

Career Unit

K – 3

Students are to complete this unit in either Term 1 or Term 2.

You are receiving a copy of this unit in paper format, however you are asked to **email your teacher to request a digital version**. The digital version will contain web links to resources needed to complete the assignments. You may also be able to find copies of the books in your local library.

Area of Learning: CAREER EDUCATION Kindergarten–Grade 3

BIG IDEAS

Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

Communities include many different roles requiring many different skills.

Learning is a lifelong enterprise.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> - Identify and appreciate their personal attributes, skills, interests and accomplishments - Recognize the importance of positive relationships in their lives - Share ideas, information, personal feelings, and knowledge with others - Work respectfully and constructively with others to achieve common goals - Recognize the importance of learning in their lives and future careers - Set and achieve realistic learning goals for themselves - Identify and appreciate the roles and responsibilities of people in their schools, families and communities - Demonstrate effective work habits and organizational skills appropriate to their level of development - Recognize the basic skills required in a variety of jobs in the community	<i>Students are expected to know the following:</i> Personal Development - goal-setting strategies - risk taking and its role in self-exploration - connections to community - cultural and social awareness - roles and responsibilities at home, at school, and in the local community - jobs in the local community

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Overview:

Students will learn what it means to be a caring, happy family member, friend or community member. They will learn the rewards of becoming a “bucket filler” rather than a “bucket dipper”. They will identify their individual talents/attributes and use this information to set personal goals. They will practice making and following an action plan to achieve a personal goal. By working with their Home Facilitator and families, they will also begin to understand how their talents/attributes influence their own learning and lives. They will also make connections to careers and learn about the attributes and education needed for success in certain careers.

Format:

2 – 3 week time frame (approximately 3 half hour sessions/week)

Reading/discussion format

Evaluation:

- age/grade appropriate drawings, posters, writing, photo or video activities which indicates evidence of learning (minimum 2 send in assignments)
- Home Facilitator Learning Log and Comments

Part A: Goal Setting

Resources

- Have You Filled a Bucket Today? by Carol McCloud
 - On YouTube: <https://www.youtube.com/watch?v=KoscVFYbEgA>
- How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer
 - YouTube: https://www.youtube.com/watch?v=A5R6-2m_qHk
- <http://www.bucketfillers101.com/> website with free resources

Reading and Discussing

- Read the story: Have You Filled a Bucket Today?
- Discuss bucket filling – examples – feelings when bucket is filled or a bucket is dipped.
- Discuss ways to fill buckets of family and friends.
- Make goal and plan for bucket filling.
- Do they need help filling goal? / who could help? / can they ask for help?
- Did they fulfill their goal?
- How do they know they have accomplished their goal?

Activity Suggestions

- **Bucket Filling:** Brainstorm ideas for filling family members' or friends' buckets at the beginning of the week. At the end of the week, evaluate 'yes' or 'no' whether you were able to meet your goal. Comment on whether it was easy or hard, and how it you felt about 'Bucket Filling'.

- **Filling or Dipping:** On the left side of your paper draw or write how you feel when someone fills your bucket, and on the other side how you feel when someone dips into your bucket.
- Check the website <http://www.bucketfillers101.com/> for free resources.

Part B: Talents/Attributes (What we are good at? What we like to do?)

Resource

- Franklin Fibs by Paulette Bourgeois
 - YouTube story: <https://www.youtube.com/watch?v=T4s8Nd-Jqto>
 - YouTube Franklin Series: <https://www.youtube.com/watch?v=K97e5ShqUd8>

Reading and Discussing

- Find a copy of Franklin Fibs and read it
- Was Franklin a bucket filler or a bucket dipper when he fibbed to his friends?
- Everyone has different talents/attributes.
- What would happen if everyone had the same talents/attributes?
- What are your talents/attributes?
- We can learn new talents/attributes.
- We can improve on our talents/ attributes with teaching and practice.

Activity Suggestions

- **Talents of Family and Friends:** Have the student think of individual family members or friends and talk about things each person is good at. Discuss how these talents/attributes are helpful in their home?
- **Helping Out:** Make a booklet showing how each family member uses their talent/attributes to help around the home.
- **My Goal:** Discuss what attribute or skill your child would like to get better at. Talk about **SMART Goal Setting** - Make sure your goal is Specific, Measurable, Achievable, Realistic & Timely. Then set a goal for a personal improvement, and follow an action plan for achieving this goal. (Parents - there are many sites that can give you ideas of ways to support your child with goal setting such as: <http://choices.scholastic.com/blog/5-tips-teaching-kids-how-set-goals>)

Part C: Jobs and Careers

Resources

- Science A-Z Career Description Files in this folder
- Raz-Kids Books in this folder

Reading and Discussing

- Everyone has responsibilities and jobs to do.
- Children have responsibilities and jobs at home and school.
- What are some of the jobs you do at home and school?
- What are the jobs you are good at? What makes you good at these jobs?
- What are some of the jobs you have trouble with? Can you think of how you could improve? Who could help you?
- What kind of jobs do adults in your family, your school or your community do?
- What kind of job or career do you think you would like to have when you are an adult?
- What talents or attributes do you need for this job or career?
- How would you learn to do this job?
- What happens if or when jobs change? How do workers learn new information or skills for their jobs.
- Do you know an adult who has gone to school to learn a new job or about changes for an old job?
- What is lifelong learning?

