to color their drawing and add details that make this building so special. On the minus side have the students draw a picture of their least favorite building in town, or another town. Provide time to color and add details.

At the conclusion of the drawing session, have students share their buildings. Ask the students if they can guess what all the buildings have in common; lead them to discover that all are planned by an architect. It is their job to design buildings that are safe and meet a community's needs. Explain to the students they also spend time thinking about how to make our communities better. Ask students if they could think like an architect, and add improvements to their least favorite building to make it safer or more enjoyable. Conclude by showing the picture of an architect from the **I Can Be...Series**.

Materials:

Crayons or markers, large piece of white construction paper.

Journal:

Students will record whether they would want this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Building a Community:** Have students use classroom Legos, or blocks, to create buildings for a community. Students can display buildings and draw a map of the community in which their buildings would exist.
- **Building Collage:** Have students cut out basic shapes such as squares, rectangles, and triangles from construction paper. Provide stencils of various sizes and widths. Have the students glue the shapes onto construction paper to form a building. Students can add to the building by decorating with crayons or markers. Completed collages can be displayed to show a community.
- **Design a Floor Plan:** Have students draw a floor plan for their dream room. Ask that they include all the elements for their desired room. Have students write, or explain, a description of their room.

Workplace Connection:

Invite an architect to visit with the class about the work they do.

Evaluation/Comments:

Artist



Cluster: Arts, Audio/Visual Technology, and Communications

Content Area Integration: Art, Social Studies, Math, ELL

Background Information:

Fine artists paint, draw, sculpt, or make prints to express their ideas. They make art for people to enjoy and buy. Some fine artists work for clients or companies, others support themselves. Animators and multimedia artists create the moving images you see in movies, TV shows, video games, and on web pages. They might also create images for business use. Artists' creations surround everyone in a community in a multitude of ways.

Objective:

Students will gain an understanding of the work of an artist and how an artist contributes to a community.

Hands-on Activity: Art Begins with an Idea

Place the following items on a front table: CD cover, magazine, poster, item with a logo, comic book, piece of jewelry, book with illustrations, and article of clothing with a colorful design. Explain to the students that you are going to hold up a variety of objects one at a time. When you have finished, you will ask the students to tell you the one thing the items have in common. Lead the students to understand that an artist's design is an important component of each item, and that is what they have in common. Guide the students to comprehend that the objects represent different types of artists (painter, draftsman, sketch artist, illustrator, maker of fine jewelry, textile artist, etc.), and each artist started with an idea.

Next, tell the students they will have time to think like an artist. Give each student a piece of construction paper with the silhouette of a face drawn on it. Have the students fill the silhouette with pictures and designs of their choice. Explain that designs and pictures in the silhouette represent the ideas that come from within the artist. Conclude by showing the picture of an artist from the **I Can Be... Series**.

Materials:

Paper with silhouette, crayon/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Design the Ad:** Place pictures of several items in an envelope. Have the students select one of the pictures. Have them glue the picture on a piece of paper. Ask that they add text, price, and colorful background to advertise the item they selected.
- **Illustrate the Story Map:** Provide the students with a simple story map that includes characters, setting, beginning, middle and end. Ask the students to create illustrations to go with the story.
- **Artistic Initials:** Have the students write their initials on a piece of construction paper. Ask them to try to fill up the paper with their initials. Provide a box of art supplies for the students to select various types of medium to decorate their initials.

Workplace Connection:

Schedule an Art Day. Invite local artists to visit the class to discuss their art work. Students' art work can be displayed for the occasion.

Evaluation/Comments:

Astronaut

Cluster: Science, Technology, Engineering, and Math

Content Area Integration: Art, Science, Social Studies, ELL

Background Information:

An astronaut is a person trained by a human spaceflight program to command, pilot, or serve as a crew member of a spacecraft. Although generally reserved for space travelers, the term is sometimes applied to anyone who travels into space, including scientists, politicians, journalists, and tourists.

Objective:

Students will gain an understanding of the work of an astronaut and how an astronaut contributes to a community.

Hands-on Activity: What Does an Astronaut Do?

Explain to the class that you are going to build a word wall about astronauts, and the word wall will be built after the students listen to three questions and answers about astronauts. Read the following questions and answers one at a time. As students discuss each question and answer, write significant words on the word wall. Add words that you feel may be needed to help students understand the depth and relevance of the work of an astronaut.

- **What is an astronaut?** An astronaut is a special kind of scientist that takes a space craft to outer space to study things like asteroids, the earth's atmosphere, and the moon. Astronauts wear a special suit to keep them alive in outer space.
- **What do astronauts do?** They go into outer space for studying a specific part of the universe. Astronauts operate spacecraft, organize operations, conduct equipment repairs, and work with scientists on research projects. Some orbit the earth, and some walk on the moon, but no astronaut has ever walked on another planet.
- **Why are astronauts important?** Their experiences help scientists discover unknown facts and generate knowledge about the universe. Discoveries made during space exploration have helped our country in many ways.

Conclude the discussion by showing the picture of an astronaut from the **I Can Be... Series**. Give each student a piece of black and white construction paper. Ask them to draw an astronaut on the white paper to glue on the black paper. In white crayon, have the students use the word wall to write a brief description of an astronaut. If available, give students star stickers to place around the astronaut.

Materials:

Large paper or white board for word wall, black and white construction paper, white crayon, star stickers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Why I Would Like to be an Astronaut:** Ask the students to write why they would like to be an astronaut and why they would be good at it.
- **Book of Facts:** Have students use words from the word wall to create a mini book with facts about astronauts. Students can illustrate each fact.
- **On the Moon:** Ask the students to imagine they are an astronaut on the moon. Have them explain what they are wearing, what they are doing, what they are seeing, and how it feels to be on the moon.

Workplace Connection:

Organize a night viewing of the planets and stars on school property for parents and kids.

Evaluation/Comments:

Baker



Cluster: Agriculture, Food, and Natural Resources

Content Area Integration: Art, Math, Social Studies, ELL

Background Information:

Bakers make bread, cakes, pastries, cookies, and other baked goods. They work in restaurants, grocery stores, or bakery shops. They also might work for companies that make very large amounts of one baked item.

Objective:

Students will gain an understanding of the work of a baker and how a baker contributes to a community.

Hands-on Activity: Busy Bread

Show a picture of a loaf of bread, or have a loaf of bread from a local bakery sitting on your desk. Ask the students to think about all the steps a baker would need to go through to have a loaf of bread ready to sell. Next have the students generate a list of steps; have the students begin with checking the ingredients and ending with observing the quality. Record the steps in sequential order on the board.

Once the list is complete, have the students stand by their desks and pantomime each bread making step as you read it aloud. After students have acted out each step in making a loaf of bread, extend the conversation by discussing where bakers can work and other baked goods they make.

Ask the students to think about a favorite bakery treat. Give each student a piece of paper to draw and color the treat they have imagined. Below the treat have them write a description of this speciality. Conclude by showing the picture of a baker from the **I Can Be... Series**.

Materials:

Paper for each student for drawing, colors/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Buying at the Bakery:** Have a menu from a local bakery available for the students. Have the students record on a piece of paper two or three items they would like. Have them list the prices and find the total cost of the order.
- **Draw & Describe:** Have the students draw the store front for a bakery. Underneath the drawing, the students should describe their bakery.
- **Bakery Tray:** Provide stencils or shapes for tracing. Provide a piece of paper with the outline of a tray drawn on it. Ask students to select a shape that will represent 12 cookies. Have them trace the shape onto the tray to represent an array of cookies. Under the array, ask them to write the array equation. Have students make as many arrays as possible to staple into a booklet. Students can color and decorate cookies in their booklet.

Workplace Connection:

Schedule an I Love to Eat Out Day. Invite a baker, and others who make eating out available to a community, to visit the class. Ask each to talk about their role in serving the community. Students' bakery treat drawings can be on display.

Evaluation/Comments:

Banker

Cluster: Finance

Content Area Integration: Art, Math, Social Studies, ELL

Background Information:

A banker handles other peoples' money. They are mediators for investors and those who wish to sell investments. When bankers accept deposits from a customer, they reinvest the amount in higher yield debt and equity instruments. They investigate the credit risk of customers applying for loans. Bankers are responsible for establishing solid customer relationships, planning and delivering sales strategies or products, and monitoring their progress.

Objective:

Students will gain an understanding of the work of a banker and how a banker contributes to a community.

Hands-on Activity: What Do Banks Do?

Ask the students if they have ever been to a bank. If so, have them share what they saw there. Have the students discuss what they know about why people go to a bank. List their responses on the board. Responses should include the following concepts: keep money safe, save money, maintain checking accounts instead of having cash, borrow money (pay back with interest), or obtain financial advice.

After the list is complete, explain to the students that a banker oversees all these activities at the bank. Give the students a piece of paper and ask them to draw a picture that shows them taking money they got as gifts or allowance to the bank. Under the drawing have them write a sentence telling why they are taking their money to the bank. Conclude by showing the picture of a banker from the **I Can Be... Series**.

Materials:

Drawing paper for each student, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Counting Money:** Prepare several envelopes with various amounts of money. Label each envelope. Have students record the name of the envelope and the amount of money in each envelope on a separate piece of paper.
- **Come to My Bank:** Have students imagine they are a banker. Have them create an advertisement for their bank.
- **Earning Money:** Ask the students to list four-to-five chores they would like to do for their parents. Next to each chore, have them write how much they would like to be paid for the chore. Students should add wages for all the chores to find the total they would earn.

Workplace Connection:

Visit a local bank for a tour.

Evaluation/Comments:

Bus Driver

Cluster: Transportation, Distribution, and Logistics

Content Area Integration: Music, ELL, Art, Social Studies

Background Information:

Bus drivers transport people between various places, including work, school, and shopping centers. They can travel across state lines or national borders. Some drive regular routes, and others transport passengers on chartered or sightseeing trips.

Objective:

Students will gain an understanding of the work of a bus driver and how a bus driver contributes to a community.

Hands-on Activity: Wheels on the Bus

Sing or play a recording of *Wheels on the Bus* to the class. After listening, have the class join singing and adding actions to each verse. Lead a follow-up discussion on what types of buses the students can name, ensuring that they understand the range of bus driving jobs.

Next brainstorm why the bus driver's job is so important (i.e. safety of passengers, staying on schedule, knowledge of assigned travel, etc.). Lead the class in using the brainstorming list of a bus drivers' job to generate an original class poem. Record the poem on a large piece of bulletin board paper for display. Conclude by showing the picture of a bus driver from the **I Can Be...Series**.

Materials:

Bulletin board paper, recording of *Wheels on the Bus*

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Illustrating the Class Poem:** Have students embellish classroom poem by drawing pictures of types of buses, bus drivers, and items that are critical for a bus driver (maps, watch, etc.). These can be glued around the classroom poem recorded on the bulletin board paper. An option would be for students to draw and color their ideas directly on paper.
- **Writing a Thank You Card:** Have students write a thank you card for each of the school's bus drivers. Have students deliver card as appropriate for your school.
- **Bus Riding Etiquette:** Have students generate a Guide for Bus Riding. Provide a paper divided into two sections. Record *Waiting at the Bus Stop* on the top left and *On the Bus* on the top right. Ask the students to draw a picture and/or write all the bus rules a new bus rider would need to know to have a positive time on a bus ride.

Workplace Connection:

Invite a bus driver to visit the class to explain the special training required to drive a bus.

Evaluation/Comments:

Cashier



Cluster: Marketing

Content Area Integration: Art, Social Studies, Math, ELL

Background Information:

Cashiers add up sales and take payments for the products people buy. Cashiers work in businesses throughout the community such as grocery stores, department stores, gas stations, and movie theaters.

Objective:

Students will gain an understanding of the work of a cashier and how a cashier contributes to a community.

Hands-on Activity: Who Am I?

Tell the students to watch you very carefully, and they will get to guess who you are pretending to be. Ask that they do not share their ideas until you are done pantomiming the following: scanning items, bagging the items, taking money, giving change, and waving good bye.

After the students guess who you are, emphasize that cashiers work in a variety of businesses. Have the students brainstorm where they see cashiers. Continue the discussion by having the students brainstorm what a cashier needs to know. Conclude by showing the picture of a cashier from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Create a Flyer:** Have a grocery store flyer available for the students to study. Ask them to create their own original flyer with grocery items they would like to buy.
- **Thanks to a Cashier:** Have students write a thank you letter to a local cashier of their choice. Encourage students to deliver the letter.
- **Count the Money:** Place varying amounts of coins in small jars. Have the students count the change and record the amount in each jar.

Workplace Connection:

Invite one or more local cashiers to visit the class.

Evaluation/Comments:

Caterer



Cluster: Hospitality and Tourism

Content Area Integration: Art, Social Studies, ELL

Background Information:

A caterer is someone who arranges delivery, preparation, and presentation of food for clients. They arrange delivery for fund raisers, weddings, and other social events. Their responsibilities include not only food and drinks, but decorations, tables, chairs, music, and lighting.

Objective:

Students will gain an understanding of the work of a caterer and how a caterer contributes to a community.

Hands-on Activity: Party Planner

Begin by telling the students you need their help for planning the next classroom party. Place the following categories on the board: party theme, date, food/drinks, decorations, cups/plates, activities/games, and reminder note to parents. Work with the students to complete each category by identifying what specific item will be needed and who will be in charge of each (if applicable).

