

# WHEN I GROW UP: COLLEGE AND CAREER PLANNING FOR ELEMENTARY SCHOOL STUDENTS

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## FOCUS AND FRAMING

- Interesting
- Engaging
- Visual, audio, interactive
- Short
- Easy to plan
- Easy to implement
- Easy to integrate
- Aligned to standards

# THEORY AND RESEARCH

## CAREER DEVELOPMENT

A “continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options.”

(Hansen, 1976)

# ALBERT BANDURA

- Self efficacy: a person's perception of their ability to reach a goal.
- People move towards occupations they think they will be good at, or think they can become good at.
- People move away from occupations that they perceive require capabilities that they do not have or do not they they can develop.
- One's level of self efficacy is the result of a combination of factors, including gender, race, culture, family, and experiences.

# ALBERT BANDURA (CONT'D)

## Implications for School Counselors:

- Interventions should focus on exposing students to experiences and opportunities that impact self efficacy.
- Explore ideas such as growth mindset, grit, and frustration tolerance. Specific teaching on these change perceptions of what skills and competencies can be developed when they are not innate.

# DONALD SUPER

- Emphasis on the importance of development of self concept (the understanding of self)
  - Changes over time
  - Develops as a result of experience with family members and at school
- Career development is life long
- Vocational choice is about expressing self concept
- Career satisfaction is about finding a work role in which one can express himself/herself, and further implement and develop their self concept.

## DONALD SUPER (CONT'D)

Growth	0-14	Development of self-concept, attitudes, needs and general world of work
Exploration	15-24	"Trying out" through classes, work hobbies. Tentative choice and skill development
Establishment	25-44	Entry-level skill building and stabilisation through work experience
Maintenance	45-64	Continual adjustment process to improve position
Decline	65+	Reduced output, prepare for retirement

### Implications for School Counselors:

- Tasks to increase self concept, then relating that self concept to occupational information.
- Expose students to a wide range of careers.
- Increased knowledge of vocational requirements allows students to see where their self concept would be best expressed.

# GENDER STEREOTYPING

- 1970s:
  - Studies suggested that girls identified a narrower range of occupational preferences and had lower expectations of occupational attainment than did boys.
- 1980s:
  - Studies indicated that, although girls had broadened their occupational preferences, their expectations for occupational attainment remained low, especially for high status and male sex-typed occupations
  - There is a disparity between children's perceptions of occupations in which both sexes could work and their own personal aspirations, which tended to be more highly sex typed.

(Wahl & Blackhurst, 2000)

# RACIAL AND SOCIOECONOMIC STEREOTYPING

- From second grade onward, low-income, minority boys' aspirations mirrored existing race and class differences in adult job holdings. The gap between occupational aspirations and expectations was greatest for the poorer boys and remained constant across the grade levels examined.
- Hispanic students whose families are less acculturated to U.S. educational norms may have particularly low aspirations. Moreover, these aspirations appear to be formed at an early age--perhaps as early as second or third grade.

(Wahl & Blackhurst, 2000)

## RACIAL AND SOCIOECONOMIC STEREOTYPING (CONT'D)

- Children may identify with the adult workers in their lives. In particular, children's occupational aspirations are strongly related to parental occupations, and especially the mother's occupation.
- In a study of kindergarten and first-grade students, Reisman and Banuelos (1984) found that children from families without an employed adult had less developed career fantasies than children from families in which at least one parent was working outside the home.

(Wahl & Blackhurst, 2000)

WHY? BECAUSE YOU  
HAVE TO!

# JUMPSTART

“Until this year, students had to decide upon entering high school whether to pursue the career diploma, and it was difficult to switch between tracks. Now students need not make the decision until the end of 10th grade, and they may switch after that. State officials and schools are discussing the need for more career counseling to help students make the right decision.”

-The Times-Picayune, September 23, 2014

The screenshot shows the Louisiana Department of Education website. At the top left is the logo with the text "DEPARTMENT of EDUCATION" and "Louisiana Believes". To the right are navigation links: HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, CONTACT US, and a search bar. Below the navigation is a dark banner with the text: "ACADEMICS . TEACHING . ASSESSMENT . ACCOUNTABILITY . FUNDING . EARLY CHILDHOOD . SCHOOLS . COURSES".