Activity Suggestions

- **Career Brainstorming:** Talk about the jobs/careers of adult family members or friends. Discuss what training these adults needed for their jobs/careers. How did they get this training?
- **Job Shadow:** Job shadow a parent or family friend to learn about their work for a short period of time. Help your child gain a better understanding of what the worker does, where his/her workplace is, what special tools or equipment is required to do the job, what clothing or protective gear is needed, and what training is required for the job. Encourage your child to take some pictures and put together a digital book using the Book Creator iPad app or other book creator. A sample format: This is _____. He is a _____. He works at _____. A _____ and _____ helps him do his job. He wears _____ because _____. He learned to do his job by _____. (Older students would expand on these simple ideas.)



- <https://itunes.apple.com/ca/app/book-creator-for-ipad-create/id442378070?mt=8> - great iPad app called Book Creator
- <https://www.microsoft.com/en-us/store/p/book-creator/9wzdncrdszqxg> - Book Creator using Windows
- <https://www.mystorybook.com/> a free online book creator
- **Jobs, Jobs, Jobs:** Read and learn more about careers you curious about. Using this shared folder, your child can be introduced to careers he/she has maybe never even heard about, or learn more about jobs he/she is interested in. After reading about several occupations, have your child reflect on what he she has explored.
- **An Interesting Career:** Have your child pick a career he/she is very interested in. Research more about this field of work and discuss the tools, equipment, clothing and training required for it. Make a booklet or digital book sharing what he/she learned.

Learning Log – Home Facilitators please complete and submit with student assignments.

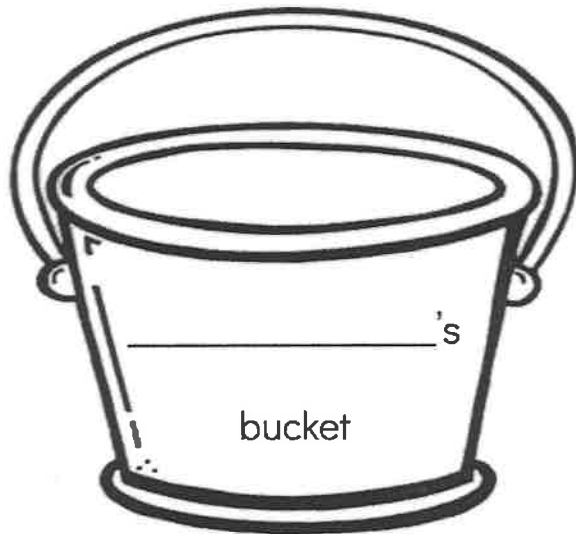
	Not yet	With assistance	Independent
Understands the meaning of caring relationships and the rewards of becoming a “bucket filler”			
Is able to identify his/her personal talents/attributes			
Understands that people have different talents/attributes and that diversity can be helpful in a group			
Understands that different jobs/careers require different skills, strengths and talents/attributes			
Understands that talents/attributes aren't fixed but rather can be fostered by setting goals and facing new challenges			
Is able to set personal goals and create an action plan to achieve those goals			
Send In Assignment:			
Send In Assignment:			

Comments:

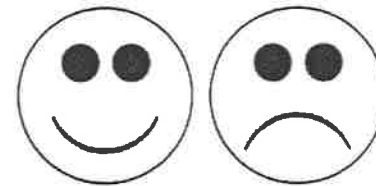
Bucket Filling

Look at the ways I can be a bucket filler this week! Check to see if you met your goal at the end of the week.

I can _____



I did meet this goal.



Comments:

Make as many copies as needed.

Filling or Dipping?

Think of some ways that people fill your bucket and how it makes you feel. Also think of ways that you have filled others' buckets and how it makes you feel.

**When someone
fills my bucket, I feel...**

**When someone
dips into my bucket, I feel...**

Talents of Family and Friends

is good at	is good at
is good at	is good at

Helping Out

Explain how your family members contribute or help out around your home, and what attribute or talent they possess. Draw a picture to support.

My _____ helps out with _____
because he/she _____.

Make as many copies as needed.

My Goal

The goal I have set for myself is: _____

Explain how your goal is

S pecific	
M easurable	
A chievable	
R ealistic	
T imely	

Check to see if you met your goal in the timeframe you set for yourself.

