

## SAMPLE CAREER READINESS ACTIVITIES AND EVIDENCE ESSENTIALIZED<sup>1</sup> RESOURCE GUIDE

**13.1 Career Awareness and Preparation:** Pennsylvania’s public school shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Recognize that individuals have unique interests. B. Identify current personal interests.	SAMPLE ACTIVITIES	SAMPLE EVIDENCE
	Offer two or more cluster-based activities, e.g., “Do you want blocks (Building/Construction) or crayons (Arts). Switch activity between student and classmate. “Show me Joe’s favorite toy.”	Teacher/paraprofessional can document activity w/index card and take a digital photo. Or, use an icon board with personalized choices.
C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	Show how a teacher (or another career role, e.g., accountant) can be a parent and a teacher with photographs. Ask the student to point to when teacher is a parent and when he/she is a teacher (or another career role).	<u>Evidence:</u> Evidence board w/icons Digital photographs Index card narrative
D. Identify the range of jobs available in the community. E. Describe the work done by school personnel and other individuals in the community. F. Explore how people prepare for careers. G. Explain why education and training plans are important to careers. H. Explain how workers in their careers use what is learned in the classroom.	<ul style="list-style-type: none"> <li>• Student can point to community or job helpers.</li> <li>• Ask student to show a picture card of what the school cook does at school.</li> <li>• Ask student to find a tool that the custodian uses from classroom from a toy set.</li> </ul>	

Note: Student may receive assistance by an adult (teacher or paraprofessional), based on student need.

<sup>1</sup> Essentialized examples are resources that provide ways to think about content targets and sample tasks related to alternate eligible content.

Source: [www.pattan.net](http://www.pattan.net)

<b>13.2 Career Acquisition:</b> Pennsylvania's public school shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
	<b>SAMPLE ACTIVITIES</b>	<b>SAMPLE EVIDENCE</b>
A. Identify appropriate speaking and listening techniques used in conversation.	Student participates in: <ul style="list-style-type: none"> <li>• Calendar or daily group meeting</li> <li>• Lunch or "Special" (i.e., Art, Music, PE) roles</li> <li>• Turn-taking games or activities</li> </ul>	Students are assigned meeting roles, i.e., weather person, calendar person, practice turn-taking, song leader.  <u>Evidence:</u> Meeting hats w/name Calendar basket w/clothespin roles Digital photographs
B. Discuss resources available in researching job opportunities, such as, but not limited to: <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Newspapers</li> </ul>	Student can view videos that describe jobs and careers.	<u>Evidence:</u> Evidence board with career icons
C. Compose a personal letter	Student can make a card for a family member.	<u>Evidence:</u> Family card
D. Identify the importance of developing a plan for the future.	Student can follow a daily schedule.	<u>Evidence:</u> Schedule board
E. Discuss the importance of the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> <li>• Dependability</li> <li>• Health/Safety</li> <li>• Teambuilding</li> <li>• Technology</li> </ul>	Student follows school building rules.	Rules are posted in computer lab, cafeteria, bathroom, classroom, and students can match an icon or check/touch off each rule.  <u>Evidence:</u> Evidence board Evidence icon checklist

<b>13.3 Career Retention and Advancement:</b> Pennsylvania's public school shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
	<b>SAMPLE ACTIVITIES</b>	<b>SAMPLE EVIDENCE</b>
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interactive terms, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>- Compliment</li> <li>- Cooperate</li> <li>- Encourage</li> <li>- Participate</li> </ul>	<p>Teacher asks students to show, or teacher models by errorless teaching:</p> <ul style="list-style-type: none"> <li>- Initiative to help or cooperate with classmates (e.g., taking turns, sharing)</li> <li>- Praise by giving high 5's</li> <li>- Clapping for positive behavior</li> </ul>	<p>Video recording</p> <p>Digital photographs</p> <p>Posters or icons for good work habits</p>
D. Explain how money is used.	Student will participate in a token economy system, and/or reinforcers for participation.	Token board with student name, awards
E. Discuss how time is used both at home and school.	Student will follow a schedule at desk or on a posted location in the room by showing what part of the schedule he is on, i.e., point to lunchtime, recess.	Student schedule Digital photo demonstrating participation
F. Identify the changes in family and friend's roles at home, at school, and in the community.	Student will show how he/she works at school and plays at home through matching pictures to school activities or home activities. Read "Berenstain Bears and Mama's New Job."	Activity evidence board Sticker sheet with student activities Drawing or craft Video recording
G. Define and describe the importance of lifelong learning.	Student will select his/her personal interests by choosing a toy, book, movie, or activity that they enjoy.	Drawing Photograph

<b>13.4 Entrepreneurship:</b> Pennsylvania’s public school shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
	<b>SAMPLE ACTIVITIES</b>	<b>SAMPLE EVIDENCE</b>
A. Define entrepreneurship	Show a video that takes child through a factory or business (e.g., Mr. Rogers How to Make videos) Read a story.	Drawing Evidence board (“E” for Entrepreneurship)
B. Describe character traits of successful entrepreneurs, such as, but not limited to: <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Creative thinking</li> <li>• Ethical behavior</li> <li>• Leadership</li> <li>• Positive attitude</li> <li>• Risk taking</li> </ul>	Watch Sesame Street, “Who are the People in Your Neighborhood” or similar videos that show the types of business owners and personalities.	Drawing Evidence board (“E” for Entrepreneurship)
C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to: <ul style="list-style-type: none"> <li>• Bake sale</li> <li>• Crafts</li> <li>• Lemonade stand</li> <li>• Pet care</li> </ul>	Students can participate in school fair or fund-raising event (e.g., May Fairs, Pennies for Patients, Jump Rope for Heart). Students can role play in activities (classroom store).	Digital photograph Video recording Poster