On the left side, there is a vertical menu with the following items: "BROWSE BY CATEGORY", "DATA CENTER", "STATEWIDE RESULTS", "HIGH SCHOOL AND COLLEGE AND CAREER DATA CENTER", "TEACHER SUPPORT TOOLBOX LIBRARY", and "FAMILY SUPPORT TOOLBOX LIBRARY".

The main content area is titled "JUMP START GRADUATION PATHWAYS". It is divided into two columns:

- STATEWIDE GRADUATION PATHWAYS**: A table with two columns: "FILE" and "DOWNLOAD". It lists 20 pathways, each with a corresponding "Download" link.
- INTEGRATED GRADUATION PATHWAYS**: A table with two columns: "FILE" and "DOWNLOAD". It lists 8 pathways, each with a corresponding "Download" link.

At the bottom, there are two more sections:

- REGIONAL GRADUATION PATHWAYS**: A table with two columns: "FILE" and "DOWNLOAD".
- PATHWAYS FOR ACT 833-ELIGIBLE STUDENTS**: A table with two columns: "FILE" and "DOWNLOAD".

# ASCA NATIONAL MODEL

## Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

**Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

### C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

### C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

### C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

### C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**

### C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

### C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

# ASCA NATIONAL MODEL

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- C:A1 Develop Career Awareness
  - C:A1.1 Develop skills to locate, evaluate and interpret career information
  - C:A1.2 Learn about the variety of traditional and nontraditional occupations
  - C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
  - C:A1.4 Learn how to interact and work cooperatively in teams
  - C:A1.6 Learn how to set goals
  - C:A1.9 Develop hobbies and vocational interests



# ASCA NATIONAL MODEL

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- C:A2 Develop Employment Readiness
  - C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
  - C:A2.5 Learn to respect individual uniqueness in the workplace
  - C:A2.7 Develop a positive attitude toward work and learning
  - C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
  - C:A2.9 Utilize time- and task-management skills

# ASCA NATIONAL MODEL

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

- C:B1 Acquire Career Information
  - C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
  - C:B1.4 Know the various ways in which occupations can be classified
  - C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B2 Identify Career Goals
  - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

# ASCA NATIONAL MODEL

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

- C:C1 Acquire Knowledge to Achieve Career Goals
  - C:C1.1 Understand the relationship between educational achievement and career success
  - C:C1.2 Explain how work can help to achieve personal success and satisfaction
  - C:C1.3 Identify personal preferences and interests influencing career choice and success
  - C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
  - C:C1.6 Understand the importance of equity and access in career choice
  - C:C1.7 Understand that work is an important and satisfying means of personal expression

# ASCA NATIONAL MODEL

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

- C:C2 Apply Skills to Achieve Career Goals
  - C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
  - C:C2.2 Learn how to use conflict management skills with peers and adults
  - C:C2.3 Learn to work cooperatively with others as a team member

# DEVELOPMENTALLY APPROPRIATE CAREER GUIDANCE

- Acquiring Information ←
- Building Self-Awareness ←
- Developing Positive Attitudes and Habits
- Exploring Equity Issues ←
- Increasing Competencies

(Harkinds, 2001)

ENGAGEMENT AND  
INTERACTION

HEARING

IMAGINATION MOVERS - "WHEN YOU GROW UP"



# CHANTS AND RHYMES

Traffic Cop (to the tune of “Do Your Ears Hang Low”)

Do you drive a car  
with a flashing light on top?  
When you hold up your hand  
does the traffic have to stop?  
Can you blow a whistle loud  
standing straight and tall and proud?  
You're a traffic cop!

<http://www.preschooleducation.com/shelper.shtml>



SEEING



SESAME STREET: PEOPLE IN YOUR NEIGHBORHOOD



## YOU AND ME THIS MORNING: I LOVE MY JOB

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3		"I Love My Job" Portrait Painter	by YouAndMeThisMorning	5:37
4	WATCHED	"I Love My Job" Optometrist	by YouAndMeThisMorning	2:32
5	WATCHED	I Love My Job: Furniture Maker	by YouAndMeThisMorning	3:09