After the party planning, explain to the students that people who plan parties are called caterers. Discuss with the students how caterers can help in a community. Conclude the discussion by giving each student a piece of paper to create a note to their parents about the upcoming party they have planned. Note should include party theme, date, and student signature identifying them as party caterer. Conclude by showing the picture of a caterer from the **I Can Be... Series**.

Materials:

Paper for brainstorming or white board, paper for each student, colors/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Best Birthday Party:** Prepare a paper with party planning categories like the categories used in the whole class party planning activity. Write the title, Best Birthday Party at the top of the page. Ask students to plan their dream birthday party.
- **Birthday Invitation:** Have students design the invitation for their dream birthday party.
- **Game Time:** Have the students write step-by-step directions for a game that will be played at their birthday party.

Workplace Connection:

Invite a local caterer to visit the class.

Evaluation/Comments:

Chef



Cluster: Hospitality and Tourism

Content Area Integration: Art, Social Studies, ELL

Background Information:

Chefs, or dinner cooks, manage food preparation at restaurants, hotels, and other places where food is served. They supervise activities of cooks and other food preparation workers in kitchens. They also develop recipes, plan menus, order food and beverages, and train employees.

Objective:

Students will gain an understanding of the work of a chef and how a chef contributes to a community.

Hands-on Activity: Demanding Day in the Kitchen

Tell the class that today they are going on an imaginary field trip to meet a very special person. Have them close their eyes and create a picture in their minds as you describe a special place and person with the following cues:

- You are in large kitchen with big stoves, ovens, and tables. There are many cooks and lots of noise.
- You see someone sitting in the middle of the kitchen wearing a very strange hat. This person is Jan.
- Jan is creating a new recipe.
- Someone rushes to Jan to ask about food that needs to be ordered for the week.
- Someone rushes to Jan to ask about the amount of money needed for the recipes for the week.
- Jan gets up to help two cooks who are having difficulty at their stove.
- Jan goes back to the chair and the phone rings
- Jan answers the phone. It is a friend wanting Jan to be on a TV cooking show.
- Jan looks at the corner of the desk and sees the cookbook that is unfinished.
- Jan sighs and hopes someday there will be time to finish writing the cookbook.

Ask the students to open their eyes and tell you where you took them on the field trip. Lead the students to identify Jan as a chef in a restaurant, and have them discuss all the work duties Jan was involved in during their brief time in the kitchen. Give the students a piece of paper and ask them to draw a picture from the imaginary field trip. Have the students write a title at the top of the picture. The title should include the word "Chef." Conclude by showing the picture of a chef from the **I Can Be... Series**.

Materials:

Paper for each student, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Chef Hat:** Have students design a chef hat. Ask students to create their own unique shape and design.
- **Secret Recipe:** Provide students with recipe cards. Have students think of a favorite food that they make at home. On a recipe card, have them write the name of their food and list the ingredients and amounts needed. Lastly, write the steps to be followed for preparation.
- **Pizza Chef:** Have students imagine they are a pizza chef. Ask them to describe their best selling pizza.

Workplace Connection:

Schedule an I Love to Eat Out Day. Invite a chef, and others who make eating out available to a community, to visit the class. Ask each to talk about their role in serving the community. Student kitchen drawings can be on display.

Evaluation/Comments:

Childcare Worker



Cluster: Human Services

Content Area Integration: Health Enhancement, Social Studies, Art, ELL

Background Information:

Childcare workers work with children in day care centers. They keep children safe and teach them good habits. Childcare workers have many duties to perform. They read to children, help them with crafts, sing songs, and take them on outings. They must keep records about each child. They help a community by providing a safe, educational, and nurturing place for children under five. Their services provide parents and guardians the opportunity to work at their careers.

Objective:

Students will gain an understanding of the work of a childcare worker and how a childcare worker contributes to a community.

Hands-on Activity: What Do You Learn at Daycare?

Have the children stand by their desks and pantomime the following activities as you call them out:

- Eat a healthy snack
- Listen to a story
- Take a nap
- Paint a picture
- Sing a song
- Clean up your space
- Listen to directions
- Wave goodbye to your mom or dad.

Ask where many children participate in these activities several days each week. Lead class to identify this happens in a daycare setting. Explain that the people who provide these activities for pre-school children are called childcare workers. Extend the conversation by having students recall special childcare workers they had. Conclude by showing the picture of a childcare worker from the **I Can Be...Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Activities Handbook:** Have students create an illustrated activities handbook for a childcare worker. Ask the students to list all the activities that they know children enjoy. Next to the name of each activity, they should draw an illustration of a child, or children, engaged in each activity. The handbooks can be shared with a local childcare worker.
- **Thank You Letter:** Have the students write a thank you letter to a special childcare worker they know. Encourage students to include why they are special to them.
- **Healthy Snacks:** Have students prepare a healthy snack menu for a childcare center for a week. The students could be asked to record the name of the snack with a colorful drawing next to the snack.

Workplace Connection:

Visit a local childcare center for a tour; have the director talk about working with all ages of children and their families.

Evaluation/Comments:

Coach



Cluster: Education and Training

Content Area Integration: Health, Social Studies, ELL

Background Information:

Coaches teach athletes the skills they need to know in their sports. They oversee a sports program and do a variety of activities to keep the program organized and positive for the athletes. Coaches might work with high school, college, or professional athletes.

Objective:

Students will gain an understanding of the work of a coach and how a coach contributes to a community.

Hands-on Activity: Interview the Coach

Begin by asking the class if they know any sports coaches. Encourage them to tell the coach's name and how he/she helps their team. Lead the students to discuss their familiarity with the sports that are coached in their high school and write the sports on the board. Once the list is completed, have students discuss how a high school coach's career might be different from a teacher who doesn't coach.

Conclude the discussion by telling the students you are going to give them an opportunity to ask the high school coaches questions about their job. Give each student a piece of paper and ask them to select a sport listed on the board. Have them write the name of their chosen sport on the top of their paper. Under the title of the sport, have them write two questions they would ask that sport's coach if he/she were in the room. If time allows, students can draw an illustration on the paper. Conclude by showing the picture of a coach from the **I Can Be... Series**.

Materials:

Paper for each student, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Coach's Award:** Have students design a ribbon that could be presented to a coach to thank him/her for their hard work.
- **The Best Coach:** Have students imagine they are a coach for their favorite sport. Ask them to describe how they train and inspire their team.
- **Play Sports/Be Healthy:** Have students create a poster that shows the health benefits of playing sports.

Workplace Connection:

Invite high school coaches to visit the class. Ask them to respond to the students' questions that were generated in the whole class discussion.

Evaluation/Comments:

Computer Programmer



Cluster: Information Technology

Content Area Integration: Technology, Math, Social Studies, ELL

Background Information:

Computer Programmers write instructions, called programs, in codes that tell computers what to do. They also check programs after they are written, look for mistakes, and fix them. Programmers help people in a community who use their programs by talking with them about their needs and making changes to improve the programs. They also write manuals to explain how a program works.

Objective:

Students will gain an understanding of the work of a computer programmer and how a computer programmer contributes to a community.

Hands-on Activity: Coding a Robot

Ask one child to come to the front of the room to pretend he/she is a robot that has just been built, and the class is going to help him/her become a functioning robot. Explain to the class the robot cannot operate without rules for each of its separate parts. You will give the class the following rules for three robot activities:

- Rule 1: Robot will flap arms when it hears the word flap.
- Rule 2: Robot will smile when it hears the word smile.
- Rule 3: Robot will jump when it hears the word jump.

Go around the room and have each student give the robot one of the rules to follow. After the robot receives a rule, or command, from each student in the room, explain that the robot is like a computer. Computers follow rules, or codes, that tell it how to behave. The person who writes the rules is called a computer programmer. The programmer breaks complicated activities into codes for the computer to follow.

Have the students look at the classroom computers, and discuss what activities the computer performs for them. Emphasize each computer activity mentioned had to be broken into codes by a programmer before the computer can perform the activity. Programmers help everyone in their community who uses a computer. Conclude by showing the picture of a computer programmer from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Make a Pattern:** Have students draw a series of the same object of their choice. Ask that they draw the same object ten to twenty times. Then have them color the objects to make a pattern, or code.
- **Discover the Patterns:** Have the students look around the classroom to find as many patterns as they can. Have them record some of the patterns by drawing pictures of what they see. At the end of the pattern drawings, ask students to write a few sentences explaining how patterns may be like a computer programming code.
- **Programming the Robot to Draw a Face:** Have students create a list of steps that a robot must follow to draw a face on a piece of paper. Students can read their instructions to the class to see if their coding is going to accurately create a face.

Workplace Connection:

Invite a programmer, or someone who works with a programmer, to visit the classroom.

Evaluation/Comments:

Construction Worker

Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, ELL

Background Information:

General construction workers do most of the basic work at a construction site. They do a wide range of tasks, such as digging ditches, unloading building materials, or helping tear down buildings. Most of the tasks they do require physical labor. There are many specialty trades in construction. They include boilermaker, carpenter, brick mason, electrician, fencer, heavy equipment operator, plumber, pipefitter, and painter.

Objective:

Students will gain an understanding of the work of a construction worker and how a construction worker contributes to a community.

Hands-on Activity: Put on Your Hard Hat

Prior to engaging students in the Hard Hat activity, write the following words on a large piece of paper: grocery store, hospital, house, road. These words will be used to prompt the students. You may want to create prompt cards to align with actual construction activity going on in your community.

Begin by having students put on their imaginary hard hat. If possible, have a hard hat in the front of the room for the students to see. Have students stand by their desk and walk in place until you hold up the grocery store prompt card. Have them stop and explain they are in front of the grocery store being remodeled. Explain there are several people wearing hard hats moving around; have the students discuss what the hard hat workers could be doing. Encourage students to identify a wide range of activities.

When the discussion has opened the children's minds to all the possible types of construction activities, have them once again walk in place by their desk until you hold up the next card to repeat the activity. For each card have a different type construction activity (i. e. hospital being built, house being painted and reroofed, road being paved). After the last prompt card has been discussed, give students a paper with the shape of a hard hat drawn on it, or have the students draw their own hard hat. Inside the hat, have the students draw pictures, or write the names, of all the places their hard hat could work. Conclude by showing the picture of a construction worker from the **I Can Be ...Series**.

Materials:

Prompt cards, paper with hard hat in the middle

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Create a Construction Worker:** Provide large piece of construction paper and scraps of different colors. Have students use scraps to create a construction worker. Ask them to remember the construction worker would wear a hard hat. They should include two tools or machines in their artwork to represent the type of construction worker they have created.
- **How Construction Workers Help My Community:** Provide students with a writing page to explain why construction workers are important to a community.
- **Noun Town:** Provide students with a piece of paper with a construction worker in the middle of the page, or have the students draw the worker. Ask them to write the names, or draw pictures, of tools and equipment a construction worker might need.

Workplace Connection:

Invite someone who uses tools to visit the class, or visit a local home improvement store.

Evaluation/Comments:

Crossing Guard

Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Art, Social Studies, ELL

Background Information:

Crossing guards direct walkers and drivers on roads and at construction sites. They help a community by keeping people safe from accidents.

Objective:

Students will gain an understanding of the work of a crossing guard and how a crossing guard contributes to a community.

Hands-on Activity: Directing the Class

Begin by asking the class what they know about the work of the school crossing guard. Continue the conversation by discussing where else they see crossing guards and why their work is important to the community. End the discussion by having students take turns being a crossing guard. Allow each student time for directing the class from one area of the room to another. Pretending to be a crossing guard could also be an outdoor activity. Conclude by showing the picture of a crossing guard from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Thank You:** Have students write a thank you letter to the school crossing guard(s).
- **Crossing Guard Job Description:** Have students write a job advertisement for a school crossing guard. Ask them to describe the work in detail, so an applicant will know what they must do.
- **Celebrate a Crossing Guard:** List the following words on a paper:

vest

pedestrian

car

sign

traffic

street

Have the students draw a poster of a crossing guard at work. The student can label the poster using the word bank provided.

Workplace Connection:

Schedule a Keep Our Community Safe Day. Ask a crossing guard to be included in the presentations to discuss how he/she contributes to community safety. Other presenters could include a firefighter and police officer.

Evaluation/Comments:

Dentist



Cluster: Health Science

Content Area Integration: Art, Health, Math, Social Studies, ELL

Background Information:

Dentists examine patients' mouths and treat problems of the teeth and gums. They also teach people how to take care of their oral health. Most are general dentists and handle a variety of needs. Some specialize in areas such as oral surgery or straightening teeth. Dentists ensure citizens in a community have good oral health care.

Objective:

Students will gain an understanding of the work of a dentist and how a dentist contributes to a community.

Hands-on Activity: Dentist Doodle

Explain to the class that you are going to spend a few minutes discussing what they know about a dentist. As the students respond to your questions, create a word wall for them to reference after the discussion. Ask questions like the following:

- Why do you go to the dentist?
- What unique items do you see in the dentist's office?
- What makes a dentist smile?

Continue until the word wall is covered with words. Conclude the discussion by showing the picture of a dentist from the **I Can Be... Series**.

