

CAREER DEVELOPMENT ACTIVITY: WHO AM I?

RESOURCES/MATERIALS:

1. Photos of children and adults participating in different types of activities (to be used as discussion starters for the class)

ACTIVITY:

- Students will describe and label different work-type behaviors that they do. Teacher can initiate the discussion by showing cards with pictures of children doing work: emptying trash, making beds, setting a table, getting dressed, doing homework, etc.
- Have children identify their own similar behaviors and define the feelings they associate with those work behaviors.

Audience:

- Grades K - 1

EXTENSION:

- Students can create their own pictures of themselves doing a work behavior that they enjoy.

CLOSURE:

- Children have their parents take them to work and note some of their work behaviors then discuss stories with other students.

TIME REQUIRED:

1 class period

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: WHAT DO PEOPLE DO?

RESOURCES/MATERIALS:

1. Pictures of different tasks people do as workers or as volunteers
2. "Interviews" from neighbors or family members about their work/volunteer positions

ACTIVITY:

- Students will describe what the people in the pictures are doing.
- Students will establish whether or not the activity is "work." Students will list reasons for their choice.
- Have students list work that people do at home (i.e., wash dishes, laundry, fix cars, mow lawn). Have students analyze whether the behavior performed is "work" or not and *why it is* or *is not* considered work.

Audience:

- Grades K - 1

EXTENSION:

- Students will list types of work they see people doing at home, in school and in the community.

CLOSURE:

- At various times throughout the school year, ask students if what they see the person doing is "work" or "not work."

TIME REQUIRED:

1 – 4 class periods

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: SCHOOL WORK IN EVERYDAY LIVES

RESOURCES/MATERIALS:

1. Letter home to parents describing activity

Audience:

- Grades K - 2

ACTIVITY:

- In the classroom, children will predict ways in which they might see reading and math done at home.
- Have children and parents list three ways that the parent uses reading and math in the running of their home.
(*If there are families with ESL or literacy issues, have children pair in the classroom and ask them to create a list from things they've seen on TV or at home.)
- Have children report back to the class, during sharing time, places where they found reading or math being used at home.

EXTENSION:

- If a lesson is planned for Community Helpers or classroom volunteers, have each Helper discuss ways in which they use reading, math, computer, social studies or science knowledge to perform jobs around the home.

CLOSURE:

- Discuss with the children what they should do if the job they want in the future uses both a school skill the student enjoys doing and something the student doesn't do well.
- Ask students to discuss with parents, and have parents and the child choose one job skill they both want to learn and work on together.

TIME REQUIRED:

1 – 3 class periods

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: BOYS & GIRLS DO THIS ...

RESOURCES/MATERIALS:

1. Children's Occupational Outlook Handbook (www.bls.gov/k12)
2. Piano or keyboard

ACTIVITY:

- Break students into small groups to work together.
- Have each group list jobs around the house and in the community that girls can do OR boys can do.
(*It's recommended that each group work with only one gender list to stimulate "yes, girls/boys can, too" responses later in large group.)
- Have each group come together and have entire class generate a list from the group lists.
- Have the class choose several jobs and put that list to music.
*Note: Choice might be to re-work well-known music or create new music.

Audience:

- Grades K - 2

EXTENSION:

- Have each child work on creating his or her own second verse to the song.

CLOSURE:

- Have students work through lists to come up with three lists, boy jobs, girl jobs and "anyone" jobs.
- Find a way to incorporate this material into the song. Students might be encouraged to sing this song when doing special jobs around the house or to create their own when carrying out the trash, setting the table, etc.

TIME REQUIRED:

3 – 5 class periods

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: THE PERSON WHO ...

RESOURCES/MATERIALS:

1. Pictures of people doing different work-related activities

ACTIVITY:

- Have students describe several different jobs that people do (i.e., building a house, being a lawyer, etc.) and list skills needed to do that job.