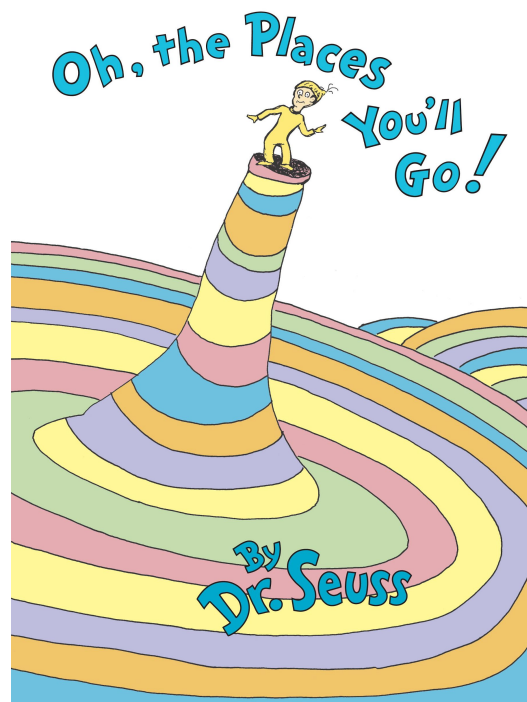
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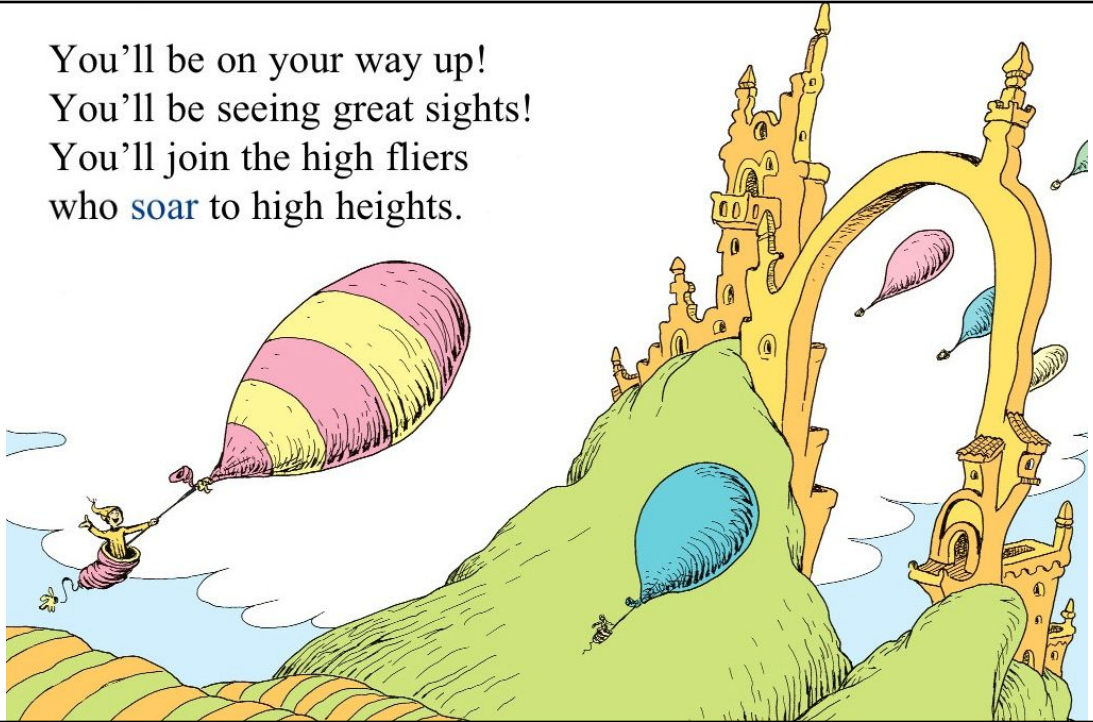
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READING





You'll be on your way up!  
You'll be seeing great sights!  
You'll join the high fliers  
who **soar** to high heights.



## OH THE PLACES YOU'LL GO!

BY: DR. SUESS

Use this book as the perfect “hook” to introduce upcoming career lessons.

- Use questions and guessing to elicit excitement!
- Start discussion on not succeeding right away.
  - Building competencies

# Celebrate the Places YOU Will Go!

"You'll be on your way up!  
You'll be seeing great sights!  
You'll join the high fliers  
who soar to high heights."  
—from *Oh, the Places You'll Go!*

In the hot-air balloon,  
draw a picture about what  
you want to be or where  
you want to go  
when you grow up.

