



COLORADO
Department of Education

Elementary Career Conversation/Development

SCCG Fall Training 2018

Grade Level Content Knowledge

- Pre-K and Kindergarten
 - Community Helpers, Helper Vehicles, Career Play
- 1st Grade
 - Tools of the Trade, Clothing of the Trade, Career Vocabulary
- 2nd Grade
 - Career Vocabulary, Career Clusters, Typical Day on the Job
- 3rd Grade
 - Career Pathways, Relating Work and School
- 4th Grade
 - Postsecondary Life, Career Pathways, Relating Work and School, Technology and Career Exploration
- 5th Grade
 - Postsecondary Life, Exploring all Aspects of Career, Salary, Typical Day on the Job, Related Careers, Training Required

College and Career Readiness Skills

- Career Exploration Skills
- Cognitive Skills
- Financial Literacy Skills
- Self-Regulatory Skills
- Employability Skills
- Communication Skills

PreK-1

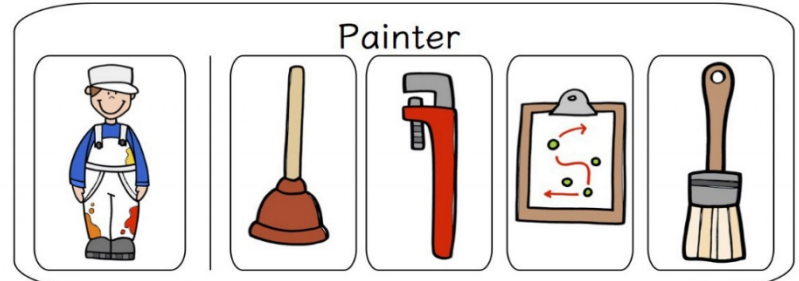
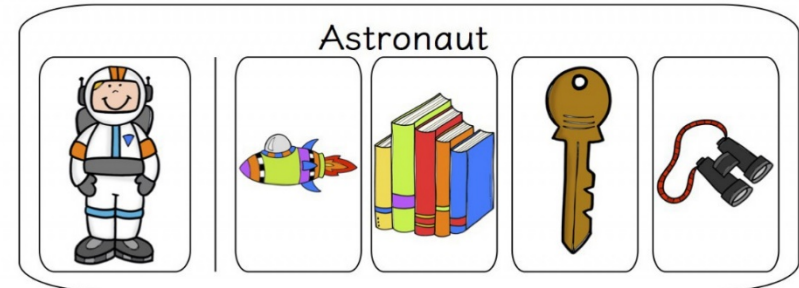
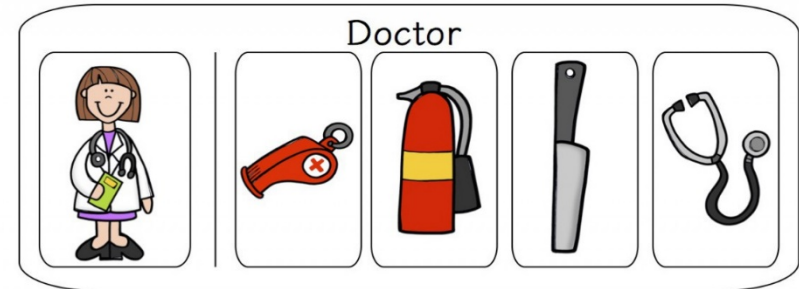
By the end of 1st Grade, students should be able to:

- Recognize careers and how they are different from jobs
- Identify community helpers
- Use Career Language
- Demonstrate positive attitudes towards self, others, school opportunities, and feelings of competence
- Articulate likes and dislikes

By the end of 1st Grade....

Students can understand people:

- Use different tools to accomplish goals
- Work occurs in a variety of locations
- Various types of occupations require different clothes, vehicles, and training



Community Helpers Tools
Puzzles

Clipart: P4 Clips TriOriginals, Teaching in the Tongas
Image Source: sandboxacademy.com

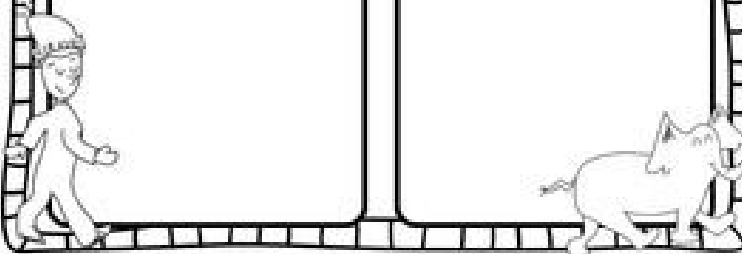
sandbox
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name: _____

Oh! The Places You'll Go

One day I want to go	Things I want to learn
People I want to meet	I want to be a



Stakeholders

The importance of Stakeholders:

- Stop the “Dream Squasher”
- Expand career language
- Work with teachers to integrate Career and College Info into the classroom
- Help with parent engagement activities
 - Workshops on STEM, Financial Literacy, Career and College info
 - Provides parents with examples and information as well

Give a student a Title

Today would you like to be a....

