

Elementary School Sample Lesson Plans

For use with
Paws in Jobland



Grade 3 to 5

bridges.com[™]

Explore • Plan • Apply



Paws in Jobland:

Original program concept and design:

© 1997 Studie og Erhverv a.s. in co-operation with Feldborg Multimedia, Denmark.

British Adaptation:

English data, photographs, and worksheets

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Canadian Adaptation:

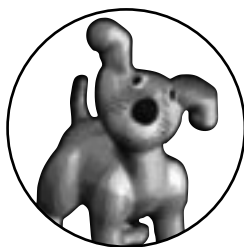
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Welcome to *Paws in Jobland*

Paws in Jobland

This software is intended for use with Grade 3-5 students. It has been developed as an introduction to the world of work, at a level that students at this stage can relate to. It provides information about 100 different jobs and stimulates interest to explore them further. It can provide the groundwork for students looking at careers more formally later in their school life.

The program is intended to expand awareness using an informal approach, without an overload of details. Above all, we hope that students and teachers **enjoy** using *Paws in Jobland*!

Worksheets

These have been developed to support the program as well as to broaden its use. They introduce wider concepts and practical activities relating to the world of work. As with the program, the worksheets are intended for use with students in Grades 3-5. These children will already know informally what some jobs involve, through experience in their daily lives, at home and from media sources. By using the worksheets and exploring *Paws in Jobland* they should be able to tap their existing knowledge, expand on it, and actively learn more about themselves in relation to many different jobs.

Structure of Worksheets

One side of each worksheet is photocopiable and guides students through the activity. With a few exceptions, the students will need some guidance before they use the worksheets. It is therefore important that teachers read the **Lesson Plan** on the reverse of each worksheet before they hand it out.

The structure of the **Lesson Plan** is as follows:

Type of activity:

Individual, group or class activity. Approximate timing (where appropriate).

Learning objective:

The overall aim of the worksheet activity. This will not necessarily be linked to career awareness, as the worksheets also encompass broader aspects of interactive learning.

Curriculum links:

Links to the curriculum subjects for use in subject-specific lessons or to incorporate into projects/activities.

Background:

How the worksheet relates to *Paws in Jobland*. Each worksheet expands on ideas in the program to demonstrate how skills and knowledge can be developed.

Resources needed/preparation:

Resources the teacher may need in order to carry out the worksheet activity.

Introduction/guidelines for students:

Suggestions on how to introduce the worksheet, plus steps for guiding students through the activities.

Ideas for further development:

Suggestions for developing the themes. These ideas could be used with more able students to make the activities more challenging. They could also lead to lengthening the time spent on the worksheet activity.

Ideas for making the activity easier:

Suggestions for helping younger or less able students to complete some or all of the worksheet activities.

Display ideas:

Suggested materials for displays relating to themes in the worksheet.

All worksheets can be photocopied, free of charge, by those who have purchased the software.

**We welcome feedback on the program and the worksheets.
Have fun exploring *Paws in Jobland!***



Technical Requirements

Hardware and Software Requirements

Windows

- Windows 3.1 and Windows 95, 98 and NT
- Pentium 120MHz, 16MB RAM, SVGA card and 8X CD ROM
- Sound card optional
- 640 x 480 or greater screen resolution
- 256 colors or greater
- Compatible with Novell network and Windows NT servers (optional)
- Requires 660 MB of free hard space to install (optional)

Macintosh

- PowerPC Mac or 68000 series Mac
- Minimum System 7 Mac OS
- 16 MB RAM, 8x CD ROM
- Compatible with client-server networks (optional)
- Requires 660 MB of free hard disk space to install (optional)