Visit [Seussville.com](http://Seussville.com) for more Seuss fun and games!  
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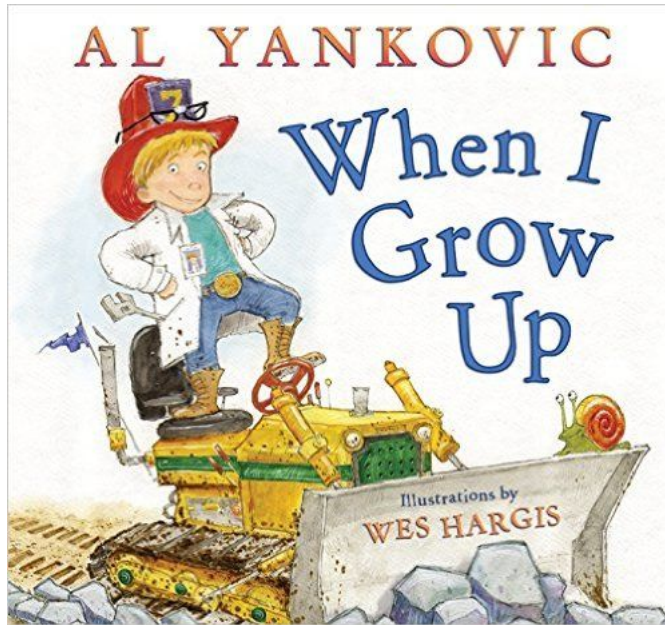
Reproducible  
Activity

Pinterest: Discover and save

https://www.pinterest.com/search/pins/?q=oh%20the%20places%20you%27ll%20go%20lesson&term\_meta%5B%5D=oh+the+places+you%27ll+go+lesson%7...

Search results for "oh the places you'll go lesson":

- Oh, the Places You'll Go!** Lesson Plan for Middle or High School Students (Heather Sporn) - 990 likes
- Oh, the Places You'll Go!** Student Goals - love this for beginning of the year goal setting!! (Stacy Brooksby) - 144 likes
- Oh, the Places You'll Go!** - I love the idea of having students make their own balloons and having a string hanging from it and a paper about the places they will go. Such a great book. (Melissa Hurley) - 5176 likes
- Oh, the Places You'll Go!** - What I Want to Be When I Grow Up (WorldForLearning.com) - 720 likes
- Oh, the Places You'll Go!** - lesson idea (Vicky Lam) - 59 likes
- Oh, the Places You'll Go!** - lesson plan (Bri Bahr) - 55 likes
- Oh, the Places You'll Go!** - When I Grow Up (WorldForLearning.com) - 482 likes
- Oh, the Places You'll Go!** - Fun in First Grade (Cindy Staffanson) - 100 likes
- Oh, the Places You'll Go!** - art and goal setting lesson (Bri Bahr) - 55 likes
- Oh, the Places You'll Go!** - Today you are You, that is truer than true. There is no one alive who is Youer than You. (Dr. Seuss) - 339 likes



"What? Milking giraffes?" Mrs. Krupp said. "Oh, please!"  
I countered, "How else could we make giraffe *cheese*?  
Now don't interrupt me, I'm not really through yet,  
There's still lots of stuff that I'm planning to do yet!"



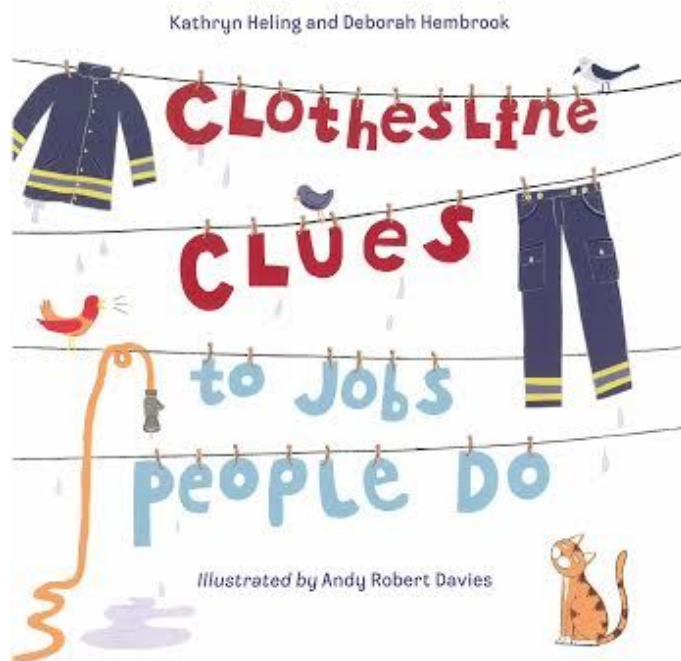
'Cause maybe I'll be a gorilla masseuse . . .

