

#9473

WHAT COULD I BE WHEN I GROW UP?

SVE & CHURCHILL MEDIA

2001

Grade Levels: 2-6

13 minutes

1 Instructional Graphic Enclosed



DESCRIPTION

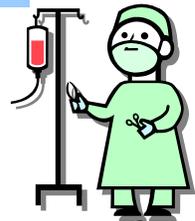
Elementary students learn they can be anything when they grow up. Surveys a variety of familiar occupations found in a typical community.



ACADEMIC STANDARDS

Subject Area: Self-Regulation

- Standard: Performs self-appraisal
 - Benchmark: Understands preferred working environments
 - Benchmark: Understands career goals
 - Benchmark: Identifies desired future accomplishments



INSTRUCTIONAL GOALS

1. To list a wide variety of careers.
2. To demonstrate the importance of having a job.
3. To discuss the function of money.
4. To emphasize the importance of school in the process of selecting a career.
5. To observe how skills are important to a successful career and identify their own skills.
6. To illustrate that a good job is an enjoyable job.



BACKGROUND INFORMATION

What could I be when I grow up? Opens the door for intermediate students to explore the wide variety of career options available to them. Join the host as she introduces students to different people doing different jobs, from police officers and firefighters, to Web designers and engineers. Viewers will learn basic processes for determining what jobs they would both be good at and enjoy. This video helps viewers get a firm grasp on the possibilities of their future.



VOCABULARY

1. architect
2. broadcaster
3. camaraderie
4. Chief of Surgery
5. creative director
6. engineer
7. firefighter
8. gall bladder
9. hernia
10. job
11. lieutenant
12. mural
13. patrol division
14. police
15. prototypes
16. pursue
17. rehab
18. residents
19. RN
20. trauma



BEFORE SHOWING

1. Ask students if they know what they want to be when they grow up. Write the list on the board. Are there any similarities? Where did students get the ideas for these jobs? Why do they think those would be good jobs to have?
2. Ask students what their parents or guardians do for a living. How do students feel about those jobs? Are there aspects of those jobs that they like? Dislike? How has watching their parents shaped their opinions of good and bad jobs?

AFTER SHOWING

Discussion Items and Questions

1. What are some of the jobs the program listed? What do all these people and their jobs have in common? What role does school play in helping people get jobs? What other role does school play in helping people get jobs?
2. What are some reasons people get jobs? Why do people need money? What is the most important thing for students to know as they think about a possible career?
3. Look back at the list of jobs students suggested in "BEFORE SHOWING." Do they still think these jobs represent what they want to be when they grow up? If their answers have changed, why?

Applications and Activities

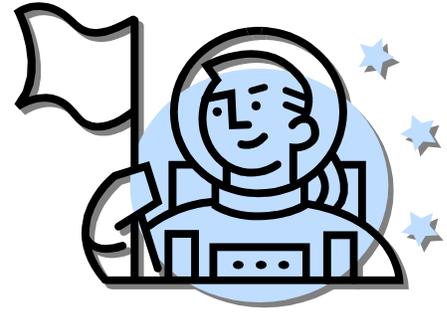
1. Ask students to write a list of skills that a lot of jobs might need. Then ask students to write a list of their skills and things that interest them. Are there any similarities between the two lists? Thinking back to the video, what are some of the jobs suggested by the program that these skills would be good for?
2. Invite students to bring their parents or guardians to class to talk about their jobs.
3. Match definitions to vocabulary words on the activity sheet provided. (See INSTRUCTIONAL GRAPHICS.)

RELATED RESOURCES



Captioned Media Program

- A Community at Work # 8682
- Kids in the Firehall #3485
- Moving the Mail: Postal Employees at Work #3383
- The Postal Station #3398
- You and Your Hospital #3425
- Your Town: Public Works #3283
- Zoo Day #2446



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **BLS CAREER INFORMATION**

http://stats.bls.gov/k12/html/edu_over.htm

"Jobs for kids who like..." and presents different graphics of career fields. Choosing one leads to more detailed explanation of that specific job, such as what do these workers do, what the job is like, preparing for the job, and more.

- **CAREERPLANNER.COM**

<http://www.careerplanner.com/default.htm>

This is a place where you can figure out what to do with your life. Click on the button that applies to you, such as "High School Student," or others. Provides online career planning and career counseling as well as a career test to help students and career changers identify and search for their ideal career.

- **FIRSTGOV FOR KIDS**

<http://www.kids.gov>

Provides links to federal kids' sites, along with the best kids' sites from other organizations. Grouped by subject (including careers).

INSTRUCTIONAL GRAPHICS

- MATCHING EXERCISE



Matching Exercise



Directions: Answer the following multiple-choice questions by writing the correct letter of the definition next to the answer.

- | | |
|----------------------------|----------------------|
| 1. _____ architect | 7. _____ engineer |
| 2. _____ police | 8. _____ firefighter |
| 3. _____ broadcaster | 9. _____ rehab |
| 4. _____ camaraderie | 10. _____ residents |
| 5. _____ chief of surgery | 11. _____ job |
| 6. _____ creative director | 12. _____ lieutenant |
-
- a. Students studying to be doctors. As a part of their education, they work with patients in a hospital setting.
 - b. The friendship and goodwill between a group of people.
 - c. A work activity that people do regularly for money.
 - d. Short for "rehabilitation." This type of nurse helps patients recover from injury and illness by helping them regain movement and skills.
 - e. A trained professional who applies science to the practical design, manufacture, and operation of machines and systems.
 - f. The person who is in charge of managing other artists or workers as they design things.
 - g. The highest ranking surgeon in a hospital.
 - h. A member of the fire department who puts out fires.
 - i. The government department that maintains order, enforces the laws, and prevents and detects crime.
 - j. An officer in the fire department who reports to the fire captain.
 - k. A person who communicates information through the radio or television.
 - l. A person who designs and supervises the construction of buildings and other large structures.