Lesson Plans & Worksheets

PAWS IN JOBLAND

Grades 3 - 5

XAP
REACH FARTHER

Paws in Jobland:

Original program concept and design:
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British Adaptation:
English data, photographs, and worksheets
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Lessons & Worksheets: Table of Contents

Introduction to Paws in Jobland Lessons 1

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

Lesson & Worksheet 1 - Getting to know Paws in Jobland 5
Three exercises to encourage familiarity with Paws in Jobland

Lesson & Worksheet 2 - Role Play 7
Acting out jobs for the rest of the class to guess

Lesson & Worksheet 3 - Health Quiz 9
Questions encouraging exploration of jobs related to health

Lesson & Worksheet 4 - Transport Quiz 11
Questions encouraging exploration of jobs related to transport

Lesson & Worksheet 5 - Shopping Center Quiz 13
Questions encouraging exploration of jobs related to shops

Lesson & Worksheet 6 - Step by Step 15
Examining the stages involved in doing a particular job

Lesson & Worksheet 7 - A Day in the Life of a 17
Daily routine: keeping a journal/diary about work

Lesson & Worksheet 8 - Job Talk 19
Students research a job of their choice and give a talk about it

Lesson & Worksheet 9 - Top of the Jobs 21
Students think about which jobs they like best and why

Lesson & Worksheet 10 - Pick a Letter 23
Encouraging exploration of jobs in Paws in Jobland

Lesson & Worksheet 11 - The Art of the Matter 25
Examining how art and design are used in jobs

Lesson & Worksheet 12 - Geography Matters 27
Examining how geography is used in jobs

Lesson & Worksheet 13 - Sports 29
Examining how sport and physical education are used in jobs

Lesson & Worksheet 14 - The Job for You 31
Students think about how a job may suit them or someone they know

Lesson & Worksheet 15 - Journalist Japes 33
Journalistic writing skills; researching jobs

Lesson & Worksheet 16 - Backwards Writing 35
Fun with back-to-front words

Lesson & Worksheet 17 - Jobs and Places 37
How different jobs are found in different locations

Lesson & Worksheet 18 - Names and Places 39
Encouraging children to think about the jobs in their local area

Map of USA 41
To be used with worksheet 18

Lesson & Worksheet 19 - Subject Matters 43
Linking school activities to jobs

Lesson & Worksheet 20 - Mystery in Jobland I 45
Looking at how people doing different jobs work together

Lesson & Worksheet 21 - Mystery in Jobland II 47
Continuation of lesson plan 20

Lesson & Worksheet 22 - Guessing Game 49
Miming job activities

Lesson & Worksheet 23 - Color Magic 51
Inventing a 'new' color

Lesson & Worksheet 24 - Just the Job 53
Students look at themselves in relation to particular jobs; equal opportunities

Lesson & Worksheet 25 - People in our School 55
Examining jobs in and around the school

Lesson & Worksheet 26 - Dream Jobs 57
Looking at fantasy jobs; widening horizons and job possibilities

Lesson & Worksheet 27 - Aspects of Working Life 59
Working conditions and related issues

Lesson & Worksheet 28 - An Interview With... 61
Interviewing people about their jobs

Lesson & Worksheet 29 - Jobs and the Environment 63
Examining jobs needing an awareness of environmental issues

Lesson & Worksheet 30 - World of Work 65
Thinking about jobs in other countries

Lesson & Worksheet 31 - Health and Safety 67
Looking at health and safety concerns at work

Lesson & Worksheet 32 - Calling Jobland 69
Communication between people whose jobs require them to talk to each other

Lesson & Worksheet 33 - Show Time 71
Putting on a performance; role-playing relevant jobs

Lesson & Worksheet 34 - Music Time 73
Putting on musical entertainment; role-playing relevant jobs

Lesson & Worksheet 35 - Catch of the Day 75
Mathematical activity

Lesson & Worksheet 36 - Number Crunch 77
Solving mathematical problems related to specific jobs

Lesson & Worksheet 37 - Jobland Shopping Trip 79
Role-playing relating to commercial jobs; mathematical activity

Lesson & Worksheet 38 - Job Stars 81
Fictional and famous characters and their jobs

Lesson & Worksheet 39 - Make Your Own Jobland 83
Re-creating Jobland areas in the classroom

Lesson & Worksheet 40 - Job Bank 85
Creating your own information resources relating to work and jobs

Job List 87
Alphabetical list of the jobs featured in Paws in Jobland

Job Areas 89
Alphabetical list of the Jobland areas and the jobs included in each

Introduction to Paws in Jobland Lessons

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 128 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!

Lesson Plan Structure

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.

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.

Worksheet Structure

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 related to each worksheet before they hand it out.

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!

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

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

Lesson Plan 1 - Getting to Know Paws in Jobland

Individual activity

Learning objectives:
- To learn about the four features of Paws in Jobland, explore career interests and learn how to find career information

Curriculum links: Art, Career Exploration, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 1
- Writing materials
- Crayons/fiber-tip pens

Background: Paws in Jobland is a program that allows the student the freedom to browse through occupations that interest them. Learning and exploration are self-paced. Worksheet 1 encourages students to interact with the computer program while it introduces them to the features of the program and the occupations available.