For example: A builder uses measurements, reads directions to put things together, plans so that things get done in the right order. A

lawyer knows law, writes out things people need like wills or deed, uses math to know if the client paid them.

- Have students consider the relationship of the skills they listed to the school work they're doing now.
- Have students describe how a house would look if built by someone who couldn't measure, what would happen if a legal document was written by a lawyer who didn't know the law, or other work duty done by unskilled person.
- Have students determine if they would want to hire a builder to build their house if they couldn't measure, or a lawyer if he or she wasn't aware of existing laws.

Audience:

- Grades 1 - 2

EXTENSION:

- Have students draw a picture of a house built by a builder who couldn't measure (or another example of work done by person with poor skills).

CLOSURE:

- Students can tell about one thing they learned that they will use as a grown-up.

TIME REQUIRED:

1 – 2 class periods

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: JOBS FOR STUDENTS

RESOURCES/MATERIALS:

1. Time charts to serve as reminders for the children.

ACTIVITY:

- As a class, have students list the kinds of jobs that are needed around the home, along with similar jobs that are done in their school room (i.e., pick-up trash, wash dirty things, put things away, feed people, feed pets.)
- Have students predict how these jobs help other people or the group.
- Model or discuss the ways people can be alike or different in the types of work they like to do.
- Have students select one job, done either at home or school, to perform everyday for one week.
- At the end of the week, have students summarize to the class what they liked about doing their job, what was hard, and what the student thinks he or she could learn to make it easier.

Audience:

- Grades 1 - 2

EXTENSION:

- As students implement their plan, consider other ways in which students can participate in life experiences. Job opportunities or skill development areas could be discussed in a circle format each week.

CLOSURE:

- Questions for students to consider: What skills do they have at present? What skills do they need to develop next? How do they plan to learn those skills?

TIME REQUIRED:

Substantial at the beginning, less as time goes on and kinks are worked out.

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CAREER DEVELOPMENT ACTIVITY: JOB CHOICES

RESOURCES/MATERIALS:



1. Video clips that display different career clusters
(Career and industry videos can be viewed on **ISEEK.org** or CareerOneStop:
www.careerinfonet.org/videos/COS_videos_by_cluster.asp)
2. Hats, clothes and props representing different careers

ACTIVITY:

- Show a few videos on careers and industries.
- Have students choose a career then dress as that career, sharing with the class why they would fit that job.

Audience:

- Grades 2

EXTENSION:

- Students could interview someone working in the career they choose to increase their knowledge about that field.

CLOSURE:

- Share individual material with class.

TIME REQUIRED:

2 class periods

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: PROBLEM SOLVING

RESOURCES/MATERIALS:

1. Poster with problem-solving steps (refer to the 7 Steps to Decision-Making, *MnCareers Facilitator Guide*, pg. 10)
2. Pre-made problem/situation slips.

ACTIVITY:

- Review the 7 Steps to decision-making and teach problem solving steps:
 - What is the problem?
 - What are my choices?
 - What might the consequences of each choice be? (Predict)
 - Choose the best choice by asking: Is it safe? Is it fair? How will people feel? Will it work?
 - Have students practice the **best** choice, evaluate whether it worked.
- Provide students with work-problem/situation slips and let students go through problem solving to predict the best choice. This activity can be done individually, in pairs, in small groups or as a class. If applicable, use situations students recently experienced.

Audience:

- Grades 3 - 5

EXTENSION:

- Create a "work problem of the week" (absenteeism/tardiness, dress code, team project conflict) and encourage students to figure out different ways to solve the problems and vote on the best solution.

CLOSURE:

- Have students share in a large group the reasoning behind the choices they made. Did it potentially impact job mobility? Were there consequences to making the wrong choice (termination, written up at work, etc.)?

