

Careers Curriculum: Picture Books

What Do Grown-Ups Do All Day? By Little Gestalten

<p>Materials Needed: Picture book, <i>What Do Grown Ups Do All Day?</i> Whiteboard and pens, Brainstorming Sheet, websites (imbedded below), One Pager Activity outline sheet.</p>	
<p>Question: What careers are out there that might align with how I like to be in the world, and what I like to do?</p>	<p>Grade: 4 & 5</p>
<p>Big Idea: Good learning and work habits contribute to short-and long-term personal and career success.</p>	<p>First Peoples Principles: Learning takes patience and time.</p>
<p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Take all the career descriptions, there is one on each page, and write them out on the board. 2. Get students into groups of two and hand out the Brainstorming sheet, see attached. Divide the careers on the board evenly out to the students to focus on so that all careers on board are being discussed by one or two groups. Ask them to record their thinking on the brainstorming sheet attached. <ul style="list-style-type: none"> • Skills required • Knowledge required • Competencies <p>You may want to review Job Skills for today- “Skills for Success” https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html</p> <p>And, the Core Competencies- https://curriculum.gov.bc.ca/competencies</p> <p>The teacher walks around and supports student discussions on careers that are not as easy for them to navigate.</p>	

3. Then get each group to share out on the careers they considered. Other students write notes as they hear additions to their thinking. The teacher can support the discussion and write notes on the board under each career.
4. Students can now consider what they have heard and have them choose two careers that they think might align with who and how they are in the world. What Career or careers seem of interest to them?
5. Students can then do a quick write on a large sticky note or piece of paper and hand it in to the teacher when they are done (*A quick write is a "brief written response to a question or probe" that requires students to rapidly explain or comment on an assigned topic*).

Extension:

1. The teacher could get laptops or take their class to a computer lab. Students could go to Career Trek, <https://www.careertrekbc.ca/episodes#tab=view-list&sort=alphabetical> or myBlueprint and have the students look further into one or two careers.
2. They could just research and share with the teacher or do a one-pager (one-pager outline sheet attached).

Picture Book: What Do Grown-Ups Do All Day? – Little Gestalten

What Do They Do in That Job?

Name: _____

*Look at the jobs that are listed on the board, what skills, knowledge, and competencies are needed to do this job?

Job: _____

	Ideas
Knowledge:	
Skills:	
Competencies:	

Job: _____

	Ideas
Knowledge:	
Skills:	
Competencies:	

Job: _____

	Ideas
Knowledge:	
Skills:	
Competencies:	