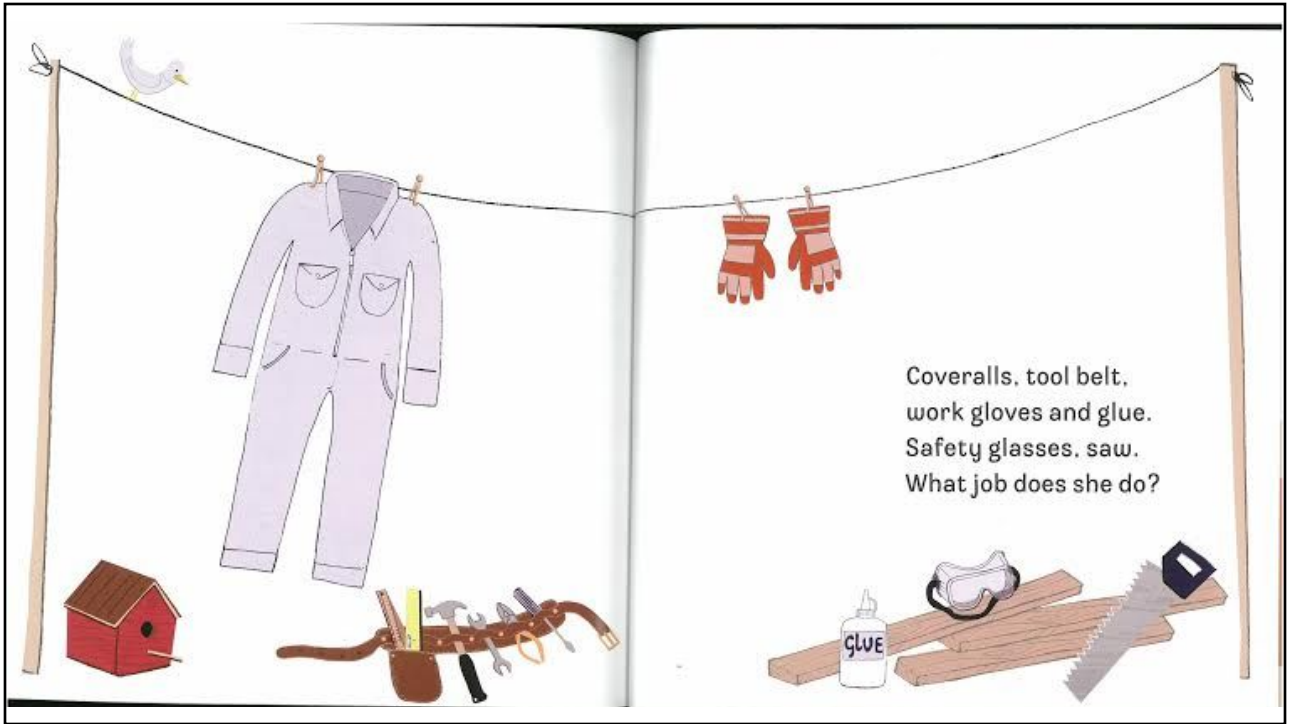


# WHEN I GROW UP...

BY: AL YANKOVIC

- Hook
- Can use this book to start introducing the concepts of different types of work.





Coveralls, tool belt,  
work gloves and glue.  
Safety glasses, saw.  
What job does she do?

