

TEACHERS ACTIVITIES



Theme:

There are all sorts of jobs in the world, and whether your job is vital to society or rather unusual, it's important to find a job you love.

Topics For Discussion:

Ask students, "Why do people work?" Discuss reasons such as making money, enjoying their jobs, contributing to our society, keeping busy, etc.



Talk about the general purpose of some careers. For example, there are "helping" professions, such as doctor and police officer; service professions, such as mail carrier and salesperson; entertainment professions, such as musician and athlete. Brainstorm occupations and discuss how they fit these categories. Are there additional categories?



Discuss the inclusive nature of careers in today's society. Use inclusive language, such as "firefighter," "police officer," and "flight attendant," and talk about why it is important to refer to workers in this way.

Curriculum Extension Activities:

Make an alphabet book of careers. Have students identify one job for each page and draw a picture to illustrate it.



Have a "Career Day" and invite students' family members and friends into the classroom to talk about their work. In order to avoid the students' asking personal questions of the speaker, brainstorm a list of questions ahead of time that focus on the training and activities associated with the career.



Have students search magazines for pictures of people engaged in a variety of careers and make a collage bulletin board. Refer them to the purposes of different careers (see above discussion topic) and have them categorize the pictures accordingly.

Take a walking tour of the street nearest the school that has a variety of shops and other places of business. Designate some students as notetakers (they will need to take notebooks with them) and others as information gatherers. Have students collect information, such as the name of the store or business, who works there, and what they sell or do. When they return to school, have students make a large wall map of the street they visited.



As a class, identify the jobs that need to be done in the classroom. Discuss the responsibilities of each job and write a description. Designate an area where the descriptions can be posted and change the students who are responsible for each job weekly. Classroom jobs might include: librarian (person who ensures that books are shelved in the proper places); gardener (person who waters the plants); host (person who greets visitors to the classroom); housekeeper (person who straightens the room at the end of each day); zoologist (person who feeds the classroom pets); meteorologist (person who reports daily temperature and adds to the weather graph); secretary (person who takes attendance and lunch count).



Have students research a career they would like to know more about. In addition to print resources, have them conduct an interview, write a letter, or use e-mail to ask questions. As a group, generate a short list of questions they would like to have answered—questions that would be appropriate across careers. Give everyone a copy of these questions and have each student add one question that is unique to the career she/he is researching. Provide an opportunity for students to share their findings. Encourage creative sharing. For example, they might dress up as the person and tell about “themselves,” act as that person in a “TV interview” conducted by a classmate, write a biography of that person, dramatize that person at work, make a poster telling about that career, etc.



Bring in some newspaper employment want ads and read a few examples to the students. Discuss the types of information that appear in these ads. Write the names of different occupations on slips of paper and have each student draw one out of a box. (Use jobs that are fairly well known to younger children, such as nurse, firefighter, teacher, veterinarian, author, child care provider, etc.) Have the students write a want ad for their occupation, putting two or three qualifications for the job in the ad. Cut and paste the ads onto a large piece of paper set up like a newspaper want ad page.

Brainstorm a list of “fantasy” occupations that are very unique. (Possibilities might include ice cream taster, kite flier, book reader, dog petter, etc.). Recalling the discussion about the qualifications a person must have for a job (see activity above), have students write an application for one of the “dream jobs” on the list. In their application, they must give reasons why they think they would be good at the job.

Supplemental Books:

THE TERRIBLE THING THAT HAPPENED AT OUR HOUSE
by Marge Blaine, illus. by John C. Wallner (Parent’s Magazine Press)

A JOB FOR WITTILDA
by Caralyn Buehner, illus. by Mark Buehner (Dial)

ALL IN A DAY’S WORK: TWELVE AMERICANS TALK ABOUT THEIR JOBS
by Neil Johnson (Joy Street/Little Brown)

GIRLS CAN BE ANYTHING
by Norma Klein, illus. by Roy Doty (Dutton)

FINDING A JOB FOR DADDY
by Evelyn Hughes Maslac, illus. by Kay Life (Albert Whitman)

JOBS PEOPLE DO
by Christopher Maynard (DK)

WHO USES THIS?
by Margaret Miller (Greenwillow)

MY MOMMY MAKES MONEY
by Joyce Slayton Mitchell, illus. by True Kelley (Little, Brown)

ALL ABOUT THINGS PEOPLE DO
by Melanie & Chris Rice, illus. by Lesley Smith (Doubleday)

MR. GRIGGS’ WORK
by Cynthia Rylant, illus. by Julie Downing (Orchard)

Distributed by:



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