Introduction/guidelines for students:
- Students may feel comfortable using Paws in Jobland without guidance. However, for those who are less familiar with computers, the activities on this worksheet will help them to feel successful immediately.
- The worksheet could be used to introduce the program in one session or lesson by lesson, allocating a certain amount of time to each of the three activities.
- Introduce the students to Paws in Jobland. A witty (or so he thinks) dog called Paws gives you a tour of Jobland and introduces you to the four main sections. The four sections of the program are as follows:
- Jobland is the main section of the program. There are 20 clusters/areas in Jobland. Each area contains a number of jobs. There are five or six photographs illustrating each job, and each has a soundtrack/written commentary describing how that job is done.
- Job Finder uses a simple process to match students' interests with the Jobland areas. The student answers a series of questions. Once all the questions have been answered, the program highlights the areas of Jobland that contain jobs that might interest the student.
- The Quiz is a fun way of consolidating what has been learned while using the program.
- ABC Search is an alphabetical listing to give students easy access to all of the job listings and information.

Ideas for further development:
- Activity one: Pick another letter, or several letters, so that students become comfortable with using the ABC Search.
- Activity two: Have the students work in pairs and discuss the differences or similarities in the outcome (suggested job areas) for each student.
- Activity three: Find pictures of jobs from newspapers or magazines to stick onto bristol board and cut into jigsaw puzzle pieces. Pairs or groups of students could swap jigsaw pieces and have a race to see who can put the jigsaw puzzle together the fastest.

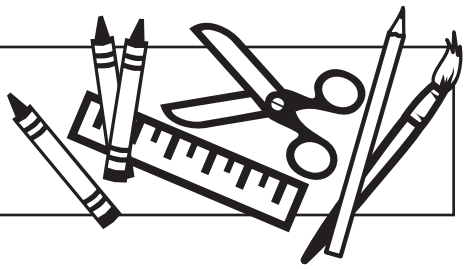
Ideas for making the activity easier:
- Some students might need further assistance with finding their way around the program. You may need to show them in groups before they use the computer on their own.

Display ideas:
Ask students to make a poster advertising Paws in Jobland. This will encourage other students in the school to use it. Pin up some of the drawings generated by this worksheet's first activity around the poster.

Worksheet 1 - Getting to Know Paws in Jobland

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 1
- Writing Materials
- Crayons and fiber-tip pens

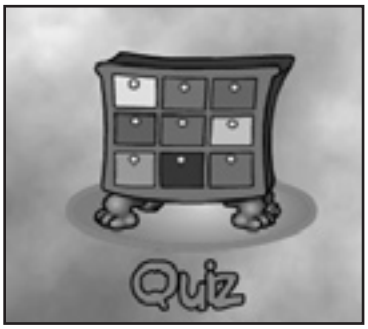


Activity 1: Using **ABC Search**

- Click ABC Search in the Paws in Jobland menu.
- Click the letter B.
- Choose a job that you like and click it.
- The person who does that job will tell you all about it.
- Exit Paws in Jobland and draw a picture of the job.

Activity 2: Using **Job Finder**

- Click Job Finder in the Paws in Jobland menu.
- Answer all the questions.
- Paws will choose some areas of Jobland for you.
- These are the areas of work Paws thinks you might enjoy.
- Paws uses your answers to work out which areas of work to show you.
- Look at all the areas highlighted.
- Pick the job that you like best from all of those areas.



Activity 3: **Using the Quiz**

- Click Quiz in the Paws in Jobland menu.
- Paws will tell you how to answer the questions that are hidden in the drawers. If you get a wrong answer, you can open the drawer again and try a different question.
- If you like, you can time yourself to see how quickly you do the Quiz. Before you start, look at a clock or watch and make a note of the time. Look again when you have finished. How much time did it take?
- Make sure you include the time it took to do the picture puzzle at the end!

Lesson Plan 2 - Role Play

Group activity: 45 minutes plus performance time.

Learning objectives:

- To be able to communicate effectively with other students; to be able to work as part of a team; to become familiar with database exploration

Curriculum links: English – drama/communication, Technology - database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 2
- Writing materials

Background: This activity is a fun way of getting to know some of the jobs in Paws in Jobland. It is also an ideal activity for introducing the program to the whole class. Used in conjunction with Getting to Know Paws in Jobland, it should ensure that all students have become familiar with Paws in Jobland and have started to think and talk about the world of work.

