

Careers and Community Helpers

Grade Level: 1

Author: Georgianne Jensen

Table of Contents:

Go to Goals

Go to Background Information

Go to Career Related Books

Go to References

Go to Internet References for Teaching about Communities and Careers

Go to Lesson One: Introduction to Careers

Go to Lesson Two: Community Helpers

Go to Lesson Three: Resource Visitor

Go to Lesson Four: Tools From Home

Go to Lesson Five: Tools in Many Different Jobs

Go to Lesson Six: Field Trip

Go to Lesson Seven: Webbing Service and Product Careers

Go to Lesson Eight: Businesses in the Community

Go to Lesson Nine: Careers over Time

Go to Lesson Ten: Careers are Global

Go to Lesson Eleven: Career Choices

Goals:

Time, Continuity and Change:

- Students will be able to explore similarities and differences of professions and how they have changed over time.

Individual Development and Identity:

- Students will explore and learn about their parents' jobs in the community.
- Students will learn about and be able to explain about different types of tools that are used in their parents' jobs.
- Students will be able to make a list of different jobs and put them into categories; transportation, sales, making things, helping people, helping animals, and outside jobs.
- Students will learn about different jobs and how they are important in their community.
- Students will be able to choose a career they would like to become when they grow up.

Power, Authority, and Governance:

- Students will learn about employees and employers from resource visitors.
- Students will learn that there are rules in any job.

Production, Distribution, Consumption:

- Students will be able to identify the different workers involved in a grocery store or a department store.

Interactions among Individuals, Groups, and Institutions:

- Students will be able to work in groups and create a service or product web.
- Students will work in groups and describe different businesses in the community.

People, Places and Environment:

- Students will be able to describe different businesses in their community.

Global Connections:

- Students will be able to discuss the similarities and differences of jobs around the world.

Background Information:

School-to-Careers:

School-to-Careers is an organized, comprehensive system to help young people prepare for and enter the workforce in a chosen career. Increasing demands of a highly competitive global economy means that employers need people with high academic, analytical and technical skills. In order to provide young people with these skills, systemic change need to occur in the way we educate students. (Utah School-to-Careers)

With School-to-Careers, workplaces become active learning environments. Employers become joint partners with educators in training youth through paid work experiences for jobs that exist in the local economy. The School-to-Careers program will spur the creation of a comprehensive education and training system to prepare all students for high-wage, high-skill jobs or further education—in other words, college and careers. It involves structural reform of school systems, and sets high academic and occupational skill standards. (Utah School-to-Careers)

School-to-Careers, is for all youth. The role of elementary schools is career awareness activities such as field trips, guest speakers, and career fairs. Applied curriculum relating to the world of work and business partnerships will also be key activities.(Utah School-to-Careers)

Community Helpers:

A community is a group of people who share services buildings and laws. It is also a place where people live. A community can be a school, town, city, or neighborhood. Community helpers make communities cleaner, safer, and more pleasant for other people. (Kalman, 1998a)

A community is a group of people living in the same place. A neighborhood, a town, or a city can be a community. A community helper is someone who does a job that helps the community (MacDonald, 1995).

There are many different types of community helps. Some help keep us safe, such as police officers and firefighters. Some help keep up healthy, such as doctors and dentists. Teachers help us learn, garbage collectors help keep our community clean, letter carriers help us communicate, and store clerks help us when we need to buy things. People who work as bus drivers, lawyers, barbers, veterinarians, and secretaries are also community helpers (MacDonald, 1995).

Resource Visitors:

Get parents involved in your study of community helpers. They can come into the classroom and talk about their jobs with the students.

Once resource personnel are identified, how can they be used in an educationally sound way? Most resource people need guidance, not having spoken to a group of young people very often. It is up to the teacher to provide some general guidelines to potential classroom visitors. For example:

1. Give the resource person a time limit. The visit may be only part of your day's plan, so don't be caught short or become over committed.
2. Clarify precisely what you want presented and why.

3. Give the content background of your students, so that the resource person can start a discussion at an appropriate place rather than wasting time and boring the students.
4. Indicate the ability of the class to understand abstract thought and technical language.
5. Ask if the resource person can suggest some advance reading that would better prepare the students for his or her presentation.
6. Help the resource person by providing or suggesting audiovisual aids if none are already available.

Obviously a teacher could make further suggestions. These general guidelines will make the resource person more comfortable by knowing what is expected of his or her (Nelson, 1997).