Grades 3-5 Suggested Curriculum Links for *Paws in Jobland* Worksheets

Bridges.com Elementary School Worksheets

	Art	Career Exploration	Career & Personal Planning	Cross Curriculum	Design	English	Geography	Math	Music	Physical Education	Science	Technology
Worksheet 1: Getting to know <i>Paws in Jobland</i>	🐾	🐾										🐾
Worksheet 2: Role Play		🐾				🐾						🐾
Worksheet 3: Health Quiz		🐾				🐾						🐾
Worksheet 4: Transport Quiz		🐾				🐾						🐾
Worksheet 5: Shopping Centre Quiz		🐾				🐾						🐾
Worksheet 6: Step by Step	🐾	🐾				🐾		🐾				🐾
Worksheet 7: A day in the Life of a ...		🐾	🐾			🐾		🐾				
Worksheet 8: Job Talk		🐾				🐾						
Worksheet 9: Top of the Jobs		🐾				🐾		🐾				🐾
Worksheet 10: Pick a Letter		🐾				🐾						🐾
Worksheet 11: The Art of the Matter	🐾	🐾				🐾						🐾
Worksheet 12: Geography Matters		🐾				🐾	🐾					🐾
Worksheet 13: Sports		🐾				🐾				🐾		🐾
Worksheet 14: The Job for You		🐾				🐾						🐾
Worksheet 15: Journalist Japes	🐾	🐾				🐾						🐾
Worksheet 16: Backwards Writing		🐾				🐾					🐾	🐾
Worksheet 17: Jobs and Places		🐾					🐾					🐾
Worksheet 18: Names and Places	🐾	🐾				🐾	🐾					
Worksheet 19: Subject Matters		🐾		🐾		🐾						🐾
Worksheet 20: Mystery in Jobland I		🐾				🐾						🐾
Worksheet 21: Mystery in Jobland II		🐾				🐾						🐾
Worksheet 22: Guessing Game	🐾	🐾				🐾						
Worksheet 23: Colour Magic	🐾	🐾						🐾			🐾	
Worksheet 24: Just the Job		🐾										🐾
Worksheet 25: People in our School		🐾				🐾	🐾					🐾
Worksheet 26: Dream Jobs	🐾	🐾				🐾						
Worksheet 27: Aspects of Working Life	🐾	🐾				🐾	🐾					🐾
Worksheet 28: An Interview with ...		🐾				🐾						🐾
Worksheet 29: Jobs and the Environment		🐾					🐾					🐾
Worksheet 30: World of Work		🐾				🐾	🐾					🐾
Worksheet 31: Health and Safety		🐾		🐾								🐾
Worksheet 32: Calling Jobland		🐾			🐾	🐾					🐾	🐾
Worksheet 33: Show Time		🐾				🐾						
Worksheet 34: Music Time		🐾							🐾			
Worksheet 35: Catch of the Day		🐾				🐾		🐾				🐾
Worksheet 36: Number Crunch		🐾						🐾				
Worksheet 37: Jobland Shopping Trip		🐾						🐾				
Worksheet 38: Job Stars		🐾				🐾						
Worksheet 39: Make your own Jobland	🐾	🐾			🐾		🐾					🐾
Worksheet 40: Job Bank		🐾				🐾						

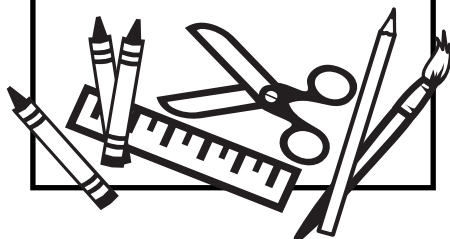


Worksheet 3 - Health Quiz

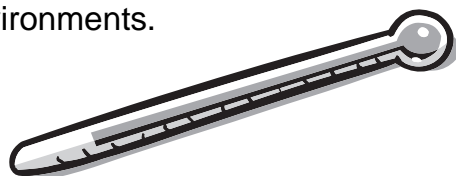
My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 3
- Writing materials



The answers to all these questions can be found in *Paws in Jobland*. Look in the **Hospital, Shopping Centre, and Emergency Services** environments.



• Why do some doctors wear special clothes?



• Can you name three things a nurse does?

• Who pushes wheelchairs or trolleys around the hospital?

• Name three places where a pharmacist might work.

• If you call 911 for an ambulance, which person will come?

• Who does the 'everyday' jobs on the hospital ward?

• How does a physiotherapist help people who cannot move easily?

• Why does an ambulance driver use a two-way radio?

• How does a dentist see what's happening inside your teeth?

• Why is it important for paramedics to check all the equipment on the ambulance?



Lesson Plan 3 - Health Quiz

Individual activity

Learning objectives:

- To develop research skills and the use of computer-based information; to understand the variety of jobs there are in one area of work

Curriculum links: English, Technology - database exploration.

Background: *Paws in Jobland* covers only a selection of the jobs that exist. However, the idea behind the environments/areas in **Jobland** is to demonstrate the link between jobs within a particular area. This quiz concentrates on jobs in two areas of **Jobland**, partly to develop a greater understanding of each of the jobs in those areas and partly to demonstrate that a variety of tasks, skills and experience can be found within the 'health' area of work.