TIME REQUIRED:

45 minutes

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: CAREER IDENTIFICATION

RESOURCES/MATERIALS:

1. Books about specific careers and career exploration, including *MnCareers*
2. Work equipment, uniforms and work clothing
3. Boxes with lids

ACTIVITY:

- Fill each box with clothing, equipment and at least one book that relates to that career.
- For each occupation you want to feature, decorate and label the outside of a lidded box.
- Use boxes of items and *MnCareers* to stimulate students' thoughts about all the occupations that there are to choose from.
- Once a day (or once a week), introduce a box to your students and discuss contacts they have had with people who perform the featured job. Explain how the equipment and clothing are helpful to the worker and discuss stories relevant to the job.
- Place the boxes where students can use its contents for role-playing.

Audience:

- Grades 3 - 5

EXTENSION:

- Students could create their own occupational box (based on a family member's job) and bring to class for discussion.

CLOSURE:

- Have students discuss why people in different jobs dress differently, and need different tools and equipment (nurse, beautician, fireman, cook, etc.).

TIME REQUIRED:

Several class periods

Adapted from:

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[State Occupational Information Coordinating Committee]

CDA: CAREERS INTERESTING TO ME

RESOURCES/MATERIALS:

1. Career interest and skills assessments, like the ones on ISEEK, MCIS, GetReadyForCollege.org, O*NET and CareerOneStop or in *MnCareers*

ACTIVITY:

- Share an example of a famous person's interests, aptitudes and career.
- Explain to the class that they are going to have an opportunity to begin relating their interests and aptitudes to careers.
- Have students take an interest inventory using one of the resources listed above.
- Have students explore career clusters indicated by their interest inventory.
- Have students choose 2-3 careers that sound especially interesting to them within the cluster(s) identified. Use information from *MnCareers* or ISEEK to write a report on one of the chosen careers.

Audience:

- Grades 3 - 5

EXTENSION:

- Students can develop an ongoing montage in the classroom of careers they've explored and discussed in class.

CLOSURE:

- Ask students what they learned about their chosen career that most surprised them.

TIME REQUIRED:

As much as desired

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

RESOURCES/MATERIALS:

1. List of career clusters or Minnesota Career Fields, Clusters & Pathways "wheel" graphic (www.iseek.org/iseek/static/pathways.pdf)
2. List of jobs for interviews displayed on board or poster graph
3. Graph paper and colored pencils, or computer

Audience:

- Grades 3 - 5

ACTIVITY:

- Define career clusters and provide a handout to students.
- For homework, have students interview a family member or mentor about his or her job.
- Have students share homework in class and list the careers (under the appropriate cluster) on the board, or on a poster.
- Explain a bar graph and give an example.
- Have students create a bar graph using the cluster information. They can use a computer or graph paper.

EXTENSION:

- Students could re-group the data to compare jobs done inside to outdoor jobs, education level required, or other criteria.

CLOSURE:

- Have students discuss what the bar graph tells them about jobs.

TIME REQUIRED:

Homework assignment: 40 minutes

Sharing of information on board & graphing: approximately 40 minutes

Adapted from:

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[State Occupational Information Coordinating Committee]

CDA: MAKE THE CONNECTION – SCHOOL TO WORK

RESOURCES/MATERIALS:

1. *MnCareers*

ACTIVITY:

- Split class into two teams. Give each team a list of occupations.
- Have the team members, based on prior knowledge, guess what training level or educational degree would be the minimum required in order to have that job.
 1. High school diploma
 2. Associates degree
 3. Bachelor's degree
 4. Master's degree
 5. Professional degree (i.e. medical school)
 6. Apprenticeship
 7. On-the-job training
- Using *MnCareers* to research the correct answers. The team with the most correct responses earns points.

Audience:

- Grades 3 - 5

EXTENSION:

- Name a job and have the students list skills necessary to do that job. The longest, correct list wins or acquires points.

