

Ways to Build Career Awareness K–5

- Conduct a "what do you wear to work" activity to explore clothes, uniforms and equipment required for different careers.
- Have students either wear a hat or draw and decorate a hat that symbolizes a career area.
- Have students draw pictures of jobs around town
- Draw a map of businesses in the town. Have students brainstorm jobs in each business
- Create a collage out of words and pictures that represent self/career interests.
- Play a career clue game—Give clues about career fields and have students guess the career.
- Alphabet Jobs—How many jobs can be named for the letter A, B, C, etc.?
- Career Speakers—Invite parents, grandparents or another significant adult to visit and talk about their career area. If possible, have them bring tools of their work.
- Bag of Careers—Fill a bag with tools or clothing worn or used “on the job” and have students guess the career area. Or, as a class, discuss the career area.
- Career Pathway Bulletin Board—Make enlarged copies of the Career Pathway icons and descriptions. Place them on the board. Talk about careers that belong to each pathway.
- Have a Career Dress-Up Day or Dress-Up area.
- Choose and read various career-focused books during story times.
- Have a Career Day Read-In. Encourage students to bring career-focused books to read.
- Create a career station where students can gather information.
- Create a picture or storyboard showing how grown-ups get jobs.
- Have students brainstorm classroom jobs and create a jobs chart. Students can then rotate through the jobs each week. Examples: Plant Caretaker, Line Leader, Floor Checker.
- Describe a pathway or career during the morning announcements.
- Have the different departments in your building create posters listing their various jobs. Examples: Maintenance, Kitchen, Main Office.
- Add a “jobs people were doing” component to class field trips. Make a list with students when you get back to the classroom.
- Ask students what “good work habits” means. Work on a definition (or examples) and post it in the room.
- When two or more students work on or complete a task together praise their teamwork.

- Help students create a school day time line (what activities happen when). Then have them compare it to a work day time line.
- Complete activities designed to teach conflict management.
- Praise punctuality.
- Enlarge and copy the pathway icons and have students color their favorite one.
- Copy pages from clip art that highlight career areas for students to color.
- Have students create career posters or poems and enter the NCDA Poster and Poem Contest. Information is available at www.ncda.org.

Ways to Build Awareness and Explore Careers 6–8

- Create a career Scavenger Hunt.
- Ask students to draw a family career tree.
- Review a newspaper and identify 10 careers without using the classified job ads.
- Have students write a description of their ideal job.
- Have students think of all the jobs available in the school system.
- Make or purchase career posters to hang in the classrooms or hallways.
- Have a career hat day. Students wear the hat of a specific career field and are ready to describe that career if asked.
- Have available various career magazines, books and articles for students to look at, read, and report on.
- Incorporate a “career sharing moment” during the day. Encourage students to share information.
- Cut out career-related words from newspapers or magazines and discuss them.
- Conduct a "what do you wear to work" activity to explore clothes, uniforms and equipment required for different careers.
- Use the comics to identify 10 different career areas.
- Identify the tools related to a variety of careers and create a display.
- Have students decorate a brown paper bag (large or small) with pictures, drawings, or statements, etc., of careers that interest them.
- Highlight a different pathway and career each week.
- Schedule Lunch and Learn sessions. Invite speakers in during lunch time to talk with students about their career field.

- Career Pathway Bulletin Board—Make enlarged copies of the Career Pathway icons and place them on the board. Talk about a career each day and have students guess what pathway it belongs to.
- Give career highlights or quotes during the morning announcements.
- Have students' interview parents, teachers, businesspersons and other adults about their careers.
- Introduce students to Career Cruising or other web-based career planning sites.
- Have a "Careers and You" booth in the cafeteria. Be available to answer questions students have during lunch.
- Have students do a Labor Market Scavenger Hunt, looking for anything that might indicate a change in employment. Examples: Help Wanted Sign, Store Closing, Store Opening, etc.
- Have students watch Career Pathways Advertisements created by 9 – 12 students.
- Create a career corner in your classroom or school media center.
- Talk to students about your career path.
- During class field trips have students keep a list of jobs they noticed people doing.
- Have students choose one career area they are interested in and then research at least three other related career areas.
- Have students watch various career focused videos or CD's.
- When students talk about the latest blockbuster movie, ask them to watch the credits at the end. What jobs are listed? Which ones sound interesting?
- Have students create career posters or poems and enter the NCDA Poster and Poem Contest. Information is available at www.ncda.org.

Ways to Enhance Career Decisions 9–12

- Pick a Theme of the Month or use the NCDA theme for this year. Identify the tools related to a variety of careers and create a display.
- Have students compare today's careers with those they think may occur by 2100 or those from the past (1900's).
- Use the comics to identify 10 different career areas.
- Have students' interview parents, teachers, business persons and other adults to learn more about how they found their careers.
- Ask students to write a paper about the education and skills needed to achieve different career goals.
- Conduct a "what do you wear to work" activity to explore clothes, uniforms and equipment required for different careers.
- Conduct Lunch and Learn Sessions. Invite speakers in during lunch time to talk with students about their career field.

- Pick a broad topic area such as "water" and identify careers related to this topic (Plumber, Ship Captain, Water Treatment Plant Worker, Designer of Jet Skis, Swimming Teacher, etc.).
- Select a product such as "milk" and identify careers related to the product (Farming, Packaging, Trucking, Marketing, etc.).
- Categorize the classified ads into the six Career Pathways.
- Prepare a cost analysis of the training required to enter different careers.
- Ask students to research a favorite subject area that relates to their career aspirations.
- Have students write a paper describing what they don't want to do and why.
- Use Career Cruising or other career planning websites to research a particular career area.
- Review the newspaper classified job ads and discuss the technology required for each job.
- Have students write a description of their ideal job and share with the class.
- Have students make a list of the top 10 job skills needed if students were participating in "Survivor."
- Have students identify 10 unusual or unique careers.
- Have students identify 10 new careers created since their parents or grandparents started working.
- Ask students to draw their Career Pathways logo.
- Have students create and video tape a Career Pathway Advertisement
- Create a mock company or organization and have students assume the career roles needed in the company or organization.
- Post previous student career success stories around the room or building.
- Give "career highlights" during the morning announcements.
- List "Hot Jobs" and "Jobs on the Decline." Ask students why this might be so.
- Bring in a college catalog and have students review the course selections, titles and career fields.
- Ask students to discuss various quotes from a career focus. Example: "Go confidently in the directions of your dreams. Live the life you have imagined."--Henry David Thoreau
- When students talk about the latest blockbuster movie, ask them to watch the credits at the end. What jobs are listed? Which ones sound interesting?
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