Students also need guidance in what questions to ask resource personnel. Some questions that can be asked are:

1. What is the name of your job?
2. Where do you work?
3. Did you have to finish High School to get this job?
4. Did you have to finish College to get this job?
5. Did it take long to learn how to do your job?
6. Do you have to wear a uniform?
7. Do you have special tools you use on your job?
8. Do you have a special vehicle you use in your job?
9. When do you work?
10. Do you like your work?
11. What is the best thing about your job?
12. What is the worst thing about your job?
13. How long does it take for you to get to work?
14. Do you want to stay with this job?
15. Can you do your job from home?
16. If you could do something else, what would it be?

Adapted from: Brown, C.

A parent survey can also be sent home:



Dear Family:

As part of our study of community helps, we are putting together a class book about our mom's and dad's jobs. Please take a moment to describe your job (even if you work in the home). Then, if possible, attach a photo or a drawing of yourself in your workplace.

We appreciate your efforts!

My name is _____.

I am a(n) _____.

I work at _____.

Some of the things I do every day include:

The thing I like best about my job is _____.

This is a picture
of me at work.

Would you be willing to come talk to the children about your job? _____.

What day and time is best for you to come and talk to the class? _____.

Adapted from: Saunders, A. & Goren, A.H.

Career Related Books:

A Day in the Life of a Disc Jockey by Michael A. Wong, Troll Associates
A Day in the Life of a High-Iron Worker by John Harding Martin, Troll Associates
Colonial Times from A to Z by Bobbie Kalman, Crabtree Publishing Company
Fire Fighters by Robert Maass, Scholastic Inc.
Fire Fighting A First Discovery Book by Gallimard Jeunesse and Daniel Moignot, Scholastic Inc.
Fox on the Job by James Marshall, Scholastic Inc.
Hats, Hats, Hats by Ann Morris, Scholastic Inc.
I Can be a Musician by Rebecca Hankin, Childrens Press
I Can be a Photographer by Christine Osinski, Childrens Press
I'm Going to be a Farmer by Edith Kunhardt, Scholastic Inc
I'm Going to be a Fire Fighter by Edith Kunhardt, Scholastic Inc.
I'm Going to be a Police Officer by Edith Kunhardt, Scholastic Inc.
I'm Going to be a Vet by Edith Kunhardt, Scholastic Inc.
My Apron by Eric Carle, Scholastic Inc.
Pioneer Life from A to Z Bobbie Kalman, Crabtree Publishing Company
Tools by Ann Morris, Lothrop, Lee & Shepard Books
What do People do all Day? By Richard Scarry, Random House
What's it like to be a Ballet Dancer by Janet Craig, Troll Associates
What's it like to be a Chef by Susan Cornell Poskanzer, Troll Associates
What's it like to be a Dairy Farmer by Susan Cornell Poskanzer, Troll Associates
What's it like to be a Fisherman, by Janet Craig, Troll Associates
What's it like to be a Forest Ranger bu Michael J. Pellowski, Troll Associates
What's it like to be a Grocer by Shelley Wilks, Troll Associates
What's it like to be a Newspaper Reporter by Janet Craig, Troll Associates
What's it like to be a Postal Worker by Morgan Matthews, Troll Associates
What's it like to be a Puppeteer by Susan Cornell Poskanzer, Troll Associates
What's it like to be a Sanitation Worker by Susan Cornell Poskanzer, Troll Associates
What's it like to be a Teacher by Kira Daniel, Troll Associates
What's it like to be a Truck Driver by Judith Stamper, Troll Associates
What's it like to be a Zoo Worker by Judith Stamper, Troll Associates
Whose Hat is That? by Ron Roy, Clarion Books

References and Resources:

Brown, C., Principal, Bear River Elementary School

Bustard, A. (Aug/Sep 1997). *The Mailbox the Idea Magazine for Teachers, Primary*, The Education Center, Inc. Pages 18-21.

Dooley, D. <http://www.teachers.net/lessons/posts/1043.html>

Goren, A. H. & Saunders, A. (January 1996), *The Mailbox, January, A Month of Ideas at Your Fingertips*, The Education Center Inc. Pages 86-96.

Henry, L. K. (Feb/Mar 1995). *The Mailbox The Idea Magazine for Teachers, Preschool/Kindergarten*. The Education Center, Inc. Pages 3-11.

Houghton Mifflin Company (1997) <http://www.eduplace.com/ss/act/web.html>

Houghton Mifflin Company (1997) <http://www.eduplace.com/ss/act/picture.html>

Kalman, B. (1998a). *Community Helpers from A to Z*. New York: Crabtree Publishing Company.

Kalman, B. (1998b). *Colonial Times from A to Z*. New York: Crabtree Publishing Company.