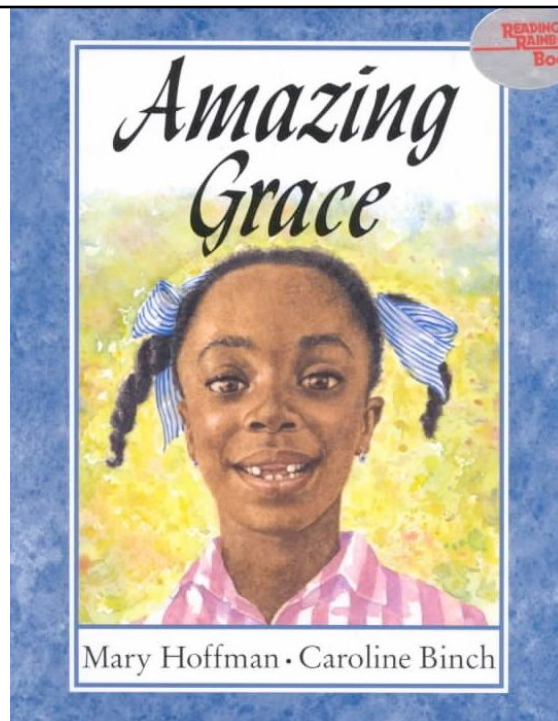


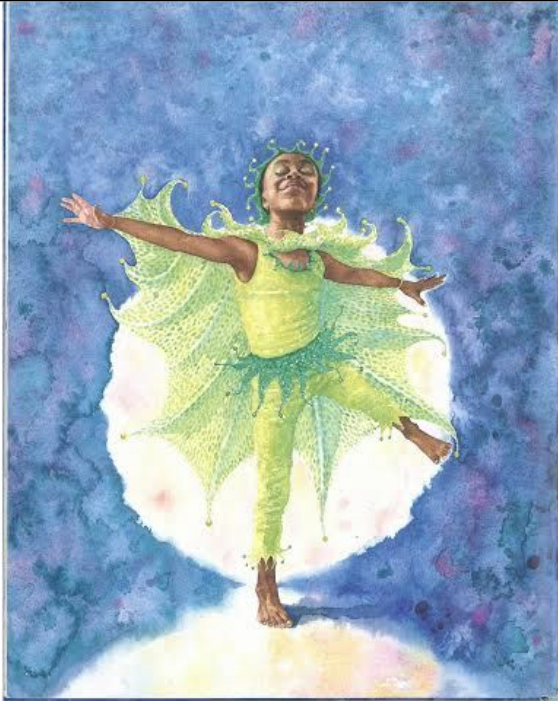
She is a carpenter.

# CLOTHESLINE CLUES TO JOBS PEOPLE DO

BY: KATHRYN HELING

Clue #1	Works indoors in an office
Clue #2	Wears a suit and tie
Clue #3	May work with other people
Clue #4	Uses a computer and graphs
Clue #5	Uses a calculator to do math
Clue #6	Knows how to use spreadsheets





The play was a big success and Grace was an amazing Peter Pan.  
After it was all over, she said, "I feel as if I could fly all the way home!"  
"You probably could," said Ma.  
"Yes," said Nana. "If Grace put her mind to it, she can do anything she want."

## AMAZING GRACE

BY MARY HOFFMAN AND CAROLINE BINCH

- Themes include racism, sexism, courage, determination, and hard work.
- Use as a hook for a discussion about stereotypes.
- Use as a reinforcement for a gender stereotyping activity.

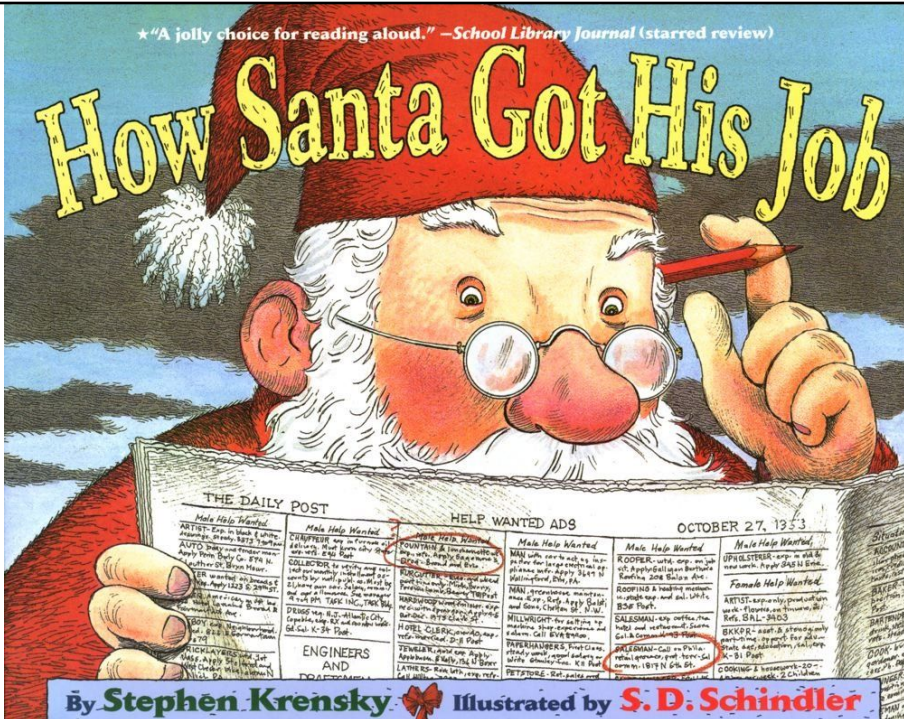
# BEFORE TUBMAN, WHERE DID I WORK?