Resources needed/preparation:

- Photocopies of Worksheet 3
- Writing materials

Introduction/guidelines for students:

- Explain that jobs in one area of work have similarities and differences. You could use your school as an example, describing how the work of the school secretary, the caretaker, the crossing guard, the principal, and yourself is different; but you are all linked by the fact that you work in and around a school.
- Ask the students to think of jobs that they know of in the 'health' area of work. They will probably come up with some of the jobs in the Hospital and Emergency Services area of Jobland, but may not think of all of them.
- Hand out the worksheets and ask them to look for answers in *Paws in Jobland*.

Ideas for further development:

- An extension of the theme could involve students performing a role play exercise. They will probably have seen hospital programs on television. You could ask them to write a script involving some or all of the jobs mentioned, giving the characters suitable and/or humorous names. The plot could involve patients as well as other people who come into contact with health professionals, and could revolve around some of the situations mentioned in the quiz. It would be interesting to see which roles the children take. Do they see certain jobs as being traditionally male and others as traditionally female? You could address this issue with them.
- Students could write about their experiences with hospitals or other areas of health care – 'A visit to the doctor', 'When my baby brother was born', 'Visiting grandma in a care home', 'When I was rushed to hospital with a broken arm', etc.

Ideas for making the activity easier:

- The activity could be done in pairs or small groups.
- Difficulties with reading or writing could be overcome by working with the student and reading the worksheet questions, asking them to reply verbally once they have seen and heard about the job in *Paws in Jobland*.

Display ideas:

'A Day in the Life of a Hospital' - with pictures of health jobs, vehicles, instruments and buildings involved in the day-to-day life of a hospital, plus any poems or short stories to do with doctors, hospitals etc. Quiz sheets could be left out for other students to try them.



Worksheet 8 - Job Talk

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 8
- Writing materials



Think of a job.

It can be any job as long as it's interesting!
But make sure it's a job that you know about, or can find out about.
You will be telling the rest of the class about it!

Ask yourself some questions about the job.

Make sure you know the answers!
There are some questions here, but you can think of your own too.

Give your talk a beginning, a middle, and an end – just like a story.

A lot of stories begin with a problem that is solved at the end.
The middle of the story says how the problem was solved.
What will the problem be in your story?



Lesson Plan 8 - Job Talk

Individual activity leading to presentation.

Learning objectives:

- To help with the development of communication skills; to understand narrative structure in story telling

Curriculum links: English - all areas.

Background: In *Paws in Jobland* people talk about their jobs. In a way they are 'telling stories' about their daily lives, and the events that happen to them. This activity helps students put themselves in the shoes of someone doing a job. It also encourages them to use their imagination and develop the skills to communicate what they experience.

Resources needed/preparation:

- Photocopies of Worksheet 8
- Writing materials

Introduction/guidelines for students:

- Talk in general about how we tell stories all the time, recounting what has happened to us, in a way that helps other people understand.
- Point out how stories are structured: with a beginning, middle and an end. Stress the point that many effective stories are based around a problem that is solved at the end.
- Encourage the children to consider the appropriateness of their language choices for an oral presentation.
- Ask each student to pick a job that they think is interesting. If they pick a job from *Paws in Jobland* discourage them from simply copying the information. Also, it will make the whole exercise more interesting if each student chooses a different job!
- Ask the children to research their job based on several questions. These might be the sorts of questions that other people may ask them (there are examples on the worksheet). *Paws in Jobland* can be used for research, along with any further materials you wish to use.
- Each student will present his or her job to the whole class or a smaller group.

Ideas for further development:

- The students could ask questions after each talk.
- Groups of students could make up stories that involve all the individual jobs in their group.
- The person telling their story could do so without mentioning the job title and the others could guess what job they are talking about.
- The stories could be taped/videoed.

Ideas for making the activity easier:

- Those who might find this activity difficult to do on their own could be encouraged to work in pairs.
- You could structure the questions (maybe thinking of more questions) in a way that guides students to write their story in a structured way.

Display idea:

A storybook of everybody's stories

Lesson Plan 16 - Backwards Writing

Individual activity: 15-20 minutes.

Learning objective:

- To explore reflections and symmetry

Curriculum links: English, Technology – database exploration, Science – reflections.

Background: The Ambulance Driver in *Paws in Jobland* explains why the word 'ambulance' is printed backwards on his ambulance's bonnet. This worksheet activity encourages students to look at this particular job on the program. Students then have to decipher words that are printed backwards.

Resources needed/preparation:

- Photocopies of Worksheet 16
- Writing materials

Introduction/guidelines for students:

- Ask the students to look at the job Ambulance Driver in *Paws in Jobland*. The Ambulance Driver tells us why the word ambulance is printed backwards on the front of the ambulance.
- The worksheet consists of the simple activity of working out what a series of backwards words are.
- You could encourage your students to use the horizontal line as an imaginary mirror, to help them work out what the words are.