CLOSURE:

- Discuss where and how people acquire skills to do a job. Use the careers that they've identified as the foundation for the discussion. Other questions could be:
 - How does having a degree prepare a person for a specific job?
 - Does anyone know what people can study at local community or career colleges?
 - What do you think would be hard about on-the-job training? (Personality of trainer/supervisor and his/her ability to teach would be an important factor in successful training.)

TIME REQUIRED:

30 – 45 minutes

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CAREER DEVELOPMENT ACTIVITY: JOBS FOR STUDENTS

RESOURCES/MATERIALS:

1. Staff cooperation
2. Training materials for various jobs

ACTIVITY:

- Teachers and counselors coordinate "helper jobs" for students to do. Helper jobs should correspond with real jobs around the school or community.
- Describe the qualities of an employable person and present a list of school-wide jobs, including qualifications.
- Have students practice completing a job application, listing their first two job choices.
- If possible, try to match students and jobs. Rotate jobs throughout the year to facilitate greater student participation.
- Teacher will coordinate work experience and, as students become more experienced, students will manage the coordination of "help" needed. Students should be expected to follow normal standards of employment and might be "fired" as appropriate.

Audience:

- Grades 4 - 5

EXTENSION:

- As students and staff come to understand and implement this plan, consider other ways in which students can participate in life experiences or gain work-based learning experiences.

CLOSURE:

- Questions to consider:
 - What skills do the students have at the beginning of the project?
 - What skills need to be developed?
 - How does a student plan to learn those skills?

TIME REQUIRED:

Substantial at the beginning, less as time goes on as the project gets underway.

Adapted from:

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CDA: A DAY IN THE LIFE

RESOURCES/MATERIALS:

1. Career information resources
(*MnCareers*, **CareerOneStop.org**; **ISEEK.org**)
2. Local business publications
(Examples: *Minneapolis/St Paul Business Journal*; *Connect Business Magazine*; *Business North*)

Audience:

- Grades 6

ACTIVITY:

- Have students select a career of interest to them and research what it's like to work in that field.
- Have students write a story or essay that reflects of a day-in-the-life of a worker from their chosen field, and creatively interjects career information into the story.
- Have students use a local resource (a telephone book, online business locator tools like the one on ISEEK, business magazines, etc.) to locate possible places of employment for their chosen field.

EXTENSION:

- Have students add graphics or illustrations the story to further interpret the career information.

CLOSURE:

- Have students discuss which career information resources proved to be the most helpful and accurate for their story.
- Ask students to consider following-up with family members to learn what a typical day is like at their job.

TIME REQUIRED:

2 class periods

Adapted from:

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[State Occupational Information Coordinating Committee]

CDA: THE ENERGY OF CAREERS

RESOURCES/MATERIALS:

1. Biography of Albert Einstein
2. Information about career ladders
(www.careeronestop.org/CompetencyModel/careerpathway/CPWCIIInstructions.aspx)

ACTIVITY:

- Have students research and examine the Law of Conservation of Energy.
- Have students participate in a discussion of how past experiences cannot be created or destroyed. Relate this discussion to career ladders.
- Have students read a biography about Albert Einstein and create a timeline of his life, noting his previous employment.

Audience:

- Grades 6

EXTENSION:

- Have students create a potential career ladder for a chosen occupation.

CLOSURE:

- Have students discuss what life and career events lead up to Einstein's success.
- Students might follow-up by engaging family members in a discussion of past jobs to determine the ways in which past jobs prepared them or didn't prepare them for their current position.

TIME REQUIRED:

1 class period

Adapted from:

Elementary Grades Career Awareness Guide, Career Choices in North Carolina, Spring 2000

[State Occupational Information Coordinating Committee]

CDA: EXPLORING WAYS TO USE YOUR LOVE OF MUSIC

Resources/Materials:

1. Music recordings
2. Occupational guides and career resource materials
3. *MnCareers* "As Seen on TV," ISEEK "Dream Jobs"

ACTIVITY:

- Have students brainstorm occupations related to music, the recording industry or other entertainment industry careers.
- Have the students describe the nature of the relationship between music and a specific job. (For example: Certain choreographed dances require specific music to be written. Music must then be orchestrated and performed. Specific samples of music must be picked for an album.)
- Have students bring samples of music or other media to school and explain the different occupations needed to create the recording.