Kalman, B. (1998c). *Pioneer Life from A to Z*. New York: Crabtree Publishing Company.

MacDonald, S. (1998). *All About Community Helpers*. Torrance: Frank Schaffer Publications.

Morris, A. (1989). *Hats Hats Hats*. New York: Scholastic Inc.

Nelson, M. R. (1998). *Children & Social Studies*. (3rd Ed.) New York: Harcourt Brace.

Raffi, (1985) *Like Me and You*. Crown Publishers, Inc.

Roy, R. (1987) *Whose Hat is That?* New York: Houghton Mifflin Company

Schultz, D. (1996). *Careers*. Greensboro: Carson-Dellosa Publishing Company, Inc.

Smith, M. H. & Prescott, C. S. (1970). *Families around the World*. Grand Rapids: The Fideler Company.

Sutton, S. *Community Helpers* <http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst078.html>

Utah School-To-Careers <http://www.usoe.k12.ut.us/stc/ccc/home.htm>

Internet Resources for Teaching about Communities and Careers:

<http://www.usoe.k12.ut.us/stc/ccc/1st.htm>

<http://www.eduplace.com/ss/act/web.html>

<http://www.eduplace.com/ss/act/picture.html>

<http://www.teachers.net/lessons/posts/1043.html>

Lesson One: Introduction to Careers

Goal: Individual Development and Identity: Students will be able to list different jobs and put them into different categories.

Activity:

1. Read “When I grow Up” by Lucia Kemp Henry
Someday soon, When I grow up, I’ll have a job to do. I’ll write a book, Or be a cook, Or work inside a zoo. I might want To drive a bus Or teach children to read. I’ll load a train, Or fly a plane, Or plant a little seed. I might want to fight a fire, Or be a doctor, too. I’ll build a house, Or sew a blouse, Or sail the ocean blue. So many jobs that I might choose. I wonder what I’ll be. I’ll work and learn, ‘Til it’s my tum To find a job for me!
2. List on chart papers the following headings:
Transportation Jobs
Jobs Selling Things
Outside Jobs
Jobs Making Things
Jobs Helping People
Jobs Helping Animals
3. Have students brainstorm all the careers that they can think of. As each career is mentioned, note it on the board beneath the appropriate category.

Assessment: Observe students and their comments about careers and what categories they go under.

Out-of-school-learning opportunities:

Send home the parent survey about their jobs or careers.

[Go to Parent Survey](#)

Adapted from: Henry, L. K. (Feb/Mar 1995). *The Mailbox The Idea Magazine for Teachers, Preschool/Kindergarten*. The Education Center, Inc. Pages 3-11.

Lesson Two: Community Helpers

Goal: Individual Development and Identity: Students will be able to list different community helpers and how they help the community.

Activity:

1. Read Community Helpers from A to Z by Bobbie Kalman
Discuss the different types of helpers mentioned in the book. Ask students where the different jobs would fit on our charts that were made the previous day. Add these jobs to our charts. Discuss how the helpers listed on the charts help the community.
2. Students will select one Community Helper listed on the charts. Students will draw a picture of the community helper and write down three ways in which that person helps the community.

Assessment: Use the rubric below:

1. Student drew a picture of a community helper listed on one of the charts.



2. Student has listed three ways in which person helps the community.



3. Student's work is neat and easy to read.



Out-of-School-Learning: Compile students' pictures into a book. Have students be able to take home the book and read it with their families.

Adapted from: Dooley, D. <http://www.teachers.net/lessons/posts/1043.html>

Lesson Three : Resource Visitor

Goal: Individual Development and Identity: Students will learn about different types of jobs that their parents hold. Students will learn about different jobs and how they are important in the community.

Power, Authority, and Governance: Students will learn about employees and employers. Students will learn about rules on the job.

Activity:

1. Have a parent come in and talk about his/her career. Why is their job important to the community? What tools do they use in their job? What are some of the rules they have in their job?
2. Have students write a thank you note to the parent. Students will write down three complete sentences about what they learned. Students will use correct letter writing procedures.

Assessment:

Listen to questions asked by students to the parent to see if they have been paying attention to the speaker.

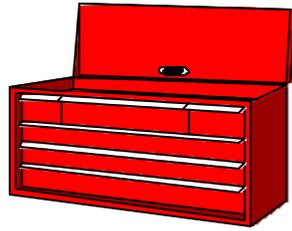
Check:

- _____ 1. Did student use correct opening for letter?
- _____ 2. Did student write three complete sentences about what they learned?
- _____ 3. Did student use correct closing for letter?