Ideas for further development:

- You could delete the line **The first one is done for you**, and the word **Paws** from the worksheet, thus making the activity slightly more difficult.
- By placing a piece of paper over part of the worksheet before photocopying, you can exchange the given words for ones of your own choice.

Ideas for making the activity easier:

- You could show an example of this activity on the board before you hand the worksheets out.
- Solving a couple of the words on the worksheet before you photocopy it will make the activity easier.

Display ideas:

An eye-catching display entitled **Backwards Writing** (but written back-to-front of course!) could include drawings that students have done of themselves with their clothes on backwards. They could paint their names backwards too.

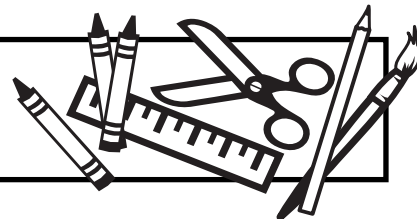


Worksheet 22 - Guessing Game

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 22
- Scissors
- Card
- Crayons and fibre-tip pens



The actions on this page are things you might do as part of a job.

The one that is underlined> is the one you will be:

1. Drawing
2. Acting out for the class

SINGING

COUNTING OUT MONEY

MIXING INGREDIENTS TOGETHER

PUTTING MAKE-UP ON SOMEONE

DIVING UNDERWATER

TYPING ON THE COMPUTER

LIFTING A HEAVY BOX

DRIVING

BUILDING A WALL

USING A MICROPHONE

LIFTING A STRETCHER

MAKING NOTES

PAINTING A WALL

HAMMERING A NAIL

TAKING A PHOTOGRAPH

CLEANING UP SOMETHING MESSY

Lesson Plan 22 - Guessing Game

Pairs activity leading to class activity.

Learning objectives:

- To hone communication and presentation skills
- To understand the different activities people do as part of their work
- To develop recall capabilities

Curriculum links: Art, English – drama.

Background: *Paws in Jobland* shows people doing different activities as they work. This worksheet activity helps to increase children's awareness of the things people do in their jobs. It is also a fun guessing game with a competitive edge.

Resources needed/preparation:

- Photocopies of Worksheet 22
- Card, scissors
- Crayons/fibre-tip pens

Introduction/guidelines for students:

- It is a good idea for students to see *Paws in Jobland* before they play this game.
- To start off ask the class to call out a job title. Then ask for activities or actions that a person in that job would do. You could mime some of these yourself or ask a student to get up and show the rest of the class.
- Ask the children to get into pairs.
- Highlight a different activity on each worksheet before handing one out to each pair. Tell them to keep this secret.
- Ask each pair to draw their activity on a square of bristol board.
- When they have all finished, ask a pair of students to get up and perform their activity in front of the class. The first pair to guess the activity being performed comes to the front and acts theirs out next. The game continues in this manner.

Ideas for further development:

- You could make it more competitive by awarding the bristol board square with the correctly guessed mime to the pair who guessed it. The pair with the most squares at the end are the winners.
- This activity could be made more challenging by not handing out the list of activities until the end. In this case you would tell each pair what their activity is at the beginning.
- You could also ask the pair that correctly guessed the activity to think of a job that would involve that activity.

Ideas for making the activity easier:

- You could discuss what the activities mean in case students do not understand. Miming the activities yourself will help students when it is their turn. You could also link a job or jobs to each activity – this might help to make it clearer.
- The activities could be listed on the board and crossed out as they are guessed.

Display ideas:

The bristol board cards would make a good display on their own, either with the activities written underneath, or jumbled up, so that students have to guess which one belongs to which picture.



Worksheet 32 - Calling Jobland

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 32
- Paper
- Plastic cups and string
- Scissors



Below are pairs of jobs.

The people doing these jobs need to talk to each other. Each pair may talk at a distance, maybe by telephone, walkie-talkie or radio.

Think about what each pair might say to each other.

With your partner, think of a situation where your two jobs are connected. Use your paper cup telephones to have a conversation.