After the discussion, give each student a piece of paper with a large, toothy smile drawn in the middle of the paper. Have the students draw all around the smile with pictures of words from the word wall. When the students have filled the page with drawings, have them finish the following sentence at the bottom of the page: *Dentists can....*

Materials:

Large paper for word wall, paper with toothy smile drawn in the middle for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Finish the Story:** Provide students with the following story starter: My visit to the dentist was very funny.
- **Tooth Fairy Money:** Ask the students to draw a picture of the tooth fairy. Underneath the picture, have them draw the money that was left the last time the tooth fairy visited them. Next to the money, have them record the total.
- **Brush Those Teeth:** Have students list the steps that must be followed to brush teeth correctly. Ask the students to number each step and provide as many details as possible.

Workplace Connection:

Schedule a Be Healthy Day. Invite a dentist, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. Dentist doodles can be displayed around the room.

Evaluation/Comments:

Detective



Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Science, Social Studies, ELL, Art

Background Information:

Detectives, or investigators, look for evidence of possible crimes and protect people. Some work for state and local law enforcement agencies. Other are agents for the federal government. They work for agencies such as the FBI, the Secret Service, or U.S. Customs and Border Protection. Detectives help keep communities safe.

Objective:

Students will gain an understanding of the work of a detective and how a detective contributes to a community.

Hands-on Activity: What Happened?

Begin by telling the students you would like to play a game called What Happened. Explain you are going to tell them something that has happened, and they must guess what caused it to happen. You can provide happenings like:

I cried.

I laughed.

The floor is muddy.

The car stopped suddenly.

My dog is gone.

After students offer a variety of possible causes for each situation, ask them if they know of a career where someone spends a lot of time figuring out why certain things have happened. Ensure students understand it is the job of a detective to look at what has happened and then determine the cause. Continue the discussion by having the class analyze an imaginary case. Present the following:

The case: the school cook has reported her recipe box has been stolen.

Discuss with the class what they know about the lunchroom and why this is a serious situation. Have the students plan how they would investigate this situation. After the case analysis activity, give the students the opportunity to discuss the work of a real detective and why their work is important to the safety of a community. Conclude by showing the picture of a detective from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Investigating Fingerprints:** Have a paper with the shape of a left and right hand available for the students. Have students dab each of their fingers on a washable ink pad and place each corresponding fingerprint on the sheet of paper. Ask students to write a description of their fingerprints.
- **Cause and Effect:** Fold a piece of paper in half, and on the right side of the paper list several things that have happened. The happenings can be like the ones presented in class discussion (i.e. the car stopped). Have the students write the cause next to each item you have listed on the left hand side, so students can readily see the cause and effect. Effects could also be written, and the students could list the cause.
- **Design the Badge:** Have the students design a detective badge.

Workplace Connection:

Contact the local police department to ask if they can send an officer to your class to talk about the work of a detective.

Evaluation/Comments:

Doctor



Cluster:Health Science

Content Area Integration: ELL, Science, Social Studies, Art, Health

Background Information:

Doctors, or physicians, help people be healthy. There are many types of doctors. Family doctors and pediatricians are the types most people see on a regular basis. Other doctors specialize in specific health fields, or body systems. Some doctors work in an office, others in the hospital, and some might practice in laboratories where they develop new medications and research cures. Doctors help a community by seeing patients, running and interpreting tests, prescribing medicine or treatments, and talking to patients about how to stay healthy.

Objective:

Students will gain an understanding of the work of a doctor and how a doctor contributes to a community.

Hands-on Activity: Doctor Acrostic

Ask the students what it means to be healthy. Once students have agreed upon the importance of being healthy, lead them to identify it is a doctor who helps people stay healthy. Have the students brainstorm all the words they can think of that describe a doctor. Record all words on a word wall or white board.

End the class activity by giving each student a doctor acrostic poem template. Students can use words from the word wall to complete the poem template. Conclude by showing the picture of a doctor from the **I Can Be... Series**.

Materials:

Paper for word wall, acrostic poem template for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **A Day in the Life:** Have the students imagine they are doctors. Have them write a description of what they do in a day.
- **Doctor in Action:** Provide a picture of doctor, or have the students draw a doctor. Around the picture, have students write action verbs associated with being a doctor.
- **Doctor Stuff:** Provide a picture of doctor, or have the students draw a doctor. Around the picture, have students write nouns associated with being a doctor.

Workplace Connection:

Schedule a Be Healthy Day. Invite a doctor, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. Share student acrostic poems with the guests.

Evaluation/Comments:

Engineer



Cluster: Science, Technology, Engineering and Math

Content Area Integration: Art, Social Studies, Science

Background Information:

Engineers use science and math to solve problems everywhere in the world around us. The field of engineering offers more career options than any other discipline (mechanical, civil, industrial, chemical, biomedical, aerospace, computer, earth resources, electrical, environmental, materials, nuclear, and software). Engineers apply science to the needs of humanity. They improve the way a community communicates, works, travels, and stays healthy.

Objective:

Students will gain an understanding of the work of an engineer and how an engineer contributes to a community.

Hands-on Activity: Design Time

Explain to the students that today they are going to imagine it is their job to design a dream car for a large automobile company. Have large piece of bulletin board paper, or use the white board, with the shape of a car drawn on it. Have one student at a time come to the front of the room, draw a unique feature on the car, and explain their addition, or modification, to the car. As each student contributes, affirm their contribution by emphasizing that each new component is part of the design. Encourage them to add to existing features if they cannot think of something original.

After the car design is completed, explain that they just worked like an engineer; engineers design things to be built. To help the students understand the importance of design, have each student work with a classroom partner, discuss other things in their community, inside and outside, that an engineer has designed. Each team can share their ideas. Conclude by showing the picture of an engineer from the **I Can Be... Series**.

Materials:

Large piece of bulletin board paper

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Rocket Design:** Set out many objects like pencils, straws, construction paper, craft sticks, ribbon, etc. Have the students design a rocket.
- **Paper Weight Challenge:** Provide students with a sheet of construction paper and a strip of tape (approximately 2'). Have them design a shape that can be used to hold a book off the ground.
- **New and Different Designs:** Provide a set of Legos, or blocks, for the students. Tell them to create a structure that uses all the blocks. Students can draw a picture of their structure, then redesign using the blocks in a new and different structure. Again, they can draw the next design.

Workplace Connection:

Invite two, or more, different types of engineers to speak to the class about the various types of engineering.

Evaluation/Comments:

Farmer

Cluster: Agriculture, Food and Natural Resources

Content Area Integration: Art, Science, Social Studies, Health Enhancement

Background Information:

Farmers plant, grow, and harvest crops that include grains, fruits, or vegetables. Others care for animals such as chickens and pigs. They drive and maintain equipment, manage the soil, and keep records of feeding, production, and overall costs. They help a community by raising plants and animals for people of all ages to eat and enjoy.

Objective:

Students will gain an understanding of the work of a farmer and how a farmer contributes to a community.

Hands-on Activity: Farmer Word Wall

Ask the students to brainstorm all the crops (vegetables, grains, fruits) that they can think of that we grow in Montana. Record all student responses on a large piece of bulletin board paper. Next ask students to brainstorm all the animals raised in Montana. Add these words to the word wall paper as they are contributed by the students. After the brainstorming, ask the students if they know the name of the person who grows crops and raises animals. After students have shared the word farmer, celebrate the farmer word wall they have just created by adding the word Farmer to the top of word wall. Extend the conversation by discussing how the farmer feeds the community they live in, ensuring that students understand the critical role farmers play in their community. Conclude by showing the picture of a farmer from the **I Can Be... Series**.

Materials:

Large piece of bulletin board paper

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Feast on a Plate:** Have students draw and color their favorite meal on a paper plate. When students have completed their meal, have them draw a circle around each item that came from a farm.
- **Farmer Word Wall:** Have students use construction paper to create pictures of food and animals raised in Montana. Students can paste their picture next to the name of their food, or animal, on the word wall.
- **Design a Chicken Coop:** Have students fold paper into quarters. In each quarter ask them to draw the following (prior to drawing visit with the students about nesting, lighting, food, water, heat, etc.):
 - Box 1: Design the outside of the coop.
 - Box 2: Design the inside of the chicken coop.
 - Box 3: Design the perfect yard for the chicken coop.
 - Box 4: Draw the happy chicken family that will live in the coop.

Workplace Connection:

Take a trip to a local grocery store. Have someone lead a tour explaining everything in the store that comes from a farm.

Evaluation/Comments:

Firefighter

Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Social Studies, ELL

Background Information:

Firefighters respond to fire alarms and spotted fires. Firefighters work in cities, towns, and forests. They protect the community by putting fires out and responding to other emergencies.

Objective:

Students will gain an understanding of the work of a firefighter and how a firefighter contributes to a community.

Hands-on Activity: Spotlight on the Firefighter

Put the following words on the board: **hat, hose, boots, axe, ladder, water, special suit.**

Ask the students what community helper these words describe. Once the students agree the words describe a firefighter, have the students discuss what firefighters do, where they work, and what kind of person would be a good firefighter. After the discussion, give each student a paper with the following sentence starters:

I think being a firefighter would be...

Firefighters can...

Firefighters have...

Firefighters are...

Provide time for students to share their responses. Conclude by showing the picture of a firefighter from the **I Can Be... Series.**

Materials:

Paper with sentence starters

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **My Fireman Story:** Have the students write about their imaginary day as a firefighter.
- **Fire Poster:** Have students create a poster showing that fires are hot and dangerous.
- **Thank You:** Have students write a thank you letter to the local firefighters thanking them for keeping the town safe.

Workplace Connection:

Invite a firefighter to visit the school. Ask the firefighter to bring things they use on the job.

Evaluation/Comments:

Flight Attendant

Cluster: Transportation, Distribution, and Logistics

Content Area Integration: Art, Social Studies, ELL

Background Information:

Flight attendants work in the cabins of airplanes. They keep passengers safe and make sure everyone follows security regulations. They also try to make flights comfortable and pleasant for passengers. Most flight attendants work for major airlines.

Objective:

Students will gain an understanding of the work of a flight attendant and how a flight attendant contributes to a community.

Hands-on Activity: Welcome Aboard

If convenient, combine this activity with student snack time. Arrange student chairs in pairs with an aisle down the middle. Ask the students to sit in their chairs and listen carefully. Begin by telling the students it is a good time to review school, or classroom, safety rules. Summarize the rules briefly. Next review the class schedule for the day, explaining the schedule will begin after the students return to their desks. Lastly, tell them you hope they are comfortable for the next few minutes. Proceed by walking down the aisle giving each of them a snack. After snack time, dismiss the students by rows to return to their desks.

When students have returned to their desks, ask them to discuss all the things you just did for them. List on the board. Read the list and ask the students if they know of a career that allows someone to help keep people safe, comfortable, and behaving in an organized manner. After identifying flight attendant, ask what rules and time schedules he/she would review for the passengers.

Conclude by having students turn to their neighbor to discuss what special knowledge and skills one would need to be a flight attendant. After a designated time, ask student teams to share. List the words and phrases on a flight attendant word wall. Conclude by showing the picture of a flight attendant from the **I Can Be... Series**.

Materials:

Bulletin board paper and a snack for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Greetings to the Passengers:** Have students imagine they are flight attendants. Ask them to write a speech they would give to passengers before taking off from the airport.
- **Traveling the Country:** Have maps of the United States available. Ask the students to select a departure city and the destination city. Have them write the two cities on the top of a paper; underneath the cities have them list all the states they would fly over. Students can list several possible flights.
- **Meet the Flight Attendant:** Have the students use the word wall to write a job description for a flight attendant. Encourage the students to include illustrations in their job description.

Workplace Connection:

Invite a flight attendant to visit the class.

Evaluation/Comments:

Forest Ranger



Cluster: Agriculture, Food, and Natural Resources

Content Area Integration: Art, Social Studies, ELL

Background Information:

Foresters manage forests, parks, and other natural resources to keep them healthy. They plan where trees should be planted, or cut, to protect wildlife, soils, and water. Most foresters work for local, state, or federal government. Some work for forest products companies.

Objective:

Students will gain an understanding of the work of a forest ranger and how a forest ranger contributes to a community.

Hands-on Activity: A Walk in the Forest

Begin by asking the students to describe what they see in a forest; encourage them to share experiences they have had in the forest. Explain to the students they are going to have an opportunity to create a classroom forest. Assign each student a section on a long piece of bulletin board paper to draw and color a forest scene. A medium other than crayons can be used, if desired.

After all drawings are complete, hang the forest scene on the wall. Continue by asking the students if they know who manages a forest so it stays healthy for everyone to use. Have the students share what they know about the duties of a forest ranger.

Next ask the students to imagine they are forest rangers in the forest they just created. Provide them with a piece of paper to write a message to anyone who will be visiting their forest. Conclude by showing the picture of a forest ranger from the **I Can Be... Series**.

Materials:

Long sheet of bulletin board paper, crayons or medium of choice, piece of paper for every student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Plan the Camp Out:** Ask the students to create a list of all the camping supplies they will need for a camp out. At the end of the list, the students should write a summary sentence about camping preparations.
- **Forest Map:** Have the students create a forest hiking trail map. Ask them to label special sites on the trail.
- **Name the Forest:** Ask the students to design a sign for a hiker to see as he/she would enter the forest the students drew. Students should have an original name on the sign.