Out-of-School-Learning:

Have students discuss with their parents about their careers and the tools they use. Have students bring in tools that one or both of their parents use in their job.

Lesson Four: Tools From Home



Goals: Individual Development and Identity: Students will be able to explain the different tools that are used in their parents' work.

Activity:

1. Read Tools by Ann Morris Photographs by Ken Heyman
Discuss with students how people all over the world use tools.
Discuss with students the tools they use in school.
2. Have students share the tools that they brought. They should be able to explain the tool as part of their parents work.
3. Students will write and illustrate a story about a person using his/her parent's tool.

Assessment:

Observe students explain about the tools that they brought. Are students able to explain the use of the tools and how they help in their parent's job.

Rotate around the classroom and observe students writing their stories. Help students as needed.

Out-of-School-Learning:

Students will share their stories with their parents

Lesson Five: Tools in Many Different Jobs



Goal: Individual Development and Identity: Students will be able to identify different types of tools for different jobs.

Activity:

1. Read Whose Hat is That? By Ron Roy and Rosmarie Hausherr
Read Hats, Hats, Hats by Ann Morris, photographs by Ken Heyman
Discuss how hats are tools and the many jobs that use hats. Discuss that the same tools can be used in many different jobs.
2. Make a list of tools and the many, varied, and unusual jobs for which they can be used.
3. Have students make a tool that they would use in their career that they choose. Students will use, paper, markers, scissors, glue, crayons, and any other craft items that can be used (e.g., pipe cleaners, paper towel rolls, styrofoam, etc.).
4. Have students display their tools that they have made. They have to explain on a 3x5 card how it will be used in their job. This can be done in one or two sentences.

Assessment:

ChecBric:

- ____ 1. Did student make a tool to be displayed?
- ____ 2. Did student explain how the tool will be used in their career?

Out-of-School-Learning:

Student will make a list, with their family, of other tools that could be used in their chosen career.

Adapted from: Sutton, S., *Community Helpers*,

<http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst078.html>

Lesson Six: Field Trip

Goals: Production, Distribution, Consumption: Students will be able to identify the different workers involved in a grocery store or department store.

Power, Authority, and Governance: Students will learn about different employees and their employers. Students will also learn about different rules on the job.

Activity:

1. Take a field trip a Grocery Store or a Department Store
While on the field trip, allow the children to explore the environment, look at the equipment and uniforms of the workers, and ask any questions they wish. Some places you visit may even have items to give to your class as souvenirs: be sure to ask ahead of time (Schultz, 1996).
2. Discuss how the different workers work together. What do the different people in each area have to know about their job? Why do the sales people depend on the stock people? Who do the stock people depend on for their work? The store is like a community within itself.
3. Have students draw some of the different types of workers that they saw on their field trip. Students will write three sentences describing what that person does for their job and how other workers depend on him/her.

Assessment:

Check:

- ___ 1. Did student write three sentences.
- ___ 2. Did student write about a worker they met on the field trip.
- ___ 3. Did student write about how workers depend on each other.

Out-of-School-Learning:

Compile students' drawings into a classroom book about their field trip. Students will be able to take home the book and share it with their parents and family.

Lesson Seven: Webbing Service and Product Careers

Goal: Interactions Among Individuals, Groups, and Institutions: Students will be able to work in a group and create a service or product web.

Activity:

1. Explain to children that for every worker there are other workers on whose services the worker depends. Make a service web. For an example choose a worker from the school and web other workers whose services are necessary to that person. (Lunch Workers – custodian to make sure the tables are down, the delivery truck to bring the food, the repairman to make sure the ovens are working, etc.)
2. Ask children to think of other people whose services are related to the worker's job. Add their suggestions to the web.
3. Next create a products web. This will show the products that the worker in first web might use, such as books, tools, computer software, or a telephone. Explain that many other workers are needed to make these products.
4. Put students into teams. Have them create a service web or a product web used in other occupations.

Assessment: Teacher will monitor students as they are working together. By walking around the classroom the teacher will monitor students' discussions about the webs they are creating. Teacher will help students as needed.

Out-of-School-Learning:

Have student make a list of services that their parents depend upon in their careers.

Adapted from: Houghton Mifflin Company (1997) <http://www.eduplace.com/ss/act/web.html>

Lesson Eight: Businesses in the Community

Goals: People, Places, and Environment: Students will be able to describe different businesses in their community.

Interactions Among Individuals, Groups, and Institutions: Students will be able to work in groups as they create different businesses in their community.