Paleontologist?

Baker?

Dentist?

Painter?

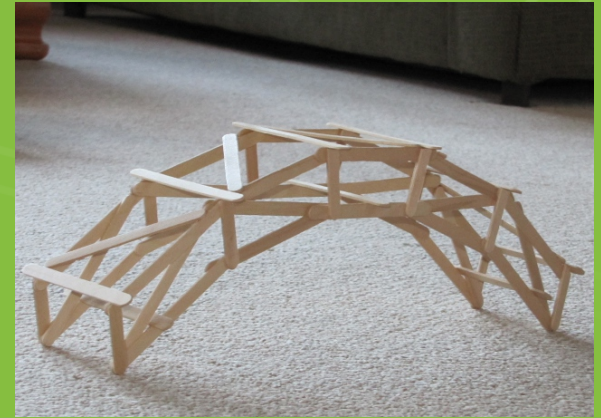
Teacher?

_____?

2nd and 3rd Grade

Career Exploration

- Introduce Career Clusters
- Develop Career and College Language
 - Story telling and role play
- Interpersonal/Employability Skills
 - Collaborative groups
 - Team building
 - Conflict Resolution



Stakeholders

PE Teacher, Library and Media Specialist, Art Teacher, Music Teacher.

Work to integrate career and college information in a creative way.

Create a postsecondary going culture in your school

Parent engagement activities – how can you partner with these events at your school?

(Curry & Milsom, 2017)

2nd and 3rd Grade Activities

Example: (Connect to a Health Unit): There is a town with dirty water and people are getting sick. Can you design a way to clean the town's water? Connect to careers after. Teach Career Clusters in a fun way

<https://vacareerview.org/resources/pdf/publications/exploringcareerclusters/Exploring%20Career%20Clusters%20Info%20Sheets%20for%20kids.pdf>

2nd and 3rd Grade Activities

Invite guest speakers

Field Trips

Demonstrations



4th and 5th Grade

4th and 5th grade

If students have been introduced to career clusters and relationships among careers, then they will be ready to learn the process of exploring individual careers and pathways.

- Career Exploration, Technology, and Interest – use O*NET, for example.
- Check internet for fun activities like career trading card activity

Student Led Career, College Fair

- Students can present to younger students
- Have them draw one career or create trifold and use O*Net and OOH to research and present:



- Average Salary
- Training Required
- Related Occupations
- Typical Day on the Job
- Skills Required
- Work Environment
- Skills Required

Create Vision boards and have students write a paper that answers the following:

In 20 years we will have a
5th grade reunion...

What occupation will you have?

Will you have a college degree?

Will you be married?

Will you have kids? How many?

How will you be involved in your community?

Will you own a business? What kind?

Will you own any pets? What kind?
How many?

How much will you make?

Where will you travel?

What will your hobbies be?



Activities

Place students in groups of 4, and have each group watch a video of how to get into a specific career (for example here is a video about how to become a doctor)

<https://www.youtube.com/watch?v=kskWZSRAoeg>

Have students list the skills, training/education, exams or competencies, physical requirements, personality or dispositions a person with this career should have, and some ways to learn more about the career. Next, have students look up the career on Occupational Outlook Handbook or O*Net to fill in any information they missed. Next, have students in each group mind map collaboratively, using markers and chart paper, all that they learned about the career and present it to the rest of the class. Hang the mind maps in other classes so other students also get the benefit of learning as they pass by the mind maps.

Have students develop career posters and have a student run career fair with the types of information listed above, or develop career trading cards of three to five careers that they explore online and list the information they learn

on Occupational Outlook Handbook. For the trading card activity, have students take 5 minutes to trade cards with other students in the room with the goal of trading at least 2 cards.

<https://www.cde.state.co.us/postsecondary/elementary-career-counseling>

(Curry, 2017)

Teach parents to become skillful career conversationalist

Encourage Parents

At the library, restaurants, grocery store, getting oil changed . . . anywhere ASK:

What do you like most about your job/work?

What subjects did you like in school?

What is the hardest thing about your job/work?

If someone was interested in your job, what skills would they need to develop?

What is something that you have to do everyday that might surprise people?

What is something you didn't do well at first that you are really good at now?

(Curry, 2017)

Thank You!

This presentation is adapted from ASCA Annual Conference, 2017
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