Workplace Connection:

Invite a local forest ranger to visit the class.

Evaluation/Comments:

Gardener



Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, Science

Background Information:

A gardener, landscaper, or groundskeeper plant and take care of flowers, lawns, shrubs, and trees. Landscapers work at office buildings, hotels, malls, and homes. Groundskeepers work on sports fields, golf courses, and parks. Some work in winter keeping walks and driveways free of snow.

Objective:

Students will gain an understanding of the work of a groundskeeper/landscaper and how a groundskeeper/landscaper contributes to a community.

Hands-on Activity: Design the Park

Take students on walk to a nearby park, or have a picture of a park available. Ask the students to observe all the trees, grasses, and flowers. Discuss spacing, species, and color. Encourage the students to share as many details as possible. Lead the students to understand that a landscaper was hired to create the plan and oversee the development of the park. Extend the conversation to share that the maintenance of the park is done by a local groundskeeper. Discuss all the places where students have seen grounds that were likely planned by a landscaper, who started the plans by designing the park on paper.

Give the students a piece of paper and ask them to create a plan for a park. Have them include trees, flowers, and a play area if they choose. Conclude by showing the picture of a gardener/landscaper, from the **I Can Be... Series**.

Materials:

Paper for drawings, colors/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Plant Parts:** Provide several colors of construction paper. Have students cut out shapes to make a flower and glue on a piece of construction paper. Have students label the parts of the flower: seeds, petals, stem, leaves, and roots.
- **Backyard Bolster:** Give students a piece of construction paper folded in half. On the top of the left side, write Before. On the right side write After. Ask the students to draw a picture of their backyard the way it looks currently. On the right-hand side, have them draw a picture of how they would change the design of their backyard.
- **Gardening Tools:** Have the students make a list of all the tools a gardener would need. Next to each tool on the list, the students can draw a picture of the tool.

Workplace Connection:

Invite a landscaper/gardener to visit the class.

Evaluation/Comments:

Geologist



Cluster: Science, Technology, Engineering, and Math

Content Area Integration: Art, Social Studies, Science, ELL

Background Information:

Geologists work to understand the history of our planet. They study earth processes (landslides, earthquakes, volcanoes), earth materials (rocks, minerals, oils, etc.), and the earth's history. They help a community create maps, locate rocks that contain special metals, and understand the history of the earth in their area.

Objective:

Students will gain an understanding of the work of a geologist and how a geologist contributes to a community.

Hands-on Activity: Looking at Landforms

Have students create a 3-D picture of landforms on construction paper. On a piece of white construction paper have the students cut, or tear, the following to glue on the white paper: brown mountains, green hills, blue river and lake, tan prairie, and add snow on the mountain tops.

When landforms are completed lead a discussion on why someone would study each landform. After the discussion, share that the person whose job it is to study landforms is a geologist. Extend the conversation to discuss the importance of this work for a community. Conclude by showing the picture of a geologist from the **I Can Be...Series**.

Materials:

White, brown, green, blue, and tan construction paper

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Geologist Tool Kit:** Have students draw pictures of items a geologist would need for their work (hammer, chisel, compass, magnet, map, flashlight, etc.). Students can explain why each tool they drew is necessary.
- **Rock Story:** Have students write a story from a rock's perspective. How was it formed? How did it travel? Where has it been?
- **Rock Comparison:** Have a box of rocks available for students. Have them place the rocks into groups according to their characteristics like heavy, shiny, bumpy, color, etc. Students can explain their classification to the class.

Workplace Connection:

Visit a high school earth science classroom and ask the teacher to share some of the projects/activities students in his/her class do that prepares them to study geology.

Evaluation/Comments:

Grocer



Cluster: Marketing

Content Area Integration: Social Studies, ELL

Background Information:

A grocer is owner, or operator, of a store that sells general food supplies and certain nonedible articles for household use. A grocer provides a local community the opportunity to buy food and household items in a location near them.

Objective:

Students will gain an understanding of the work of a grocer and how a grocer contributes to a community.

Hands-on Activity: Off to the Grocery Store

Explain to the class that you are going to send your spouse to the store to buy groceries this week. He/she does not enjoy shopping, and you would like the class to help you make sure he/she can get through the store efficiently. Brainstorm with the class all the different aisles they can think of that contain specific products (i.e. cereal, canned vegetables, produce, meat, etc.). Record responses on a large piece of paper. Have the students review the list to discuss anything your spouse will need to know about each section. Thank the class for helping you recall all the details of a local grocery store.

Conclude the discussion by telling the class that one person may oversee all the sections in a store. Introduce the term grocer to the class. Brainstorm with the class why this is an important job for the community. Add these comments to the list of grocery store sections. Conclude by showing the picture of a grocer from the **I Can Be... Series**.

The brainstorming list can be delivered to a local grocer.

Materials:

Large piece of bulletin board paper.

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- Map the Store: Have students draw the floor plan for a grocery store. They may refer to the class list for all the sections to include.
- Grocery List: Have one or two recipes available for the students to read. Have the students create a grocery list of all the ingredients they will need to make the recipe(s).
- A Grocery Store Tale: Have the students write a story about an interesting experience they had at a grocery store.

Workplace Connection:

Visit a local grocery store for a tour.

Evaluation/Comments:

Hairstylist



Cluster: Human Services

Content Area Integration: Art, Social Studies, ELL

Background Information:

Hairstylists provide hair styling and beauty services to help clients look their best. Hairstylists wash, cut, color, and style hair. Most work in salons, and about half of them are self-employed.

Objective:

Students will gain an understanding of the work of a hairstylist and how a hairstylist contributes to a community.

Hands-on Activity: Create a Portfolio

Write the word Hairstylist on the board. Ask the students how they would describe a hairstylist. Have them share experiences they have had with a hairstylist. Lead the discussion to create an understanding of the special skills a hairstylist must have, such as he/she must enjoy visiting with clients, be upbeat, be able to take criticism, and be able to stand for long periods of time.

After generating an understanding of the skills hairstylists must have, explain to the students they also need to show off their skills to potential employers. They show off their skills by creating a portfolio of their work. Explain that a portfolio is a series of before and after pictures of clients, and today the students will create a mini hairstylist portfolio. Give the students a piece of paper divided into four quarters, have the title My Portfolio across the top. In the lower right -hand corner, have a place for the hairstylist to sign their name. Ask the students to draw two before and after pictures of their clients. Encourage students to think about the cut, color, and style in their after pictures. Conclude by showing the picture of a hairstylist from the **I Can Be ...Series**.

Materials:

Paper divided into four quarters and labeled for the portfolio assignment

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Talking to a Client:** Ask students to prepare a list of five questions hairstylists could ask a client, so they can give them the perfect haircut and make them feel comfortable.
- **Getting a Haircut:** Have students write a paragraph describing the process of getting a haircut in a salon.
- **Kiddo Salon:** Ask students to design a floor plan for a hair salon for children only. Have them label each feature of the salon.

Workplace Connection:

Visit a local hair salon. Students can present the hairstylist(s) with their portfolio.

Evaluation/Comments:

Housekeeper

Cluster: Hospitality and Tourism

Content Area Integration: Math, Social Studies, ELL

Background Information:

Housekeepers do general cleaning tasks such as making beds, vacuuming, dusting, and emptying trash. Many work in hotels, restaurants, and health care facilities. Others work in private homes, where their tasks might include cooking meals and caring for children or elderly people.

Objective:

Students will gain an understanding of the work of a housekeeper and how a housekeeper contributes to a community.

Hands-on Activity: Helpful Housekeepers

Display a picture of a local hotel, or hotel of your choice, in the front of the room for all the students to see. Ask students to share experiences they have had staying in a hotel or motel. Lead the discussion to call students' attention to the fact that a hotel housekeeper works very hard before guests arrive to have their room clean and ready to enjoy. Explain that people check out, and in a short time, the housekeeper has the room ready for new guests. They must work very fast and pay attention to details to get the room perfectly clean. Explain that today you would like the students to think about the checklist a housekeeper must have to get a room prepared for new guests.

Divide the students into small groups to create a housekeeper checklist that includes all tasks that must be completed by a housekeeper between the time guests leave and new guests arrive. After an appropriate amount of time, have each group report what they think must be on the checklist. As groups report out, record each task on the front board. End the discussion by giving students paper to write a thank you note to a housekeeper. They may refer to the list on the board for facts to include in their letter. Conclude by showing the picture of a housekeeper from the **I Can Be ...Series**.

Materials:

Picture of hotel/motel, paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Job Wanted:** Ask students to imagine they want a job as a housekeeper. Have them write a paragraph describing why they would be a terrific housekeeper. The paragraph should be titled Job Wanted.
- **Beat the Clock:** Have clocks available for the students to use. Ask students to list five housekeeper chores from the checklist the class created. Next to each chore, have the students write down how much time the housekeeper will need for this duty. Have students total the minutes needed for the selected chores.
- **Housekeeper Helpers:** Give students a piece of paper for them to draw a picture of a housekeeper in the middle of the page. Ask them to surround the picture with all the supplies a housekeeper needs to complete his/her work. Students can draw pictures or write the name of each supply.

Workplace Connection:

Visit a local hotel or motel. Have the housekeeper walk students through a room cleaning.

Evaluation/Comments:

Janitor



Cluster: Hospitality and Tourism

Content Area Integration: Art, Health, Social Studies, ELL

Background Information:

Janitors keep buildings clean and in good condition. They work in office buildings, schools, hospitals, hotels, and other places. Some only work inside buildings, while others also do outside work such as mowing lawns or shoveling snow.

Objective:

Students will gain an understanding of the work of a janitor and how a janitor contributes to a community.

Hands-on Activity: Jaw with the Janitor

Invite the school janitor, or janitors, to visit with your class. Ask them to come prepared to tell the students about all the tasks they do when school is in session and when it is not. Encourage them to include all tasks. As the janitors talk, you can write their duties on a large piece of paper for students' later reference. Have the janitors end their visit by telling the students things they can do to assist them in keeping the school clean and the pride of the community.

After the janitors leave, give each of the students a piece of paper with the title Junior Janitor written on the top. Ask the students to reflect on what the janitors do for them; you can also review the list of chores recorded in the front of the room. Have students write a sentence or two about a behavior they are willing to do that will help the janitors in their school. Below the sentences, the students can draw a picture illustrating how they will be a junior janitor. Conclude by showing the picture of a janitor from the **I Can Be ...Series**.

Materials:

Large piece of bulletin board paper, paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Thank You:** Have the students write thank you letters to the school janitor(s). Ask the students to express appreciation for at least one of the duties the janitor described to the class.
- **No Janitor Today:** Ask the students to write a story about the day the janitor did not come to work. Students can illustrate their story if time allows.
- **Where are the Janitors:** Ask the students to list all the businesses and buildings in your community that employ a janitor. At the end of the list, have the students briefly explain why janitors are important to the community.

Workplace Connection:

Invite janitors from other business in your town to explain to the students how their job may be different from the school's janitor.

Evaluation/Comments:

Judge



Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Social Studies, ELL

Background Information:

Judges apply laws to court cases and oversee trials and hearings. They listen to evidence, decide who wins the case, and sentence people when they have been found guilty of a crime. They are important to a community because they make sure trials are fair and people's rights are protected.

Objective:

Students will gain an understanding of the work of a judge and how a judge contributes to a community.

Hands-on Activity: You Be the Judge

Begin discussing the word judge with the students, then ask for a volunteer to be a judge for a classroom discussion. Explain that you are going to divide the class into two teams to settle a dispute about the best candy in town. Assign each team a specific candy. Hold up a piece of each candy, and spend a few minutes discussing each one. Next, have each team sit in a group to think of the reasons their candy is the best. Follow the team discussion by giving each team an appropriate amount of time to tell the judge why their candy is the best; ideally each student on a team could contribute one reason.

At the end of the presentations, the judge will have to decide which candy is the best. Have the judge tell the class why he/she made the specific selection. Explain to the class that there are judges in courtrooms in every community to help people settle disputes. The activity can be concluded by distributing a piece of each candy to the students. While students eat the candy have them brainstorm why it is important to have a judge settle a dispute. Conclude by showing the picture of a judge from the **I Can Be ...Series**.

Materials:

Two types of candy for each student in the class

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Solve a Problem**: Have the students write down a classroom problem. Underneath the problem they identify, have them write how the problem can be solved.
- **Be the Judge**: Select two books for the students to read. Ask them to write which book is the best and why.
- **Fairy Tale Decision**: Select a fairy tale book that the students are familiar with and have it available for the students to review. Select a character from the book and write the name at the top of a piece of paper. Ask the students to draw a picture of the character, and the under the drawing explain if they judge the character had broken laws and should have been punished.

Workplace Connection:

Invite a judge to visit the classroom.

Evaluation/Comments:

Lawyer



Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Art, Social Studies, ELL

Background Information:

Lawyers, also called attorneys, advocate, advise, and counsel clients they represent. Lawyers work in a variety of fields, from criminal to patent law. They may work inside a courtroom, but also perform many duties outside a courtroom such as research, preparing cases, and offering advice to clients. Clients can be individuals, businesses, and organizations. They help a community by ensuring all citizens engage in activities in accordance with the law.

Objective:

Students will gain an understanding of the work of a lawyer and how a lawyer contributes to a community.