Activity:

1. Discuss with students different types of businesses in the community. They can look at newspapers, phone books, or advertisements.
2. Make a list of different businesses.
3. Choose one of the businesses. Have students close their eyes and picture that place of business. What does the front of the building look like? Is there a window display? Is there a sign? What does it look like inside? Are there desks? Counters? Special Equipment? Cash Registers? Things on sale? Chairs? Computers? Who is inside? What work are they doing? Do they wear special uniforms? Does everyone work there? Do they have special tools?
4. List children's answers on the chalkboard. Do with two or three other businesses.
5. Divide the class into small groups. Assign each group a business. Students are going to make a book about each business. One child will make the outside view of the business. Another child will make the inside view. Another child will make the view with workers. Another child will make a view of what the workers are doing.
6. Children will describe each scene that they drew. Bind pictures together to make a book about that business.

Assessment: Teacher will observe students as they describe the businesses in their community. The teacher will monitor students as they are working in groups and will help as needed.

Out-of-School-Learning:

Have students try this activity at home with their family. They can pick the business and make their own book.

Adapted from: Houghton Mifflin Company (1997) <http://www.eduplace.com/ss/act/picture.html>

Lesson Nine: Careers Over Time

Goals: Time, Continuity and Change: Students will be able to describe different jobs or careers and how they have changed over time.

Activity:

1. Read Colonial Times from A to Z by Bobbie Kalman
Read Pioneer Life from A to Z by Bobbie Kalman
Read Community Helpers from A to Z by Bobbie Kalman
2. On a chart paper list the different jobs during Colonial Times, Pioneer Life, and Present Time. Look at how jobs have changed over time and are still the same. Look at pictures in books and see the different types of tools used by people. Talk about the different names of the different jobs.
3. Have students fold a piece of paper into thirds. In one third have them draw themselves doing a job during Colonial Times. In the next third have them doing the same job in Pioneer Times. In the last third have students draw themselves doing the same job during Present Time.

Assessment: Teacher will monitor students during the discussion. Are the children participating. Do their comments and questions make sense to what is being discussed. During activity, teacher will rotate around the room helping when needed.

Out-of-School-Learning:

Students will go home and interview grandparents or other senior adults about their history of work.

- a. What different jobs have you held?
- b. How old were you when you started working?
- c. Did you have to travel far to work?
- d. How much did you get paid?
- e. Did you have to go to college to get your job?
- f. What has been your favorite job you have held?

Lesson Ten: Careers are Global



Goals: Global Connection: Students will be able to discuss the similarities and differences of jobs around the world.

Activity:

1. Read Families Around the World by Marion H. Smith and Carol S. Prescott
Read Community Helpers from A to Z by Bobbie Kalman
Read Like Me and You by Raffi & Illustrated by Lillian Hoban
2. Discuss with students that we all part of the biggest community of all the world. After reading the books, discuss the similarities that people around the world share.
3. Discuss the different careers and tools around the world. Look at the similarities and differences. Some are simple and others complex.

Assessment: Teacher will monitor students and observe how students respond to questions about similarities and differences on a global perspective.

Out-of-School-Learning:

Students can go home and see if their family has any monetary units from different countries. Discuss with family how much they are worth and what they would buy.

Adapted from: Bustard, A. (Aug/Sep 1997). *The Mailbox the Idea Magazine for Teachers, Primary*, The Education Center, Inc. Pages 18-21.

Lesson Eleven: Career Choices

Goal: Individual Development and Identity: Students will be able to choose a career they would like to be when they grow up.

Activity:

1. Discuss with students what they want to be when they grow up. Provide thin paper plates, construction paper, yarn, and have each student create a self-portrait.
2. Trace each youngster's hands on skin-toned paper and have him/her cut out the hand-shaped designs. Glue hand cutouts to the upper corners of a 12"x18" sheet of construction paper.
3. Staple the bottom of the paper plate to the construction paper.
4. Ask student what career he/she is considering. Write "I can be a..."
5. Have student draw and label three tools he/she would use in his/her career.

Assessment:

CheckBric:

- _____ 1. Student makes a self-portrait out of paper plate.
- _____ 2. Student draws and labels three tools that would go with the career that is chosen.
- _____ 3. Student has labeled paper with his/her career choice.

Out-of-School-Learning:

Invite parents to come look at displayed self-portraits of students that are hanging in the hallway for all to see. Have students discuss their career choice with their parents and discuss tools they decided they would use in their career.

Adapted from: Henry, L. K. (Feb/Mar 1995). *The Mailbox The Idea Magazine for Teachers, Preschool/Kindergarten*. The Education Center, Inc. Pages 3-11.