- House Builder
- English Teacher in Korea
- Library Assistant
- Salesperson
- Computer Technician
- Bookstore Owner
- Singer

# Insert Pictures of Teachers Here!

\*"A jolly choice for reading aloud." —School Library Journal (starred review)

# How Santa Got His Job







Santa worked for the post office next—  
 where everyone could see that he was doing his job.  
 Santa's favorite part was bringing packages to people all over town.  
 Waiting in traffic was frustrating, though.  
 "It's silly to waste all this time," he decided.  
 To speed things up, he started making deliveries in the middle of the night.

## How Santa Got His Job



# HOW SANTA GOT HIS JOB

BY: STEPHEN KRENSKY AND

S.D. SCHINDLER

Job	Does this person make something?	Does this person help others?	What skills do you need to be good at this job?
Chimney Sweep			
Mailman			
Cook			
Zookeeper			
Circus Performer			

# SUBSTITUTE SANTA JOB APPLICATION

Dear \_\_\_\_\_,

Congratulations! We are pleased to  
inform you that your

## Substitute Santa

Job Application has been reviewed by  
our elves and APPROVED!

Your name has been added to our  
Substitute Santa Database. In the case  
that Santa Claus unable to perform his  
duties, elf-approved Substitute Santas  
will be contacted in the order that  
applications were received.



Applicant's Name: \_\_\_\_\_

Applicant's Date of Birth: \_\_\_\_\_

Please answer the following questions as truthfully as possible.

1. Do you like cookies and milk? Yes No
2. Are you afraid of heights? Yes No
3. Are you allergic to reindeer? Yes No
4. Are you currently employed? Yes No
5. Are you able to grow a beard? Yes No



- c. Santa Claus is required to work long hours through the night, even when he is tired and cold. Give an example of a time you worked through something difficult, even when you didn't want to.

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7. Santa works the whole year to bring joy and give to others. Tell about a time you did something kind for someone else.

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8. What do you think is the best part about being Santa Claus?

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Adapted from <http://www.classroomtwosies.com/2011/12/substitute-santa-job-application.html>

# DOING



# CAREER SORTING POSTER

- Once students have mastered an understanding of different kinds of jobs, use hands-on activities to reinforce concepts.
- Working in groups requires students to use cooperative teamwork skills to decide how to sort the pictures.
- Have the students discuss their choices afterwards as a group, practicing clear communication.
- Using huge paper is always more fun than regular sized paper!



# ALL DIFFERENT KINDS OF HATS



# ALL DIFFERENT KINDS OF HATS

Does this person work indoors or outdoors?	
What skills and education are required?	
What do you do at school that might help you be successful at this job?	
What do you like about this job?	
What do you not like about this job?	

# ALL DIFFERENT KINDS OF HATS

Does this person work indoors or outdoors?	Mostly outdoors
What skills and education are required?	18+ years old, pass civil service and physical exams, driver's license, organized, can carry heavy things, know how to read
What do you do at school that might help you be successful at this job?	ELA, Physical Education, following directions, being organized, test taking skills
What do you like about this job?	Getting to be outside all day, getting to talk to people
What do you not like about this job?	Waking up early, working on holidays, mean dogs

ALL DAY EVERY DAY.

# DRAMATIC PLAY



# CLASSROOM JOBS

NOT...	BUT...	TASKS
Paper Passer	Postal Worker or Mail Carrier	pass out papers, put fliers in mailboxes, deliver notes to front office.
Cafeteria Helper	Kitchen Manager	pass out breakfast/snack, assist in cafeteria.
Library Organizer	Librarian	organize class library
Lights	Electrician	turn on and off lights in classroom.
Clean Team	Sanitation Inspectors	wipe tables, pick up trash, erase boards.
Teacher Assistant	Museum Curator	pick out best examples of classroom work, hang them up for display
Pet Feeder	Veterinarian	feed class pet, clean cage.

# INTEGRATION INTO THE SCHOOL DAY

- Morning Meeting
- Brain Breaks
- Celebrations
- ELA
- Social Studies

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