Hands-on Activity: Writing a Law

Ask the students to share some of the classroom/school rules they believe are important. After brainstorming, have the class determine the rule they think is most important. Write the rule on the board. Explain you would like to have the class look at the rule to make sure it is truly a good rule. Ask the following questions:

- Do you think the rule is written clearly?
- Do you understand the rule?
- Does the rule contradict any other school rules?
- Is the rule enforceable?
- What penalties would you suggest if the rule is broken?
- Are the penalties reasonable?
- Do you think the rule needs to be rewritten?

At the end of discussion, explain that people who look at rules, or laws, and make sure they are reasonable and enforceable are called lawyers. Discuss why the process of looking at laws protects people in the community from being treated unfairly. Conclude by showing the picture of a lawyer from the I Can Be ...Series.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Thinking Like a Lawyer:** Have a list of classroom and/or school rules printed for the students to rate by putting a smiley face next to the most important rules. Have them add any additional rules that they believe are needed.
- **Laws for the Community:** Ask the students to write 3-5 laws for their town, or community, that are needed to keep everyone safe.
- **The Town with No Laws:** Have the students write a story about a town with no laws. They can illustrate their story when they finish.

Workplace Connection:

Visit the local court house for a tour.

Evaluation/Comments:

Librarian



Cluster: Education and Training

Content Area Integration: Library Media, Social Studies, Art, ELL

Background Information:

Librarians help users find information in books, magazines, papers, CDs, and online. They also keep library materials in order, select new items, manage day-to-day activities, and supervise employees. They work in public libraries, school libraries, or special libraries such as law libraries.

Objective:

Students will gain an understanding of the work of a librarian and how a librarian contributes to a community.

Hands-on Activity: The Librarian Story

Schedule a time for the school librarian, and other community librarians, to visit the class. Prior to their scheduled visit, ask the students if they know any librarians other than the school librarian. After discussing the librarians that they are familiar with, give each student a paper bag to make a puppet that represents a librarian. When the students have finished their puppet, explain they are going to use their puppet to talk to librarians. They will use their librarian puppet to introduce themselves as a librarian and tell one chore they do every day. Put the students in small groups, or with a partner, to practice introducing themselves and describing one daily librarian chore.

An alternative would be to have the students come to the front of the room and individually share what they will tell the librarians. When the librarians arrive, introduce them to the room of librarian puppets. Proceed with the student presentations. After students have finished introducing themselves and sharing their daily librarian chore, have the librarians tell the students any the chores that were not mentioned and correct any misconceptions that may have been presented. Have students thank the librarians for coming to class by presenting them with their librarian puppets to display in the library. Conclude by showing the picture of a librarian from the **I Can Be ...Series**.

Materials:

Paper bags, materials for decorating the bags

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Traveling Library:** Ask the students to imagine they oversee a Book Mobile for their community. Have them make a list of all the stops the Book Mobile should visit every week. Encourage them to think about people who would have a hard time getting to the library. Give them a local map to mark the places they have listed for the Book Mobile to visit.
- **Book Jacket:** Have the students design a book jacket for their favorite book.
- **Story Time:** Have the students imagine they are the school librarian. Ask them to write a paragraph that describes the next book they will read for the upcoming kindergarten library hour and why they have selected this book.

Workplace Connection:

Visit the public library. Have students compare and contrast the public library with the school library.

Evaluation/Comments:

Lifeguard



Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Art, ELL, Social Studies

Background Information:

Life guards watch out for the safety of swimmers. They warn people about dangers, rescue people who need help, and provide first aid when accidents happen. Life guards work at beaches, lakes, or pools.

Objective:

Students will gain an understanding of the work of a lifeguard, and how a lifeguard contributes to a community.

Hands-on Activity: The Pool Rules

Write the following list on the board:

- No food or drink in pool or on pool deck
- Shower before entering the pool
- No diving
- No running or horseplay on pool deck

Read the rules and ask the students where they would see rules such as these. After discussing where students have seen these rules, ask who oversees enforcing these rules. Once the class has identified the lifeguard as the person in charge of pool rules, discuss why each rule is important to the safety of everyone using the pool.

Explain that you do not believe the list of rules discussed is complete. Give each student a piece of paper and ask them to write at least two more important safety rules to add to your list. If time allows students can draw an illustration to go with their rules. Ask students to share the rules they believe need to be added to the list and why. Conclude by showing the picture of a lifeguard from the **I Can Be ...Series**.

Materials:

Paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- Picture the Beach: Ask students to draw a picture of a day at the beach. Tell them to include the following in their picture: lifeguard chair, lifeguard with megaphone and lifebuoy ring, beach, and children in the water.
- A Pool Story: Have the students imagine they are lifeguards. Ask them to write a story describing their funniest day as a lifeguard.
- Water Park Design: Have students design a map for a water park. Ask them to include slides, pools, concessions, lifeguard stations, and any other special features they would like.

Workplace Connection:

Invite a lifeguard to visit the class.

Evaluation/Comments:

Mail Carrier



Cluster: Government and Public Administration

Content Area Integration: Art, Social Studies, ELL

Background Information:

Mail carriers receive and sort mail in post offices. Then they deliver the mail on foot, or in vehicles, to homes and business in cities, towns, and rural areas. Mail carriers work for the United States Postal Service. They help a community by delivering mail and packages to every home and business six days a week regardless of weather conditions.

Objective:

Students will gain an understanding of the work of a mail carrier and how a mail carrier contributes to a community.

Hands-on Activity: Letter Delivery

Ask the children how many of them have received letters in the mail. Ask them to share why they received them and how they felt about receiving their very own mail. Continue to expand the idea that receiving letters from family and friends is a very happy experience. Explain that today you are going to help them think more about how special every letter really is.

Give each child a few moments to draw a house where they would like to send a letter to someone living there; perhaps a cousin, grandparent, friend, etc. Then have the students turn the picture over and write the town where this house is. Ask the students to fold their picture with name of the town on the outside, and then have them bring the pictures to the front of the room and pretend to mail them in a box, or bag, at the front of the room.

Following the letter drop, discuss how the letters will get from this bag to all the different addresses inside if you really took them to the post office. Have the students identify each place a letter might sit, and what workers would help move the letter along until it arrives at the address. Emphasize that the last stop is the hands of the mail carrier. This discussion could be recorded as a class generated story about the journey of a letter, stressing how the mail carrier helps the community by ensuring each letter is sorted and delivered to the correct address. Conclude by showing the picture of a mail carrier from the **I Can Be...Series**.

Materials:

Construction paper, crayons, markers, mail bag or box

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Stationary Design:** Set out a few samples of stationary and matching envelopes for the children to see. Have the students design their own stationary and matching envelope.
- **Mail Carrier Collage:** Have the students look through magazines to find pictures of anything related to mail carriers. Have the students cut and paste the pictures onto a shape of a mailbox.
- **Describe the Mail Carrier:** Have the students draw a picture of a mail carrier and around the picture write eight adjectives to describe this special community worker.

Workplace Connection:

Take a field trip to the local post office.

Evaluation/Comments:

Mechanic



Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, Science, ELL

Background Information:

Mechanics and repairers fix cars, trucks, and other machinery or electrical equipment. They help a community by providing general service repairs to a wide scope of mechanical systems that are enjoyed by consumers.

Objective:

Students will gain an understanding of the work of a mechanic and how a mechanic contributes to a community.

Hands-on Activity: Call the Mechanic

Explain to the class that you, or someone you know, had a very stressful day. Share with the students that you went out to start your car for a fun trip to town, only to discover your car wouldn't start. You decided to ride your bicycle, and within a short distance your bicycle gears jammed. You then made up your mind it was a good day to stay home and sew, only to discover your sewing machine was jammed. You then said to yourself, it must be a day for mowing the lawn. However, your lawn mower would not start. End the story by asking the students, how they think you solved all your problems?

Explain that you called mechanics to fix your problems. Mechanics are people in your community who help repair machines. Conclude the lesson by having students share a list of machines in and around their home that may need the help of a mechanic in the future. Conclude by showing the picture of a mechanic from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Fixing Things:** Have a tool box with tools for the students to examine. Have the students record each tool and describe how it can be used for repairs.
- **Super Hero T-Shirt:** Have the students design a T-shirt for a mechanic to wear to work.
- **Call the Mechanic:** Have students draw the sequence of events from the story you shared about the day you needed the help of mechanics.

Workplace Connection:

Invite a SNAP ON salesperson to bring his/her truck full of tools for the students to see.

Evaluation/Comments:

Meteorologist

Cluster: Science, Technology, Engineering, and Math

Content Area Integration: Art, Social Studies, Science, Math, ELL

Background Information:

Meteorologists study the air that covers the earth, called the atmosphere, and how it effects the environment. They often specialize in forecasting the weather. They help a community by providing weather forecasts so people can plan travel and work accordingly.

Objective:

Students will gain an understanding of the work of a meteorologist and how a meteorologist contributes to a community.

Hands-on Activity: Meteorologist for a Day

Begin the lesson by looking out the window and express your enthusiasm for listening to weather forecasts. Ask the students where they have heard, or seen forecasts. Ask them to share forecasting terms they have heard and record on the board. If students do not have familiarity with forecasting terms, write and discuss forecasting terms such as warm front, cold front, temperature, precipitation (rain, snow, sleet), cloudy, and sunny with the class.

Take the class outside, or look out the window, and have them discuss what they predict the weather will be like for the rest of the day. Noting how great the class prediction is, ask the students why it would be good for them to share their forecasts. Return to the classroom, and using the word list on the board, guide the students in organizing their classroom forecast. Be sure to include tips at end of the forecast, such as be sure to bring your raincoat today. Record forecast on the board. When the forecast is complete, tell the class that the person who does forecasting is called a meteorologist. Print the forecast for students to take home. If time allows, students can illustrate the forecast. Conclude by showing the picture of a meteorologist from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Weather Facts:** Have students write three facts they have learned about the weather.
- **Snapshot of a Meteorologist:** Have students draw a picture of a meteorologist. Provide weather maps from a local newspaper for the students to paste on a piece of paper. The drawing of the meteorologist can be glued on top the weather map.
- **Measuring Air Temperature:** Provide a thermometer. Have the students draw an enlarged thermometer on a piece of paper, including the numbers and lines that they see. Next to the drawing they can record what they know about the thermometer.

Workplace Connection:

Have the students view a forecast from a local television station. After the forecast, have the students share questions they would ask the meteorologist if they were in the classroom. Send the questions to the meteorologist for a reply.

Evaluation/Comments:

Military



Cluster: Public Safety, Corrections, and Security

Content Area Integration: Art, Social Studies, Health, ELL

Background Information:

The military is comprised of 12 service branches: five active duty and seven part-time duty. Each branch varies greatly in service commitment, location, and how its members contribute to the overall mission of protecting our country. Jobs in the military vary in type of work and responsibility; there are many different career opportunities available to service members.

Objective:

Students will gain an understanding of the work of a military service member, and how a military service member contributes to a community.

Hands-on Activity: Fit for the Job

Ask the students what being physically fit means. After the discussion has helped all students come to an agreement that physically fit refers to a general state of health and well-being and the ability to perform aspects of sports or occupations, tell them that there is a special career that requires you to demonstrate physical fitness before you can join. Explain the career you are thinking of requires a person to run two, or more, miles in a short time. Discuss how far that would be from the school, or how many laps that would be around the school track. Explain that besides running a person must also do approximately two minutes of sit-ups and push-ups. Demonstrate how long this is by having the students do some type of exercise for two minutes. When students have returned to their desk, ask them if they can guess what career requires such great fitness. Lead the students to understand that the military demands such fitness before you can join.

Write Army, Marine Corps, Navy, Air force, and Coast Guard on the board. Discuss how the military has five active branches. Have students share what they know about each branch. As students discuss the military branches, write significant words and phrases on a word wall. End the discussion by comparing each branch to a very large community with many jobs and opportunities that are very similar to careers outside the military.

Conclude the discussion by giving the students a piece of white construction paper and smaller pieces of brown and green construction paper. Have them cut and glue the brown paper to create a military service tree; green can be cut and glued for the top of the tree. Have them label and glue a branch for each active branch of service. Ask the students to refer to the word wall to choose words and phrases to write around the tree that describe military service. They may add words of their own that describe men and women that serve in the military. Conclude by showing the picture of a service member from the **I Can Be ...Series**.

Materials:

Paper for word wall, white construction paper, pieces of green and brown construction paper

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Military Monument:** Have students design a monument that recognizes at least three branches of the military.
- **Military Mini Book:** Have the students create a mini-book with a page for each branch of the military.
- **Military Appreciation Letter:** Have the students write a letter of appreciation to someone serving in the military. Students may write to someone they know, or they can write a letter with the greeting Dear Service Member.

Workplace Connection:

Invite local veterans from various military branches to visit the class.

Evaluation/Comments:

Music Conductor

Cluster: Arts, Audio/Visual Technology, and Communications

Content Area Integration: Music, Art, Social Studies, ELL

Background Information:

Music conductors lead orchestras and musical groups. Conductors guide music groups when they rehearse, perform live, or record. They choose the music to perform and help plan details, such as schedules and locations. Many communities have a conductor that works to prepare performances for various community events.

Objective:

Students will gain an understanding of the work of a music conductor and how a music conductor contributes to a community.