Audience:

- Grades 6

EXTENSION:

- Have students interview someone in a music, recording or other entertainment-related occupation to find the role that musical ability or talent plays in their job. Ask them about the other skills needed and education requirements for the job.
- Have students use *MnCareers* and other resources to research the skills needed, salaries and job availability of entertainment careers.

CLOSURE:

- Have the class discuss the skills needed for different music or entertainment careers.
- Have the class discuss the availability of openings and job quality (wages, hours, stability, etc) of jobs in the entertainment industry.

TIME REQUIRED:

1 class period

Adapted from:

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CAREER DEVELOPMENT ACTIVITY: HOLLAND GRAPH

RESOURCES/MATERIALS:

1. Holland Code (RIASEC) handout or presentation giving overview of types
2. Posters describing each Holland group
3. Graphing materials

ACTIVITY:

- Have students participate in lessons regarding different types of graphs and how those graphs represent data in a visual manner.
- Tell students they will be participating in data analysis using their personal career interests. They're to imagine walking into a room where six groups of people are already talking and interacting. Read the description for each RIASEC group and have students list the group they would be drawn to first, then their second choice and third. To get data, share the results with the whole class. (For a more kinesthetic lesson, make posters with the descriptions printed on them. You could also create a variety of graphs to represent the distribution of classmates among the Holland groups.)
- Have students participate in a discussion regarding different types of graphs and how data is represented in a visual manner.
- Discuss the purpose of the Holland theory with students, explaining that people and work environments can be loosely classified into six different groups, with different peoples' personalities better connected to environments of their liking. While students might have some interests in and similarities to several of the six groups, most are attracted primarily to two or three areas.

Audience:

- Grades 6

EXTENSION:

- Use a career assessment instrument, such as *MnCareers*, O*NET, MCIS or assessments available on ISEEK, to help students match their abilities, skills, interests and aspirations to an occupation where job demands and potential will satisfy their needs.

CLOSURE:

- Discuss three kinds of careers that might fit each of the six Holland personality types.

TIME REQUIRED:

1-2 class periods

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CDA: GUESS MY JOB

RESOURCES/MATERIALS:



1. Internet access to view career videos on ISEEK, MCIS or CareerOneStop
2. Job reference materials: *MnCareers* and the *Occupational Outlook Handbook* (www.bls.gov/oco/home.htm) or the *K-12 Occupational Handbook* (www.bls.gov/k12)
3. Index cards with job titles written on them.

ACTIVITY:

- Have students choose a job card from the stack of index cards. Have students view a video of persons performing the chosen job and obtain accurate information about what the people do in their job (use *MnCareers* or *OOH*).
- Have students use creative dramatics to act out different job roles as they work in teams to guess the job demonstrated (similar to charades).
- Have students compile a list of the skills demonstrated for each job.

Audience:

- Grades 6

EXTENSION:

- Have students consider a skill they have and list possible jobs utilizing that skill. For example, the skill of drawing produces possible jobs such as designer, architect, graphic illustrator and others.

CLOSURE:

- Have students discuss what skills seem to be required by most jobs.

TIME REQUIRED:

2 class periods

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CDA: MY FAVORITE SUBJECT

RESOURCES/MATERIALS:



1. Internet access to <http://online.onetcenter.org>
2. High school program planning guide
3. Optional: ISEEK, *Occupational Outlook Handbook* (www.bls.gov/oco/home.htm) or the *K-12 Occupational Handbook* (www.bls.gov/k12)

ACTIVITY:

- Have students go online to access O*NET. Students should go to "Find Occupations" then click "Knowledge" to review the different school subjects and skill sets listed. On ISEEK, high school classes are listed in the occupation profiles under "Education & Training."
- Have students create a table of careers that shows which careers relate to specific school subjects (sample table below).