I did meet this goal. 😊😞 Comments: _____

SMART Goal Setting

Specific	The goal should state specifically what is to be accomplished. (Who What Where Why)
Measurable	How will you measure the extent to which progress toward the goal has been made or achieved?
Achievable	The goal needs to be achievable based on current capabilities, resources and personal abilities.
Realistic	Realistic goals are challenging yet achievable within the timeframe you set.
Timely	The goal should have a defined time for completion.

Career Brainstorming

Complete this chart for each family member or friend.

Who?	What is their job title?
What training is needed and where did they get it?	

Make as many copies as needed.

Jobs, Jobs, Jobs

It was most fun learning about this career: _____

I had never heard about this career: _____

I would like to know more about this career: _____

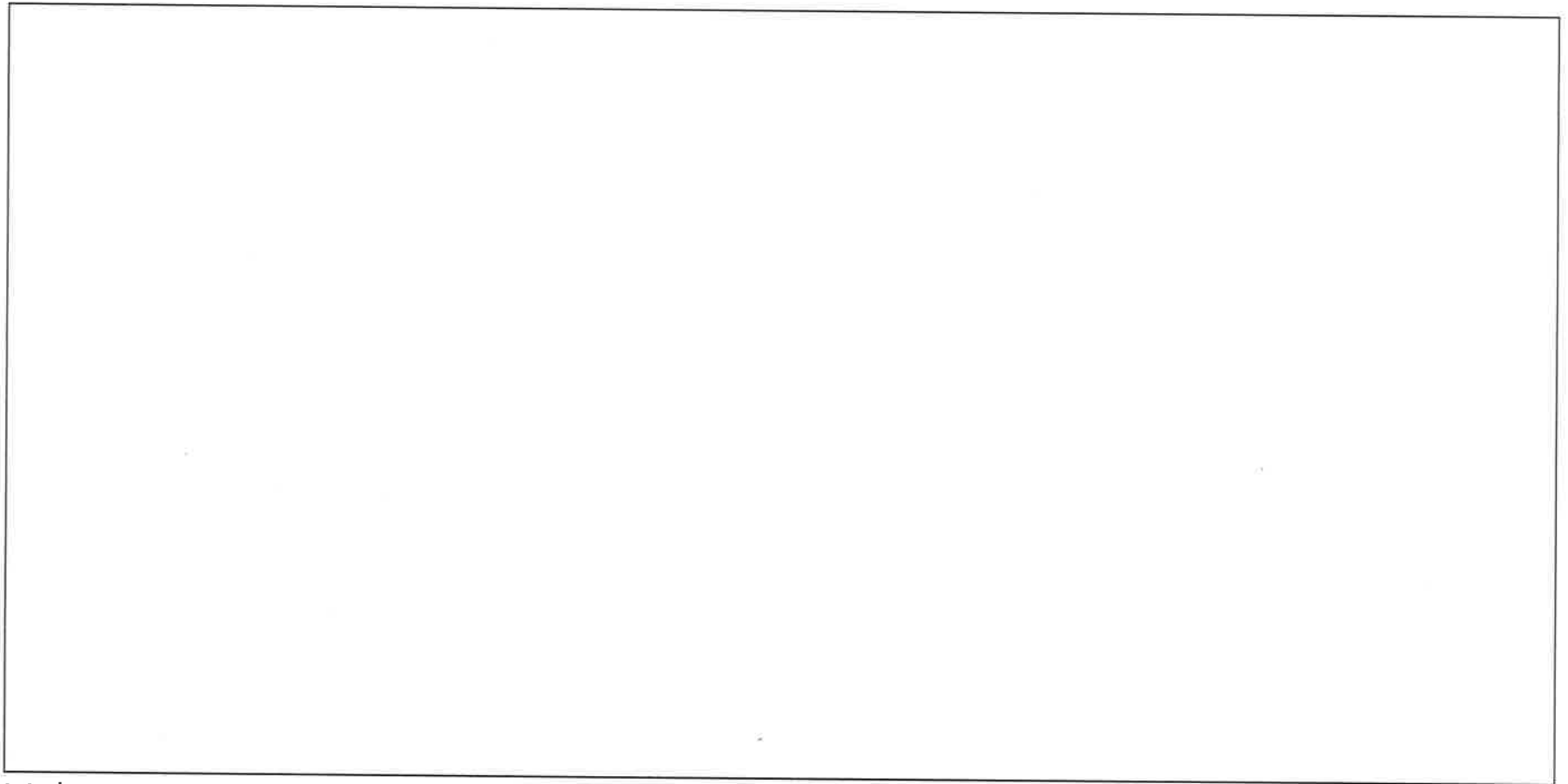
I was surprised to learn that _____
_____ in this career: _____

I would never want to do this career: _____

With all the things I know and have learned, I might like to pursue this
career _____ because _____
_____.

An Interesting Career

Make a paper booklet, digital booklet, slideshow etc. to show your learning about a career you are interested in.

A large, empty rectangular box with a thin black border, intended for students to create a presentation (booklet, slideshow, etc.) about a career of interest.

Make as many pages as needed to show your learning.