Hands-on Activity: Conducting the Music

Begin by telling the students that for the next few minutes you are going to be telling them what to do by using your hands and arms only; you will not be using your voice. Explain it will be very important for them to watch your arms and face very carefully so they can follow your directions correctly. Have fun directing students to walk in different directions and assume various positions such as standing and sitting. Conclude the activity by having students return to their seats and ask them if they can think of anyone who uses their hands only to keep a group of people doing their work correctly. Introduce the class to the job of a music conductor if they are not able to identify this career.

Continue the discussion by explaining everyone in an orchestra, or other musical group watches the conductor's sign language very carefully to know when to start, how fast to play, and whether to play hard or soft. Musical groups in every community require a director to help them prepare and present performances. Conclude by showing the picture of a music conductor from the **I Can Be... Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- Planning Like a Conductor: Have the students provide a list of their favorite songs to share with the music teacher, so that he/she may consider including them in future classroom music time.
- Musical Paper: Place a page of sheet music, or paper with musical symbols, at the table as a reference for the students. Ask them to create a border around a blank piece of paper using all the symbols they see. Encourage them to use many symbols in a variety of ways. Students' musical paper could be copied and used for sending a note to parents.
- Picture the Orchestra: Have a picture of a music conductor and orchestra for the students to study. Ask them to write a description of what they see and what they imagine it would sound like if they were in the audience.

Workplace Connection:

Visit the high school band room. Have the band teacher visit with the class about directing.

Evaluation/Comments:

Musician



Cluster: Arts, Audio/Visual Technology, and Communications

Content Area Integration: Art, Music, Social Studies, ELL

Background Information:

Musicians play instruments for others to enjoy. They perform for live audiences and in recording studios. They usually play one style, such as, classical, rock, or jazz. Most work with other people in orchestras, bands, or small groups. Some perform on their own as soloists.

Objective:

Students will gain an understanding of the work of a musician and how a musician contributes to a community.

Hands-on Activity: Listen to the Music

Begin by asking the students how they feel when they hear music. Record all the words the students contribute to the discussion. You may record words and phrases such as sad, like dancing, sleepy, like singing, nervous, excited, happy, etc. Tell the students they will now get to listen to different types of music and record how it makes them feel. You will play a brief snippet of music, stop the music, and allow time for students to draw the symbol that matches their feelings after hearing that sampling of music. Play snippets of various types of music. After the listening time, have students share their responses.

Next, explain to the students that no matter what type of music they heard, or how it made them feel, all the people playing the music are called musicians. Close the listening experience by allowing students to share where they have seen musicians in the community. Conclude by showing the picture of a musician from the **I Can Be... Series**.

Materials:

Blank paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Draw that Song:** Have students write the name of a favorite song at the top of a piece of paper. Below the song title, have students draw an illustration to go with the song.
- **Meet the Musician:** Have the students write a letter to a local musician. Ask them to explain they have learned the word musician, and they would like to invite him/her to perform for the class.
- **Feeling the Music:** Have a recording available for the students to listen to with headphones. Ask that they draw a picture of what they are seeing, or feeling, as the listen to the musical selection.

Workplace Connection:

Invite a local musician to come play for the class.

Evaluation/Comments:

Nurse



Cluster: Health Science

Content Area Integration: ELL, Health, Art, Science, Social Studies

Background Information:

Nurses play a significant role in hospitals, clinics, and private practices. Nurses' job duties include communicating between patients and doctors, caring for patients, administering medicine, and supervising nurses' aides. Many specialties exist for nurses; all types of nurses contribute to the best possible quality of life for people in their communities.

Objective:

Students will gain an understanding of the work of a nurse and how a nurse contributes to a community.

Hands-on Activity: Nurse Acrostic

Ask the students who they can think of, besides a doctor, that helps them stay healthy. Once students have identified nurses as workers who help them stay healthy, have them brainstorm all the words they can think of that describe a nurse. Record all words on a word wall or white board. End the class activity by giving each student a nurse acrostic poem template. Students can use words from the word wall to complete the poem template. Conclude by showing the picture of a nurse from the **I Can Be... Series**.

Materials:

Paper for word wall, acrostic poem template for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Nurse Note:** Ask the students to write a note to their parents explaining why they had to visit the school nurse today.
- **I Want to be a Nurse:** Have the students list all the reasons why they would like to be a nurse.
- **Words Around the Nurse:** Provide the students with a picture of a nurse, or ask them to draw a picture of a nurse. Have them fold the picture in half. On the left-hand side of the picture, have students write verbs associated with being a nurse. On the right-hand side, ask them to write nouns associated with being a nurse. The words should surround the nurse picture on both halves of the paper.

Workplace Connection:

Schedule a Be Healthy Day. Invite a nurse, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. Share student acrostic poems with the guests.

Evaluation/Comments:

Painter



Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, ELL

Background Information:

Painters apply paint, stain, and other finishes to walls, buildings, bridges, and other structures. They work both indoors and outdoors. Sometimes they work on scaffolds or ladders. Many work for painting and wall-covering contractors. However, more than half of professional painters have their own businesses.

Objective:

Students will gain an understanding of the work of a painter, and how a painter contributes to a community.

Hands-on Activity: Creative House Painter

Write the word Painter on the board, or show a picture of a professional painter to the class. Brainstorm all the places students have seen painters at work. Lead students to understand that painters work on a variety of structures, inside, and outside. Discuss that in most instances, a painter will apply paint according to what a client wants. However, today you would like to give the students a chance to think like a creative painter. Have the students imagine they are professional painters who have been hired to paint a house, and the client wants his house to look very different from all the other houses in the neighborhood. Discuss ways a professional painter might paint a house to make it different from all the other houses in the neighborhood. Have the students think about colors, shapes, and designs.

Conclude the discussion by giving each student a paper with the shape of a house drawn on it. Ask each student to use ideas from the class discussion to show how they would paint a very unique house. Conclude by showing the picture of a painter from the **I Can Be ...Series**.

Materials:

Paper with house drawn on it, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Painter Wanted:** Ask students to imagine they need to hire a painter to paint their bedroom. Have them write a description of how they would like their room painted.
- **Painter for Hire:** Ask the students to imagine they own a painting business. Ask them to design a poster for advertising. The poster should include a painter, paint cans, paint brush, paint roller, ladder, and their business slogan.
- **Seasonal Swatches:** Ask students to divide a paper into four sections. Label each section for a season. In each section have students color splashes, or designs, of color that go with each season.

Workplace Connection:

Invite a local painter to visit the class.

Evaluation/Comments:

Paramedic



Cluster: Law, Public Safety, Corrections, and Security

Content Area Integration: Art, Health, Social Studies, Science, ELL

Background Information:

A paramedic, or emergency medical technician, gives care to ill or injured people. If people need more care, the paramedics use ambulances to take them to hospitals. There are three levels of emergency medical training (EMT), and paramedics have the highest level of the EMTs. EMTs are often the first responders to medical emergencies in a community.

Objective:

Students will gain an understanding of the work of a paramedic and how a paramedic contributes to a community.

Hands-on Activity: Paramedic Paraphernalia

Have the students create a medical bag by giving them a black piece of paper. Have them fold paper in half and draw the shape of a bag on it so that the fold is on the bottom of the bag. Have students cut it out, and glue or staple together. Give them a red paper to draw the shape of an ambulance to glue on the front of the bag. Once the bag is assembled explain to them they have just created a paramedic bag.

Lead the class in a discussion about the work a paramedic does and how important they are in helping a community stay healthy. Ask the students to write the word paramedic on the bag with white crayon. Give the students band-aids and cotton balls to place in the bags. Conclude by showing the picture of a paramedic from the **I Can Be... Series**.

Materials:

Black and red construction paper, band-aids, cotton swabs, white crayon

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Tongue Depressor Art:** Have the students decorate tongue depressors with markers or paint. Depressors can be added to their paramedic bags.
- **Stay Healthy Poster:** Have the students draw a stay healthy poster. Ask them to include all the activities they can think of that keep them healthy (cover coughs, eat good food, etc.).
- **Meet the Paramedic:** Have the students draw a paramedic. Below the drawing, have them write a sentence or two explaining the work of a paramedic.

Workplace Connection:

Schedule a Be Healthy Day. Invite a paramedic, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. Paramedic bags can be on display.

Evaluation/Comments:

Pharmacist



Cluster: Health Science

Content Area Integration: Art, Social Studies, Math, Health, ELL

Background Information:

Pharmacists give people medicine that doctors have prescribed and tell them how to use it correctly. They also provide doctors with information about drugs and warn them when drugs have harmful side effects. Most pharmacists work in drug stores, hospitals, or grocery stores. Pharmacists provide customers with valuable information about their medication; in every community they are a valuable link between people and their health care providers.

Objective:

Students will gain an understanding of the work of a pharmacist and how a pharmacist contributes to a community.

Hands-on Activity: The Link-A Quick Class Role-play

Begin by having the teacher put on a name tag with the word pharmacist on it. Ask for two student volunteers to come up to the front of the room. One will role-play the patient; the other plays the doctor. Provide the students with appropriate name tags. Ask the doctor to role-play giving the patient a prescription for medicine. The patient is to bring the prescription to the pharmacist (teacher). The patient should then explain he/she has some questions for the pharmacist. Provide the patient with the following questions:

- What should I do for my cold?
- Can you help my sore throat?
- My stomach hurts too, what do I do?
- My head hurts too, what should I do?

The pharmacist will answer patient questions and tell him/her about over-the-counter medications. After answering patient questions, the pharmacist should give the patient a prepared prescription. After handing the prescription, the pharmacist should confirm the patient understands how often to take the medicine and in what dosage. Conclude the role-play by asking the class how the pharmacist served as a link to the doctor.

Next, ask where they have seen a pharmacist. Ensure the students understand that pharmacists work in drug stores and grocery stores. The class should discuss how the pharmacist in the role-play helped the patient with questions about all types of medicines, not just the prescription. The role-play will demonstrate how pharmacists help people by communicating information about medicine, so they can use medication safely and effectively. Conclude by showing the picture of a pharmacist from the **I Can Be ...Series**. Follow the discussion of the role-play by having the students draw a picture of a pharmacist at work.

Materials:

Drawing paper for students, role-play questions for student/patient, name tags for role-play characters

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Why I Love My Job:** Have the students imagine they are pharmacists and write about why they love their job.
- **Count Like a Pharmacists:** Have worksheets available for students to count by two's, three's, etc.
- **Medication Safety:** Have students design a poster entitled: Keeping Medicines Out of Reach

Workplace Connection:

Schedule a Be Healthy Day. Invite a pharmacist, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. Student pharmacist drawings can be on display.

Evaluation/Comments:

Photographer

Cluster: Arts, Audio/Visual Technology, and Communications

Content Area Integration: Art, Social Studies, ELL

Background Information:

Photographers use cameras and photo equipment to create pictures for specific purposes. They usually specialize in one area such as portraits of people, pictures of products for sale, or photos for newspapers. They take pictures in studios or in locations where events happen. Photographers produce images that paint a picture, tell a story, or record an event for people in a community.

Objective:

Students will gain an understanding of the work of a photographer and how a photographer contributes to a community.

Hands-on Activity: Frame It

Begin by asking the students to share any experiences they have had taking photographs. Next, ask the students to think about photographs that are so special they are framed; they can share information about the types of photographs that are often framed.

After this discussion, have them imagine they work for a toy company that wants them to take a photograph that will be framed and displayed in their office. Have the class agree upon the subject to be photographed. Brainstorm with the students what they would need to think about before they snap the photograph. At the end of the discussion, give each student a piece of paper with a frame drawn on the page. Inside the frame have this sentence starter: If you want to take a good photograph you must...Ask the students to complete the sentence and color the picture frame. Have the students share their completed sentences.

Extend the conversation by having the students tell why photographers are important to their community. Conclude by showing the picture of a photographer from the **I Can Be... Series**.

Materials:

Sentence starter written inside a picture frame, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Pick Your Photographs:** Have the students draw a picture of a camera. Beneath the camera, ask them to list all the things they would photograph if this camera were real. Have them list objects that they would find inside and outside.
- **What's the Story:** Have a copy of a photograph, or glue a photograph to the top of a piece of paper. Have the students write a story that goes with the photograph.
- **Photography Collage:** Have newspapers available for the students to cut out photographs to make a collage.

Workplace Connection:

Have the class visit the local newspaper office to learn more about photography and reporting.

Evaluation/Comments:

Pilot



Cluster: Transportation, Distribution, and Logistics

Content Area Integration: Art, Social Studies, ELL

Background Information:

Pilots fly airplanes to transport people or cargo. Airplane pilots fly on a fixed schedule for airlines. Commercial pilots fly aircrafts for other reasons, such as emergency rescues, firefighting, crop dusting, and carrying mail.

Objective:

Students will gain an understanding of the work of a pilot, and how a pilot contributes to a community.

Hands-on Activity: Travel the World

Ask the students what they know about pilots. Extend the conversation to ensure students understand they fly different kind of planes and fly for different reasons. Continue by calling students' attention to a map, or maps, in the front of the room. Use the maps to show how a pilot's job may require flying between states, countries, and continents. Ask the students to brainstorm words and phrases that describe what a pilot must think, see, and feel when they are flying their airplanes above the land and water. Record student responses on the front board.