Audience:

- Grades 6

EXTENSION:

- Have students examine the different grouping of careers and state which group interests them the most and why.

CLOSURE:

- The *Occupational Outlook Handbook* assigns a number to each career. Discuss reasons why they do this and how this number is used.

TIME REQUIRED:

1 class period

CAREER	Math	English	Science	Social Studies	Health	The Arts

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CDA: PATTERNS IN CAREERS

RESOURCES/MATERIALS:

1. Interest assessment in *MnCareers*
2. "Explore Careers" section of ISEEK Web site (www.iseek.org)
3. eFolio or another portfolio

ACTIVITY:

- Have students create a timeline of their personal development. The timeline should include activities and events where the student felt particularly successful. (i.e., won a swimming medal, a spelling bee, learned a new and difficult skill, etc.).
- Have students evaluate their timeline seeking patterns for their successes (i.e. always a good speller, attended all practices, always gave their best, studied a lot for the test, etc.).
- Have students choose three areas of their life and identify how their personal development in those areas relates to their interest codes from the *MnCareers* Interest Profile. Discuss how those developed skills might relate to a career that a student chooses to pursue as a lifelong choice.
- Have the student record their interest assessment results and personal development activities in their portfolio.

Audience:

- Grades 6

EXTENSION:

- Have students take a skills assessment on ISEEK or another RIASEC profiler.
- Have students research careers on ISEEK that match the skills used in their timelines.
- Have students seek out other types of activities they can add to their portfolios.

CLOSURE:

- Have students discuss how career development is a continuous progress with lots of choices.
- Have students discuss options for careers that match their strengths and interests.

TIME REQUIRED:

1-2 class periods

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CDA: WANT ADS FOR JOBS WANTED

RESOURCES/MATERIALS:

1. Career resource materials including Web sites, publications and videos
(Career descriptions and industry videos can be viewed on MCIS, CareerOneStop or ISEEK)

ACTIVITY:

- Introduce students to a variety of career resource materials. Check with media center and guidance counselors, as well as career and technical teachers in your school for career resource materials, including *MnCareers*.
- Give an overview of advertising principles. Explain the purpose and point of view of an advertisement to the class.
- Have students create a job description or advertisement that "sells" a particular career. Have students choose from a pre-determined list of occupations with comparable salaries. Be sure students promote the skills, talents, abilities and educational requirements necessary to be successful at this job.

Audience:

- Grades 6

EXTENSION:

- Students might want to conduct a personal interview with someone who is employed in that field. Use interview to add or correct information in advertisement.



- Put student in small groups to create a video commercial or multimedia portfolio advertising a career.

CLOSURE:

- Have students share the advertisements with the class or at a Career Day event. Assess the scope, comprehensiveness, and significance to the information and ideas.

TIME REQUIRED:

1-2 class periods, more if multimedia projects are assigned

Adapted from:

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CDA: WHAT'S THE IMPORTANT JOB?

RESOURCES/MATERIALS:

1. Handout or presentation on the rules of debate
2. Research material about specific careers

ACTIVITY:

- Have students gather information on career exploratory processes.
- Have students team up to present a debate with other students in class. Students need to choose a stance from which to debate "the most important job."
- Have students prepare definitions of skills, values, aptitudes, knowledge, etc. and career exploratory programs upon which everyone in the debate is willing to agree.

Audience:

- Grades 6

EXTENSION:

- Have students follow-through with classroom debates, where most class members will be either evaluating the debating groups for appropriate interaction or observing the debate to vote for the debate winner.

CLOSURE:

- Have students discuss ways in which debate can be utilized in daily living situations.
- Discuss how different careers play important roles in society.

TIME REQUIRED:

Based on teacher preference

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