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| **SAMPLE CAREER READINESS ACTIVITIES AND INDIVIDUALIZED1 EVIDENCE**  **RESOURCE GUIDE – GRADE BAND K-3** | | |
| The sample activities detailed below are designed for students who may require alternatives to meet the evidence requirements for the career portfolio. | | |
| **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: | | |
| 1. Recognize that individuals have unique interests. 2. Identify current personal interests. | **SAMPLE ACTIVITIES** | **SAMPLE EVIDENCE** |
| * Switch peer pairing activities between students to identify unique interests. “Show me Joe’s favorite book.” * Offer two or more cluster-based activities, e.g., “Do you want blocks (Architecture & Construction cluster) or crayons (Arts, A/V Technology & Communications)? | Teacher/instructional aide\* can document activity w/index card and take a digital photo or use an icon board with personalized choices.  Evidence board w/icons  Digital photographs  Index card narrative |
| 1. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing. | * Use photographs or illustrations to show how a teacher (or another career role, e.g., accountant) can have multiple roles. * Ask student to point to when the teacher is in a teacher role versus a parent role. |
| 1. Identify the range of jobs available in the community. 2. Describe the work done by school personnel and other individuals in the community. 3. Explore how people prepare for careers. 4. Explain why education and training plans are important to careers. 5. Explain how workers in their careers use what is learned in the classroom. | * Ask student to point to community or job helpers. * Ask student to show a picture card of what the school cook does at school. * Ask student to find a tool from a classroom toy set that the custodian would use. * Ask student to identify a visual representation of a worker’s tool. |

\*Student may receive assistance by an adult (teacher or instructional aide).

1[The Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting](https://www.education.pa.gov/Documents/About%20PDE/FutureReadyPA/Future%20Ready%20PA%20Index%20Career%20Readiness%20Guidance%20V2.pdf), Pennsylvania Department of Education, p. 6., October 2017.

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| **13.2 Career Acquisition**: 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: | | |
| 1. Identify appropriate speaking and listening techniques used in conversation. | **SAMPLE ACTIVITIES** | **SAMPLE EVIDENCE** |
| * Engage students in:  1. Calendar or daily group meeting 2. Lunch or “Special” (e.g., Art, Music, PE) roles 3. Turn-taking games or activities | Students are assigned meeting roles, e.g., weather person, calendar person, practice turn-taking, song leader, group leader.  Meeting hats w/name  Calendar basket w/clothespin roles  Digital photographs |
| 1. Discuss resources available in researching job opportunities, such as, but not limited to:  * Internet * Magazines * Newspapers | * View videos that describe jobs and careers (e.g., [Career One Stop](https://www.careeronestop.org/Videos/NewCareerVideos/new-career-videos.aspx)). | Evidence board with career icons |
| 1. Compose a personal letter | * Assign a student activity to make a card or write a letter to a family member. | Family card, letter |
| 1. Identify the importance of developing a plan for the future. | * Follow a daily schedule. | Schedule board, class schedule |
| 1. Discuss the importance of the essential workplace skills, such as, but not limited to:  * Dependability * Health/Safety * Teambuilding * Technology | * Follow school building rules. | Rules are posted in computer lab, cafeteria, bathroom, classroom, and students can match an icon or check/touch off each rule.  Evidence board  Evidence icon checklist |

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| **13.3 Career Retention and Advancement**: 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: | | |
| 1. Identify attitudes and work habits that contribute to success at home and school. 2. Identify how to cooperate at both home and school. 3. Explain effective group interactive terms, such as, but not limited to:  * Compliment * Cooperate * Encourage * Participate | **SAMPLE ACTIVITIES** | **SAMPLE EVIDENCE** |
| * Ask students to demonstrate:  1. Initiative to help or cooperate with classmates (e.g., taking turns, sharing) 2. Praise (e.g., high 5) 3. Clapping for positive behavior | Video recording  Digital photographs  Posters or icons for good work habits |
| 1. Explain how money is used. | * Engage students in a token economy system, using reinforcers for participation. * Purchase items in a school store. | Token board with student name, awards  Money simulation practice |
| 1. Discuss how time is used both at home and at school. | * Guide student to follow a school schedule at desk or on a posted location in the room by pointing to the scheduled activity (e.g., lunchtime, recess). | Student schedule  Digital photo |
| 1. Identify the changes in family and friend’s roles at home, at school, and in the community. | * Ask to student to 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 of job roles or craft  Video recording |
| 1. Define and describe the importance of lifelong learning. | * Ask students to identify his/her personal interests by choosing a toy, book, movie, or activity that they enjoy. | Drawing  Photograph |

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| **13.4 Entrepreneurship:** 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: | | |
| 1. Define entrepreneurship | **SAMPLE ACTIVITIES** | **SAMPLE EVIDENCE** |
| * View videos that take child through a factory or business (e.g., Mr. Rogers How to Make videos, [“How to Make Macaroni”](https://www.youtube.com/watch?v=3eCui0hg6SQ)). * Visit a business * Read a story about owning a business * View websites of student businesses (e.g., [**Edcorps**](https://www.edcorps.org/)). | Drawing  Evidence board (“E” for Entrepreneurship)  Visual checklist (type of business, industry cluster) |
| 1. Describe character traits of successful entrepreneurs, such as, but not limited to:  * Adaptability * Creative thinking * Ethical behavior * Leadership * Positive attitude * Risk taking | * Watch videos illustrating the types of business owners and personalities (e.g., Sesame Street, [“Who are the People in Your Neighborhood”).](https://www.youtube.com/watch?v=ewydtuobhqs) | Drawing  Evidence board (“E” for Entrepreneurship)  Visual checklist (type of business, industry cluster) |
| 1. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:  * Bake sale * Crafts * Lemonade stand * Pet care | * Participate in school fair, sporting or fund-raising events (e.g., carnivals, Pennies for Patients, Jump Rope for Heart). * Role play in activities (e.g., classroom store). | Digital photograph  Video recording  Poster |