Conclude the discussion by giving each student a piece of blue construction paper. Ask them to draw an airplane on the page and complete the following sentence starter above the plane: Pilots love to fly because...Students can refer to the list of words and phrases on the front board to complete their sentence. Conclude by showing the picture of a pilot from the **I Can Be ...Series**.

Materials:

Maps of United States and world, blue construction paper

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Travel Collage:** Have magazines for students to find pictures related to the work of a pilot. Ask them to cut and glue the pictures on a piece of construction paper. Ask them to create a title that includes the word pilot.
- **Design a Paper Airplane:** Provide a model for a paper airplane. Have students refer to the model to design their own paper airplanes.
- **A Pilot's Story:** Have students write a story through the eyes of a pilot. Ask them to tell about a special flight experience.

Workplace Connection:

Visit a local airport.

Evaluation/Comments:

Plumber



Cluster: Architecture and Construction

Content Area Integration: Art, Social Studies, ELL

Background Information:

Plumbers, or pipefitters, install and fix pipes that carry water, steam, air, or other fluids or gases. Plumbers work on pipes in homes or business buildings. They also install fixtures such as dishwashers, sinks, and tubs. Pipefitters work on larger systems in buildings such as factories or plants.

Objective:

Students will gain an understanding of the work of a plumber, and how a plumber contributes to a community.

Hands-on Activity: Plumber to the Rescue

Write the following on the board:

- Dripping water faucet
- Plugged sink
- Broken water pipe
- No hot water
- No water coming out of the shower head

Read this list to the students. Have them imagine they have one, or more, of these problems at their home. Discuss what will happen if the problems aren't fixed. Ask the students if they know who they can call to fix these problems. Have students share what they know about the work of a plumber. Throughout the discussion write key words, such as faucet, wrench, pipe, and toolbox, on the front board.

Give each student a piece of paper with Plumber to the Rescue written at the top. Ask the students to create a poster that shows how important plumbers are to the community. They can refer to the word list on the board for objects to draw in their poster. Conclude by showing the picture of a plumber from the **I Can Be ...Series**.

Materials:

Paper with title for each student, crayons/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- Where are the Pipes: Ask students to draw a floor plan of a kitchen. Have them draw where all the pipes would be in the walls to keep water flowing.
- Job Description: Ask students to imagine they are a plumber. Have them write a job description and explain why they are important to the community.
- Radio Time: Have students create a radio advertisement for a plumbing company.

Workplace Connection:

Invite a plumber to visit the class.

Evaluation/Comments:

Police Officer



Cluster: Law, Public Safety, Correction, and Security

Content Area Integration: Art, Social Studies, ELL

Background Information:

Police officers protect people's lives and property. They wear uniforms and patrol streets on foot, in cars, or on horseback. They watch for lawbreakers, answer calls for help, issue traffic tickets, and help accident victims. Police officers keep our communities safe and help citizens solve their problems.

Objective:

Students will gain an understanding of the work of a police officer and how a police officer contributes to a community.

Hands-on Activity: I Am Here to Help

Give each student a small paper bag and ask them to make a policeman puppet. Puppets can be made by using classroom art supplies, or students can use crayons/markers only.

After students have finished their puppets, tell them it is their time to think like a police officer. Have students work with a classroom partner to discuss how they would help the community if they were police officers working together. Ask each team to prepare to tell the class their police officer names and how their team helps the town. Conclude by showing the picture of a police officer the **I Can Be... Series**.

Materials:

Paper bags and material to decorate

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Thank You:** Have students write a thank you letter to the local police to thank them for keeping the town safe.
- **Police Officer Tool Kit:** Have the students draw pictures of all the items a police officer needs for work each day. Next to each drawing, the students can label the item and write why it is important.
- **Police Poster:** Have students create a poster entitled Police Officers Help our Community.

Workplace Connection:

Schedule a Keep Our Community Safe Day. Ask a police officer to be included in the presentations to discuss how he/she contributes to community safety. Other presenters could include a firefighter and crossing guard.

Evaluation/Comments:

Receptionist



Cluster: Business, Management, and Administration

Content Area Integration: Social Studies, ELL

Background Information:

Receptionists answer phones for companies, forward calls, and give information to customers and the public. They greet customers and other visitors at work places. They also do other clerical duties as well, such as keep appointment calendars, use computers to type and process documents, or sort mail.

Objective:

Students will gain an understanding of the work of a receptionist and how a receptionist contributes to a community.

Hands-on Activity: Ear to the Ground

Ask the students if they have heard the expression have an ear to the ground? Discuss how this expression means you must pay close attention to everything going on around you. Explain that there is a career that requires just this. Show them a picture of a receptionist in the work setting. Explain how a receptionist must be aware of everything going on in the organization. He/she knows important meetings that will be taking place, coordinates deliveries, organizes travel arrangements for staff, answers phone calls, and sorts the mail. Also, the receptionist is the first person most customers, or clients, meet at a business.

Have the students share where they may have seen a receptionist at work. Give the students a piece of paper with an ear drawn on it. Underneath the ear have them complete the following sentence starter: A receptionist must keep their ears to the ground because.....Conclude by showing the picture of a receptionist from the **I Can Be... Series**.

Materials:

Paper with drawing of an ear with a sentence starter for every student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Appointment Calendar:** Provide a blank calendar for one month. Ask the students to record special school and family activities on the appropriate days.
- **Telephone Manners:** Have the students create a list of appropriate telephone manners.
- **Office Picnic:** Have the students imagine they are a receptionist. Ask them to prepare a note for the office staff giving them all the details about an upcoming office picnic.

Workplace Connection:

Visit a local business and have the receptionist explain how he/she helps the company do their daily business.

Evaluation/Comments:

Reporter



Cluster: Arts, Audio/Visual Technology, and Communications

Content Area Integration: Art, Social Studies, ELL

Background Information:

News reporters tell the public about news and events happening locally, nationally, or around the world. They collect information, write stories, and present the news. They work for newspapers, magazines, websites, television, and radio. Some work on one type of news, such as sports or politics. News reporters provide the opportunity for people in a community to stay informed in a variety of ways.

Objective:

Students will gain an understanding of the work of a news reporter and how a news reporter contributes to a community.

Hands-on Activity: Reporting the News

Ask the students to think about a past family vacation or special event that they enjoyed. Read the following sentence starters on the board as they remember their special time:

I went to...

I saw...

I ate...

I enjoyed...

Ask for a student to volunteer to come to the front of the room. Have him/her use the sentence starters to report on his/her special memory. If available, give the student a microphone. Allow more students to report on their special memory. After several oral reports, work with the class to complete the sentence starters on the board. You may complete the sentences by describing a classroom event. When you have completed the sentence starters, write News Report above the sentences.

Explain to the students that they have just shared news in two ways: oral and written. Have the students discuss where they see written news and where they hear news; record their responses on the board. Lead students to understand that news reporters share news with the community in a variety of ways.

End the discussion by giving the students a template where they can record their special memory news report. The template should include the title news report, the sentence starters, and signature line for the reporter. A space for a photograph could also be included, so the students can draw a picture to go with their news report. Conclude by showing the picture of a news reporter from the **I Can Be... Series**.

Materials:

Template for student news report, microphone

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **School News Report:** Have the students pretend they work for a radio station to report the school news. Create a template for the students to complete. Students can give their radio reports to the class.
- **Clues to News:** Create several word banks of 4-5 words (i.e. lake, boat, fish, sun). Place the words on index cards in an envelope. Have the students select the word bank of their choice to create a news report. Students can use the news report template created for the whole class activity.
- **Reporter Questions:** Have students prepare a list of questions to ask a news reporter about their career.

Workplace Connection:

Have the class visit the local newspaper office to learn more about photography and reporting. Student-prepared questions from the independent learning center activity can be given to the newspaper staff to respond to during the visit.

Evaluation/Comments:

Scientist



Cluster: Science, Technology, Engineering, and Math

Content Area Integration: Art, Social Studies, Science, ELL

Background Information:

There are many kinds of scientists, and they all do different things. Some like to learn about living organisms. They are called biologists. Others like to study rocks. We call them geologists. People who study animals are sometimes called zoologists. Scientists are very curious people who like to solve problems. They solve these problems by doing science projects called experiments. Scientists use the scientific method to ensure their conclusions are valid and accurate.

Objective:

Students will gain an understanding of the work of a scientist, and how a scientist contributes to a community.

Hands-on Activity: What Do Scientists Do?

Begin by telling the students to give you a thumbs-up, or thumbs-down, for the following questions:

- How many of you like animals and would like to learn more about them?
- How many of you like flowers and trees and would like to learn more about them?
- How many of you know about dinosaurs and would like to learn more about them?
- How many of you know about magnets and would like to learn more about them?
- How many of you would like to know more about the moon, the stars, black holes and comets?
- How many of you would like to learn more about the earth, rocks, and rivers?

Tell the students if they gave a thumbs-up to any of these questions, they may be interested in being a scientist someday. Explain scientists are special workers in a community who help improve our understanding of everything around us. Explain further that scientists collect evidence by doing experiments. Tell the students that you will give them an example of the steps scientists go through when they conduct experiments and make discoveries:

- Step 1: Scientists make an observation, or see something. For example, a scientist might see that ice is melting in his/her water.
- Step 2: After the observation, scientists come up with a question. The question may be, does ice melt the same in all liquids?
- Step 3: After scientists think of their question, they predict what will happen. The predication might be, ice melts faster in water than juice or pop.
- Step 4: After scientists predict what will happen, they test what they predicted by doing an experiment. A scientist would measure how fast ice melts in water, juice, and pop.
- Step 5: Scientists write down all the information they learned from their experiment to see if their prediction was correct.
- Step 6: Scientists share what they observed, what they predicted, their experiment, the results, and a scientific conclusion.

Summarize by telling the students that scientists' work requires that they observe, measure, and communicate. This is the scientific method that all scientists use. End the discussion by explaining that the students will now have time to practice using the scientific method.

Give the students a piece of paper divided into quarters labeled: 1. Make Observation, 2. Come Up with Question Based on Observation, 3. Predict What Will Happen, 4. Describe Experiment. Lead the students in completion of the four steps of the scientific method. When the worksheet is completed, congratulate the class for thinking like scientists. Conclude by showing the picture of a scientist from the **I Can Be ...Series**.

Materials:

Paper folded and labeled for each student

See Next Page....

Scientist Continued



Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- Scientific Method: Provide students with additional paper from the whole class activity. Ask them to make their own observations and complete the next steps of the scientific method.
- I Want to Be a Scientist: Have students explain why they would like to be a scientist.
- Scientists at Work: Have students create a poster titled What is a Scientist? Ask them to use all the information learned in the class activity to complete their poster.

Workplace Connection:

Visit a high school science lab and let the teacher answer questions, or do simple experiments with the class.

Evaluation/Comments:

Surgeon



Cluster: Health Science

Content Area Integration: Art, Social Studies, Science, Math, ELL

Background Information:

Surgeons work on or inside the body to fix something that is wrong. This is called surgery. They do surgery on organs, blood vessels, and other parts of the body.

Objective:

Students will gain an understanding of the work of a surgeon and how a surgeon contributes to a community.

Hands-on Activity: Body Tracing

Trace the students' bodies on a piece of large paper. Have the students cut out their body shape. Set the tracings aside, and ask the students to share what they know about organs and systems that are working underneath their skin. List students' responses on the board. Ask them to return to their body shapes and draw the organs and systems that have been discussed onto their shape.

When the drawings are complete, extend the conversation by explaining a doctor who operates on organs and systems is called a surgeon. Follow-up by having students add a sentence describing what a surgeon does on the top of their body shape. Conclude by showing the picture of a surgeon from the **I Can Be... Series**.

Materials:

Paper for body tracing for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Operation:** Have the game of Operation available for the students to play.
- **Surgeon Puppet:** Have students make a surgeon puppet and write the job description of a surgeon. Have students use their puppet to read their job description to the class.
- **Contraction Operation:** Provide students with a list of words that can be written as contractions. Ask the students to think like a surgeon and put the words together.

Workplace Connection:

Schedule a Be Healthy Day. Invite a surgeon, and other health workers, to visit the class. Ask each professional to talk about their role in keeping the community healthy. The student body tracings can be hung around the room.

Evaluation/Comments:

Taxi Driver



Cluster: Transportation, Distribution, and Logistics

Content Area Integration: Social Studies, Math, ELL

Background Information:

Taxi drivers drive taxi cabs, company cars, or vans to transport passengers. They take people to and from their homes, work places, and other locations such as airports or hotels. Many taxi drivers own their own vehicles and are self-employed.

Objective:

Students will gain an understanding of the work of a taxi driver, and how a taxi driver contributes to a community.

Hands-on Activity: Visit Our Town

Place three chairs in the front of the room to represent a driver's seat and two passenger seats in the back. Show the students a picture of a taxi cab and discuss how a taxi cab driver helps people in a community by driving them to their destinations. Discuss how passengers communicate where they want to go and what a taxi driver may say to them. Guide the students to understand that often the taxi driver visits with the passengers along the way to share information about the community.

