

# 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](http://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:**

# Accountant



**What I like about being an accountant is**

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**What I don't like about being an accountant is**

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**Who do I know in my community who is an accountant?**

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**Why is it important to have an accountant in your community?**

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