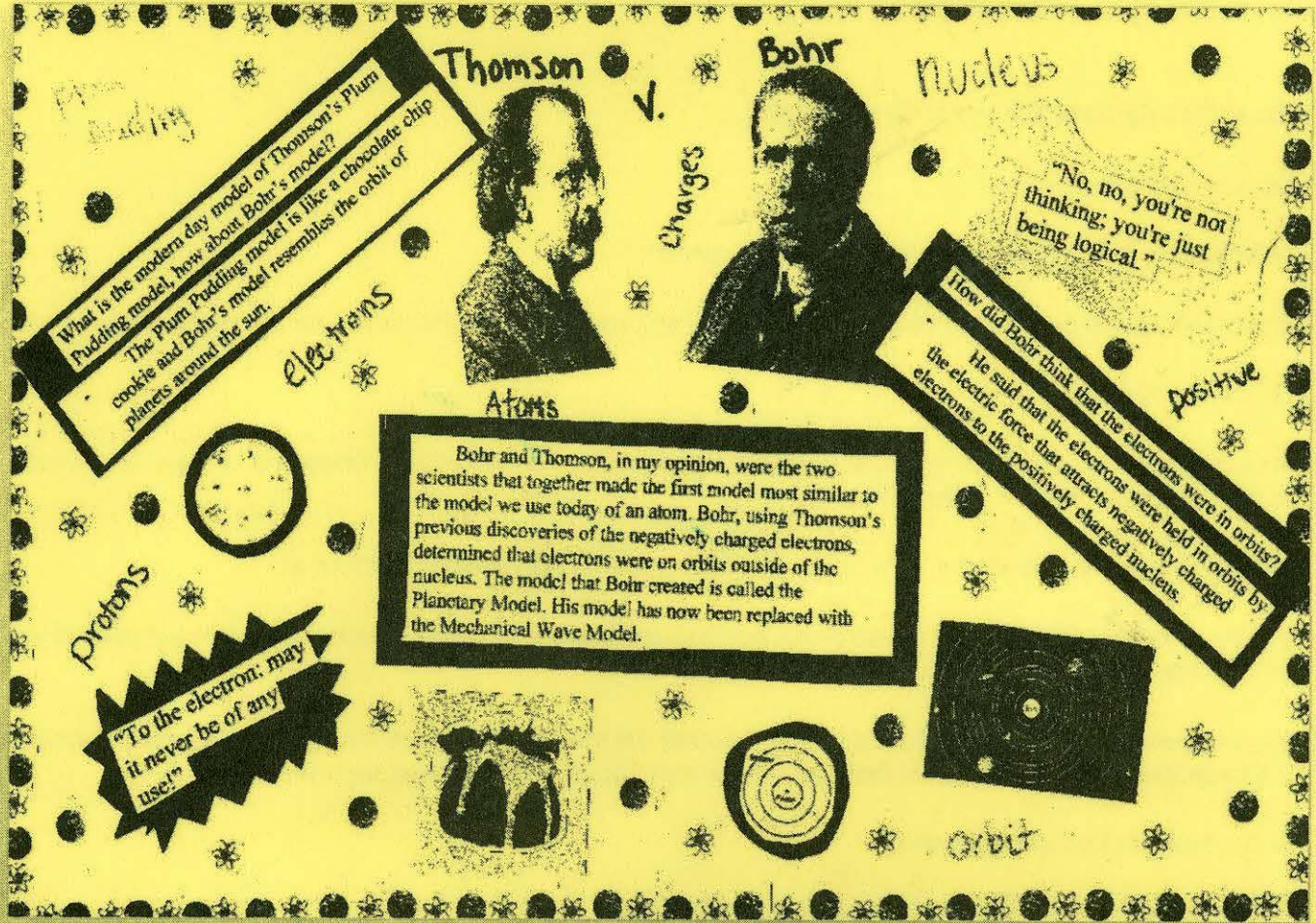
One-Pager

A One-Pager is a creative response to your learning experience. It allows you to respond imaginatively while being brief and concise in making connections between words and images. We think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create our own ideas. Your personal thinking about what you have experienced should be understood by the audience that views the One-Pager.

Follow this format for your One-Pager.

- Use unlined white paper.
- Title the One-Pager appropriately to reflect the content.
- Use colored pens, pencils, or markers. The more visually appealing it is the more your peers will learn.
- Fill the entire page.
- Be purposeful about the arrangement of your One-Pager. For example, have a reason for using a certain color or for placing an object in a certain place.
- Write two quotations from the reading or activity. Use the proper grammatical format.
- Use three visual images, either drawn or cut out from magazines, to create a central focus to your page. If you use a computer image, personalize it to make it your own.
- Place five essential vocabulary words/phrases around the images. These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.
- Write the main idea of the reading.
- Write two Costa's Level 2 or 3 questions and answer them.
- Put a symbolic colored border around the edges of the page.
- Write your name on the back.

Student Sample One-Pager



Thomson v. **Bohr**

electrons

Protons

Atoms

Nucleus

orbit

positive

charges

What is the modern day model of Thomson's Plum Pudding model, how about Bohr's model? The Plum Pudding model is like a chocolate chip cookie and Bohr's model resembles the orbit of planets around the sun.

"No, no, you're not thinking; you're just being logical."

How did Bohr think that the electrons were in orbits? He said that the electric force that attracts negatively charged electrons to the positively charged nucleus.

"To the electron, may it never be of any use!"

Bohr and Thomson, in my opinion, were the two scientists that together made the first model most similar to the model we use today of an atom. Bohr, using Thomson's previous discoveries of the negatively charged electrons, determined that electrons were on orbits outside of the nucleus. The model that Bohr created is called the Planetary Model. His model has now been replaced with the Mechanical Wave Model.