Model a conversation that could take place between a taxi driver and passengers for the class. Follow this discussion by explaining to the class that they are going to create some imaginary taxi rides. Divide the class into teams of three, and ask them to create a role-play with a taxi driver and two passengers. The teams must have the taxi driver take the passengers from the school to a destination in the community. Allow time for each team to present their skit. Conclude by showing the picture of a taxi driver from the **I Can Be ...Series**.

Materials:

None

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Taxi Fares:** Place a variety of bills and coins in different envelopes labeled taxi fare. Have the students count the money in each envelope and record the taxi fare on a separate piece of paper.
- **Taxi Ride:** Have local maps available for the students. Ask them to trace a route between two destinations to represent a taxi ride. Have them write a description of the route traveled.
- **Meet My Passenger:** Have students imagine they are taxi drivers. Ask the students to write a story telling about their most interesting passenger.

Workplace Connection:

Invite a taxi driver, or chauffeur, to visit the class.

Evaluation/Comments:

Trash Collector

Cluster: Agriculture, Food, and Natural Resources

Content Area Integration: Health, Social Studies, ELL

Background Information:

Trash collectors drive, or ride, on trucks on regular routes. They pick up garbage and recyclable materials from homes and businesses. They lift and empty small cans by hand and use hoists to empty heavy cans and dumpsters. Trash collectors take garbage to dumps, or landfills, and recyclables to processing centers.

Objective:

Students will gain an understanding of the work of a trash collector, and how a trash collector contributes to a community.

Hands-on Activity: Trash Collector Wanted

Place the classroom waste basket in front of the room and ask the students where else they see waste baskets and garbage cans. Continue until students have shared numerous sites and types of trash cans. Next ask the students if they know who is responsible for collecting all this trash. Write trash collector on the board.

Tell the students to imagine they are the mayor of a town needing to hire a new trash collector. Ask the students what qualities they will look for when they hire the new trash collector. Record student responses on the board. Guide them to include phrases like being in good physical shape, able to work with a team, and be a good driver. Conclude the discussion by having the students write a help wanted advertisement the trash collector. Conclude by showing the picture of a trash collector from the **I Can Be ...Series**.

Materials:

Paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- No Trash Collectors: Ask students to write a story about a town with no trash collectors.
- Why Garbage Collection: Have students create a list of reasons why garbage collection is so important.
- Thank you, Trash Collector: Have students write a letter to local trash collectors thanking them for what they do for the community.

Workplace Connection:

Invite a trash collector to visit the class.

Evaluation/Comments:

Teacher



Cluster: Education and Training

Content Area Integration: Art, Social Studies, ELL

Background Information:

Elementary teachers work in public and private schools. They typically teach children in grades one through five. They usually teach the same students the entire school day. Middle school teachers teach students between 11 and 14 years of age. They teach subjects that students need to prepare for high school. Middle school teachers usually teach one or more individual subjects. High school teachers teach students between 13 and 18 years old. Some teach courses students need to prepare for college. Others teach skills students need to get specific jobs. High school teachers usually teach one or more subjects.

Objective:

Students will gain an understanding of the work of a teacher, and how a teacher contributes to a community.

Hands-on Activity: Classroom Through the Eyes of the Teacher

Explain to the class that today you are going help them look at the career of teaching through your eyes; not through their eyes. Ask the students to share why they think you, and others in your school, wanted to become a teacher. As students brainstorm, write key words and phrases on the board. Guide students to understand the joy and personal satisfaction of teaching.

After the discussion, give students a piece of paper. Ask them to draw a picture of a teacher, and around the teacher write words and phrases that describe teaching. Students can refer to the words and phrases on the front board. Conclude by showing the picture of a teacher from the **I Can Be ...Series**.

Materials:

Paper for each student

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Lesson Plan:** Have students imagine they are teachers. Ask students to create a lesson plan to teach to the class. The lesson plan can be the subject of their choice.
- **Theme Bulletin Board:** Have the students imagine they are teachers. Ask students to design a theme bulletin board.
- **Reading Time:** Have students imagine they are kindergarten teachers. Ask students to plan a reading time for their class.

Workplace Connection:

Invite teachers from other grades to serve on a panel to tell the class what is unique about their grade.

Evaluation/Comments:

Veterinarian



Cluster: Health Science

Content Area Integration: Art, Science, Social Studies,ELL

Background Information:

Veterinarians give health care to animals. They work to prevent and cure animal diseases. They also treat injuries such as wounds and broken bones. Some work with pets, and others work with farm or zoo animals. Some do research or inspect animals at factories. Animal owners in a community depend on veterinarians to help them keep their animals healthy.

Objective:

Students will gain an understanding of the work of a veterinarian and how a veterinarian contributes to a community.

Hands-on Activity: Animal Categories

Have the students work in small teams to create an animal book. Give each team some old magazines and three pieces of construction paper. Label each paper with the title of a different category of an animal: pet, farm, zoo. Have the students cut, or tear, pictures of animals and glue them onto the appropriate paper. After the small group activity, have the students share their collages.

Ask the students if they know who helps keep all three types of animals healthy. Brainstorm what the students know about where veterinarians work, the tools they use, and where they work in their community. Conclude by showing the picture of a veterinarian from the **I Can Be... Series**.

Provide the students time to make a cover page for their animal collages. The title page should include the word veterinarian and drawings to demonstrate the work of veterinarians. Staple books together for students to share.

Materials:

Magazines, three sheets of blank paper labeled with a specific category of animal (pet, farm, zoo) for each team, blank page for cover for each team.

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Patient Record:** Have students imagine they are a veterinarian. Ask them to draw a picture of one of their patients. Ask them to describe the patient's health issue and how they will treat the problem.
- **Puppet Story:** Have a bag of animal puppets available. Have students select a puppet and write a story for the puppet to tell about their visit to the veterinarian. Students can share their puppet story with the class.
- **Pet Hospital:** Have students create an advertisement for a pet hospital.

Workplace Connection:

Arrange a class visit to a local veterinarian's clinic.

Evaluation/Comments:

Waiter/Waitress



Cluster: Hospitality and Tourism

Content Area Integration: Health, Math, Social Studies, ELL

Background Information:

Waiters/waitresses serve food and drinks to customers. They may also greet customers, add up how much meals cost, collect payments, watch customers to see if they need anything, and prepare dining rooms and tables for new customers.

Objective:

Students will gain an understanding of the work of a waiter/waitress and how a waiter/waitress contributes to a community.

Hands-on Activity: Meet the Waiter/Waitress

Set a table up at the front of the room to resemble a table in a restaurant. Place menus and two chairs. Tell students you would like to discuss how waiters/waitresses help everyone who comes to their restaurant because they are very good listeners. Give each student a piece of paper and ask them to write two questions they would likely ask a waiter/waitress if they were eating out. Have students take turns coming to the front of the room to role-play being a waiter/waitress and customers. Have the students role-playing customers ask their prepared questions. Waiters and waitresses can respond to each question.

After the role-playing, discuss all the other duties the waiters/waitresses do. Conclude by giving each student a piece of paper to write a job description for a waiter/waitress. Conclude by showing the picture of a waiter/waitress from the **I Can Be... Series**.

Materials:

Table setting, menus, aprons for waiters/waitresses

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

- **Cost of a Meal:** Have copies of children's menus available. Have students select two to three items to order. Students should write name of the items, cost, and total.
- **Proper Place Setting:** Have students imagine a piece of construction paper is a place mat, and draw the appropriate places for the plate, knife, fork, spoon, glass, and napkin. Have them draw a well-balanced meal on the plate.
- **The Happy Waiter/Waitress:** Prepare a template that shows a picture of a waiter/waitress on the top of the page. Have the students write a story titled The Happy Waiter/Waitress under the picture.

Workplace Connection:

Schedule an I Love to Eat Out Day. Invite a waiter/waitress, and others who make eating out available to a community, to visit the class. Ask each to talk about their role in serving the community. Waiter/waitress job descriptions can be on display.

Evaluation/Comments:

Preparing for Community Day

What is a Community? - Lesson 1

Content Area Integration: Social Studies

Background Information:

A community is a place where people live, work, and play. People, or citizens, who live in the community have rights and certain duties. There are different types of communities such as rural, urban, or suburb. It takes a variety of careers for a community to meet the needs of its citizens.

Objective:

Students will understand the importance of work and the importance of workers doing their work responsibly.

Hands-on Activity: What is Happening in the Community?

Post a large piece of bulletin board paper in the front of the room with a few streets drawn on the paper. This will become the students' community. Explain to the students they are going to use their Career Journals to create a new community. Have students open their Career Journal to review each career they have studied. As you review each career, discuss where this person works and draw a shape on the map to represent his/her place of business. If desired, students can think of a name for each business. Write the name of the business and worker that would be inside on the map.

Guide the students to think about the responsibilities of each of the workers and what it would be like if they were not working in the community. When all businesses are on the map, students can give their community a name. Close the lesson by telling the students that they will use all this information to present a Welcome to Our Community Day, and they will get to invite special guests.

Materials:

Bulletin board paper, Career Journals

Evaluation/Comments:

What is a Community? - Lesson 2

Content Area Integration: Social Studies, ELL

Background Information:

Students will refer to the Career Journal they have been maintaining to evaluate individual careers and select a career of their choice. The career they select will be used in their Welcome to Our Community Day.

Objective:

Students will compare roles and responsibilities of workers in a community.

Hands-on Activity: My Favorite Career

Explain that today will be the first step in preparing for your Welcome to Our Community Day. Have the class refer to the community they created in lesson one. Ask them to think about the workers in each business and select the career they would like to represent in the Welcome to Our Community Day. After they have made their selection, ask them to complete the last page of their Career Journal to explain why they have chosen this career. Give each student the cut-out page for their career selection from "Community Helpers Cut-Outs" to color and save for Welcome to Our Community Day.

Materials:

Student Career Journal, career cut-outs, crayons/markers

Evaluation/Comments:

Preparing for Community Day



What is a Community - Lesson 3

Content Area Integration: Social Studies, ELL

Background Information:

Students have selected the career they will represent at Welcome to Our Community Day. They have completed the last page in their Career Journal telling why they have selected the specific career, and they have colored the cut-out that goes with this career. These items will be used on the Welcome to Our Community Day. This lesson will give them additional background information on their chosen career. They will use the information to create prompts for their area on Community Day.

Objective:

Students will understand and be able to articulate the skills and responsibilities of the career they have chosen to represent at Welcome to Our Community Day.

Hands-on Activity: My Role in the Community

Explain to the students that when guests come to Welcome to Our Community Day, they will want to understand all the careers on display. So today, they are going to prepare an illustration of the career they have chosen to represent.

Give each student a piece of paper with the shape of a person in the middle of the paper. Ask the students to write the name of their selected career on the top of the page. Ask them to use crayons, or markers, to dress their person with the clothes they would wear to work. Around the person on the paper, have the students draw pictures, or write words, that describe the skills, responsibilities, special tools needed, or special work environment that are part of this career. Encourage the students to provide as much information as possible. Students may refer to comments in their Career Journal to include in the words and phrases.

Materials:

Paper with shape of person in the middle, crayons/markers

Evaluation/Comments:

Hello, I am Important to the Community - Lesson 4

Content Area Integration: Social Studies, ELL

Background Information:

Students will use the picture they created in lesson three to write a description of their community helper.

Objective:

Students will understand and be able to articulate the skills and responsibilities of their chosen career.

Hands-on Activity: My Role in the Community

Return the completed character illustration from lesson three, and give the students writing paper. Tell them the next step is to write a description of their career. Guide the students in using their character illustration to write a brief narrative explaining their work and its importance in the community.

After the students have completed their narrative, divide them into small groups to verbally introduce their illustration and narrative. Presentations may be to the whole group as an alternative.

Conclude by explaining the illustrations and narratives will be on display in their area on community day.

Materials:

Writing paper for each student

Evaluation/Comments:

Preparing for Community Day



Planning the Community - Lesson 5

Content Area Integration: Social Studies, ELL

Background Information:

Students will refer to the community map created in lesson one to design a map for their community day.

Objective:

Students will generate a map of their classroom community.

Hands-on Activity: Our Classroom Community

Have a large piece of paper posted in the front of the room with the shape of the room you will be using for Welcome to Our Community Day. Discuss with the students what furniture will be in the room, and draw the shapes of the furniture as you discuss. Brainstorm with the students what area of the room every student will have to display their career; this will be their business area. Add each business area to the classroom community map.

Explain that in their business area they will display their character illustration, career narrative, and Career Journal. Discuss that if they choose, they can bring career props to set up in their business area. Go through the various careers the students have chosen to give them ideas of an appropriate prop.

Lastly, explain to the students that they will get to use the career puppets they colored to talk to the guests who visit their business.

Materials:

Large paper for classroom community map

Evaluation/Comments:

Community Day Preparations that can be included in content area lessons:

1. Prepare guest list. Parents, school administrators, city/county officials, members of the local Chamber of Commerce, and citizens working in the careers represented in your classroom community can be included on your guest list.
2. Students can design invitations.
3. Students can prepare a store front sign for their business area.
4. Students can design business cards for their career.
5. Students can practice using their puppets to try different ways to welcome the guests that walk by their business.
6. Schedule a rehearsal. Invite other grades from the school to visit the student businesses.
7. Prepare Career Day Certificates to give each student acknowledging their contribution to Welcome to Our Community Day.
8. Post an invitation to the community of the school website.



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