Airline Pilot – Air Traffic Controller

Baker – Driver Sales Worker

Police Detective – Forensic Scientist

Architect – Surveyor

Graphic Designer – Printer

Hotel Manager – Hotel Housekeeper

Physician – Licensed Practical Nurse

Journalist – Editor

Actor – Stagehand

Meteorologist – Radio/TV Announcer

Bank Teller – Police Officer

Roofer – Brickmason

Train Conductor – Railway Worker



Lesson Plan 32 - Calling Jobland

Pairs activity

Learning objectives:

- To understand communication issues in work situations
- To understand different methods of communication

Curriculum links: English – speaking and listening, Design and Technology, Science.

Background: Many jobs involve talking to someone in a different location, whether it's another office, town or even country! This might be by telephone or another method such as walkie-talkie, radio etc. This worksheet activity is a fun way of emphasizing the part that communication plays in a range of jobs, using a paper (or plastic) cup and string telephone.

Resources needed/preparation:

- Photocopies of Worksheet 32
- Paper/plastic cups and string
- Scissors

Introduction/guidelines for students:

- Discuss the different ways in which people who do certain jobs communicate with each other. This may involve written communication as well as verbal. Why do they need to communicate? What kind of information do they pass on or receive? What sorts of conversations happen on the phone, two way radio, etc.? It might be helpful to use one or two examples from the worksheet to help illustrate specific situations that may arise.
- Ask the students to work in pairs. First they will need to make their means of communication, using two paper cups and a length of string. Then give each pair a worksheet, and time to work out a conversation that might happen between two of the people paired-up on the worksheet (you may want to select a different pair of jobs for each pair of students). Encourage them to look at the jobs in *Paws in Jobland* to give them ideas on how the conversation may go.
- Ask each pair to perform their role-play in front of the class.

Ideas for further development:

- Students could guess which jobs their classmates are performing.
- Give one of the children from each pair a particular question to ask, or some information that needs to be obtained from their partner. For example, an Airline Pilot would need to know when to land from a flight controller; a driver sales worker may need to know how many loaves a baker needs delivered, etc.

Ideas for making the activity easier:

- The conversation need not be performed in front of the class.
- This activity could be done without the paper cup telephones.

Display ideas:

Pictures of telephones, two way radios, etc. and of people in different jobs using them, e.g. a police officer on the two way radio, a receptionist on the telephone, a train driver talking into a microphone. Toy phones or two way radios could be displayed, along with some of the paper cup telephones. The whole display area could be decorated with pretend telephone wires.

Paws in Jobland - Job Environments

Airport

Airline Pilot
Air Traffic Controller
Flight Attendant
Tourist Assistant

Building Site

Brickmason
Carpenter
Electrician
Glazier
Painter
Plumber
Roofer
Surveyor

Countryside

Archeologist
Fish Farm Worker
Kennel Worker
Landscape Gardener
Riding Instructor
Veterinarian

Emergency Services

Ambulance Driver
Armed Services Person
Fire Fighter
Paramedic
Police Detective
Police Officer

Factory

Assembler
Baker
Machinist
Printer
Welder

Dock

Diver
Fisherman/woman
Ship Engineer
Tourist Assistant

The Home

Cable Installer
Electrician
Home Health Aide
Landscape Gardener
Nanny
Plumber
Social Worker
Window Cleaner

Hospital

Dentist
Doctor
Licensed Practical Nurse
Nurse Aide/Orderly
Paramedic
Physiotherapist
Registered Nurse

Hotel

Hotel Desk Clerk
Hotel Manager
Hotel Housekeeper
Kitchen Assistant
Porter/Bellhop
Waiter/Waitress

Laboratory

Forensic Scientist
Laboratory Technician
Meteorologist
Pharmacist
Scientist

Newspaper

Editor
Graphic Designer
Journalist
Photographer
Printer

Office

Architect
Computer Programmer
Copywriter
Editor
Secretary
Typist

On the Road

Bus Driver
Driver Sales Worker
Driving Instructor
Refuse Collector

School

Career Counsellor
Child Care Aide
Driving Instructor
Librarian
Teacher

Shopping Centre

Bank Teller
Butcher
Cosmetologist
Florist
Pharmacist
Travel Agent
Window Dresser

Sports Centre

Groundskeeper
Riding Instructor
Recreation Attendant
Recreation Facilities Manager
Sports Coach
Sports Instructor

Station

Bus Driver
Locomotive Engineer
Railway Worker
Train Conductor
Transportation Clerk

Theatre & Cinema

Actor
Dancer
Musician
Singer
Stagehand
Stage Manager
Theatre Technician

TV Studio

Actor
Journalist
Radio/TV Announcer
Singer
Sound Engineer

Workshop

Artist
Machinist
Mechanic
Photographer
Sound Engineer
Tire Repairer/Changer
Upholsterer
Welder



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