



3rd Grade ▪ Career Awareness and Preparation ▪ English

Competency	13.1.3A Recognize that individuals have unique interests.
Lesson Topic	Different is good
Subject	English, Language Arts
Length	One class period
Materials	Writing paper, pencil
Evaluation	Students will conduct a one-on-one interview with a fellow classmate and share the answers about the classmate with the class.

Procedure:

1. Students pair up.
2. Teacher provides *What Interests You* worksheet to one of the students.
3. The student with the paper interviews/asks questions of their partner using the *What Interests You* worksheet and records the answers.
4. The teacher provides a *What Interests You* worksheet to the other student to conduct the same exercise.
5. Students share the answers with the class.



What Interests You Worksheet

Name: _____

1. What is your favorite color?
2. What is your favorite kind of ice cream?
3. What is your favorite food?
4. What is your favorite TV show or cartoon?
5. What is your favorite cartoon character?
6. What is your favorite animal?
7. Do you play sports? What kind?
8. What is your favorite song?
9. What subject/class do you like best?
10. What do you want to be when you grow up?

Draw a picture of yourself!



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Competency	13.1.3C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.
Lesson Topic	Everything changes
Subject	English, Language Arts
Length	One class period
Materials	Chalk board or dry erase board, <i>Everything Changes</i> worksheet
Evaluation	Students will take part in an active discussion on how responsibilities will change as they grow at home, at school, and in their community.

Procedure:

1. Teacher provides writing area on the board for each of the topics listed on the *Everything Changes* worksheet (in school, at home, and in the community) and selects three students to record the answers on the board.
2. The teacher leads the discussion by asking students what they are able to do now in school, at home, and in the community. Examples can include sports, clubs, chores, or rules.
3. The selected students write the class answers on their assigned chart.
4. Once completed, the teacher leads another discussion of what students will be able to do in school, at home, and in the community at ages 13 and 16 and distributes the *Everything Changes* worksheet.
5. Students work together in groups to record and discuss their answers.
6. Answers are shared by other students in the classroom and compared.
7. The teacher closes the discussion by telling students things will constantly be changing and that change is good, even when it is time to get a job.



Everything Changes Worksheet

Name: _____

At 13, I will be able to do these things:

In school:

_____	_____	_____
_____	_____	_____

At home:

_____	_____	_____
_____	_____	_____

In the community:

_____	_____	_____
_____	_____	_____

At 16, I will be able to do these things:

In school:

_____	_____	_____
_____	_____	_____

At home:

_____	_____	_____
_____	_____	_____

In the community:

_____	_____	_____
_____	_____	_____



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Competency	13.1.3D Identify the range of jobs available in the community.
Lesson Topic	Jobs in my community
Subject	English, Language Arts
Length	One class period
Materials	Construction paper, glue, scissors, magazines, pencils, crayons, markers
Evaluation	Students will identify different types of work and note those available in their community.

Procedure:

1. Distribute construction paper, magazines, and other supplies to students.
2. Ask students to cut career pictures from the magazines provided and paste them on the construction paper.
3. Ask students to share their pictures with the class and share which job they may like to do when they are older.
4. Follow with a class discussion on how important different jobs are in the community.



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Competency	13.1.3F Explore how people prepare for careers.
Lesson Topic	TV time
Subject	English, Language Arts
Length	One or two class periods, homework
Materials	Pencil, <i>TV Time</i> worksheet
Evaluation	Through a homework assignment, students will explore the jobs their favorite TV/cartoon characters have and how they think they were able to get those jobs.

Procedure:

1. Teacher discusses the many ways people prepare for careers through work and school.
2. Teacher provides the *TV Time* worksheet and asks students to complete the assignment for homework.
3. Students share their responses with the class.
4. Teacher can use this time to discuss the difference between on-the-job training, vocational schooling, and college.



TV Time Worksheet

Name: _____

Watch TV and look at the jobs that people do on your favorite shows.

TV show	
TV character name	
Job they have	
How do you think they got the job?	
Do you like this job?	

TV show	
TV character name	
Job they have	
How do you think they got the job?	
Do you like this job?	

TV show	
TV character name	
Job they have	
How do you think they got the job?	
Do you like this job?	

List which jobs you like and which jobs you do not like below. How do you think the people on TV were able to get their jobs?

Jobs I like:

What did they have to do to
prepare for this job?



PA Academic Standards for Career Education and Work

Jobs I do not like:

Why?

Out of all of the jobs that you like, which one is your favorite and why?



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Competency	13.1.3G Explain why education and training plans are important to careers.
Lesson Topic	Job training
Subject	English, Language Arts
Length	One class period
Materials	Pencil, <i>Job Training</i> worksheet
Evaluation	Students will understand that jobs differ in the amount of training and education they may need.

Procedure:

1. Teacher has students break into groups of three and provides the *Job Training* worksheet.
2. Students discuss and record their answers regarding each job and if they think it needs a high school diploma or a high school diploma plus college.
3. Each member of each group must agree on one answer for each job. This approach allows students to talk to one another about why they think the answer they picked is the correct one.
4. Students share the answers with the entire class.



Job Training Worksheet

Names: _____

Do you think the jobs listed below need a high school diploma or high school diploma plus college? Talk to the people in your group and give an explanation for each.

Teacher: High school diploma OR High school diploma plus college

Explain your answer:

Carpenter: High school diploma OR High school diploma plus college

Explain your answer:

Photographer: High school diploma OR High school diploma plus college

Explain your answer:

Lawyer: High school diploma OR High school diploma plus college

Explain your answer:

Police officer: High school diploma OR High school diploma plus college

Explain your answer:

Nurse: High school diploma OR High school diploma plus college

Explain your answer:

Cashier: High school diploma OR High school diploma plus college

Explain your answer:

Dentist: High school diploma OR High school diploma plus college

Explain your answer:

Cook: High school diploma OR High school diploma plus college

Explain your answer:

Day care worker: High school diploma OR High school diploma plus college

Explain your answer:



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Competency	13.1.3H Explain how workers in their careers use what is learned in the classroom.
Lesson Topic	School classes and jobs
Subject	English, Language Arts
Length	One class period
Materials	Pencil, <i>Classes Count</i> worksheet
Evaluation	Students will be able to show how school subjects relate to a career and how they are used in the workforce

Procedure:

1. Teacher provides students with the *Classes Count* worksheet.
2. Students complete the worksheet in teams of two and share the answers with the group.



Classes Count Worksheet

Name: _____

Ever wonder why you have to take so many different classes in school? Every job matches up with a class you are studying in school now or in the future.

Match each job with the class you think it uses the most!

- | | |
|---------------|--------------------------|
| Bank teller | Social Studies |
| Cartoonist | English/Reading/Spelling |
| Museum guide | Science |
| Game designer | Music |
| Writer | Math |
| Astronomer | Art |
| Singer | Computer |

Can you think of any other jobs that match up your school subjects/classes?

Job	Class
_____	_____
_____	_____
_____	_____