Introduction/guidelines for students:

- Introduce students to Paws in Jobland if they don't already know about it. The details from Getting to Know Paws in Jobland (Worksheet 1) should help you with the introduction.
- Divide the class into groups of about four students each. Allocate a different cluster/area of Paws in Jobland to each group. (e.g. Health Science, Information Technology)
- Ask them to spend time with the program looking at their assigned area. They should then choose a job from that area. If they have a copy of the worksheet in front of them, this will help to shape the knowledge they will need to effectively communicate aspects of the job to their classmates.
- You could specify a time for each group to look at their job (10 minutes should be sufficient) so that there is time for other groups to use the program, as well as time for preparation.
- When everyone has looked at their area and chosen a job, ask each group in turn to role play that job for the rest of the class. You may need to explain the term role play. They could imagine that they are acting in a play as someone who does that particular job. Within each group, one person could act out the job while the others are colleagues, clients, etc. Alternatively all members of the group could be doing the job.
- Ask the rest of the class to guess which job they are seeing, and to which area it belongs.
- Compile a list on the chalkboard of the environments and jobs as they are guessed.

Ideas for further development:

- To make the role play harder, the students could mime the actions of the person in the job so that there are no verbal clues.
- Each person within the group could have their own job (i.e. four jobs per group) so that the other students have to guess all four jobs.
- Ask groups to allocate jobs to each other without you knowing and see if you can guess them.
- It may be interesting to see which jobs are played by boys and which by girls. This could be an opportunity to address gender stereotyping.

Ideas for making the activity easier:

- This activity doesn't have to be done as a guessing game. Each group could announce to the others what their job is and perform it to show what the job entails.
- Instead of role play, this activity could be done with each group drawing a picture on the chalkboard or a poster to stick on the wall. The others could guess the job and the area to which it belongs.

Display ideas:

See the advertising poster idea on the Getting to Know Paws in Jobland Lesson Plan 1. This activity could generate pictures of jobs in their environments to be displayed alongside the poster.

Worksheet 2 - Role Play

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 2
- Writing Materials

Directions for Activity:

Look at all of the jobs in the _____ area of Paws in Jobland.

Choose one of the jobs.

- You are going to pretend that you do this job.
- Think about the job. If you were doing the job...

What would you talk about?
Do you use a telephone or two-way radio?
What information do you need?

What actions would you do?
Do you use tools or equipment?
Do you move about a lot or sit still?

Where would you work?
Are you mostly outside or inside?
Do you work with others or by yourself?

What would you wear?
Do you wear a uniform?
Do you need things like a helmet or goggles?
Do you dress casually or do you need to dress formally for work?

- Thinking about these questions will help you to work out a scene, like a short play.
- You will act this out in front of the class.
- See if the class can guess what the job is!

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.

Resources needed/preparation:

- Photocopies of Worksheet 3
- Writing materials

Background: Paws in Jobland covers only a selection of the jobs that exist. However, the idea behind the clusters/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.

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 Health Science 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.

Answers

1) Checking blood pressure, taking temperature, performing blood tests, playing with children, asking doctor for advice, doing paperwork
2) To look at people's bones to see if any are broken
3) Shops, hospitals, laboratories
4) Paramedic
5) Practical Nurse
6) Helps them to use walking aids, like sticks and crutches, massages them, shows them exercises
7) Hospitals, schools, restaurants, health departments, military
8) By taking X-rays
9) Because they rely on it to save people's lives
10) Veterinary Assistant

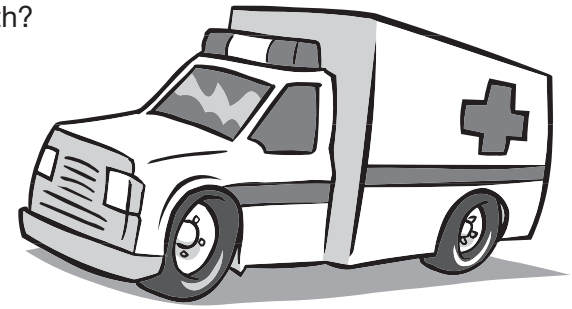
Worksheet 3 - Health Quiz

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 **Health Sciences** area.

- Can you name three things a nurse does?
- Why do X-Ray Technicians use x-rays?
- 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 physical therapist help people who cannot move easily?
- Name three places where a dietician might work.
- How does a dentist see what’s happening to your teeth?
- Why is it important for paramedics to check all the equipment on the ambulance?
- Who prepares animals for operations and does their lab tests?



Lesson Plan 4 - Transport Quiz

Individual activity

Learning objectives:

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

Curriculum links: English, Technology - database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 4
- Writing materials

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

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 that involve transport. They will probably come up with some of those in the Transportation, Distribution and Logistics area, 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 may have seen some of the jobs portrayed by actors in dramas or documentaries 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 customers as well as people doing the jobs, 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 a story about or relate an experience about jobs in this area – "When my brother learned how to drive", "My first flight/bus ride", "The day we got a parking ticket", 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 the job on Paws in Jobland.

Display ideas:

"A Day in the Life of a Station/Airport/Road" - with transport professionals, their vehicles, buildings, etc. These could be drawn or cut out of magazines, then displayed along with model vehicles and poems/short stories about pilots, bus drivers, etc. Quiz sheets could be left out for other students to try.

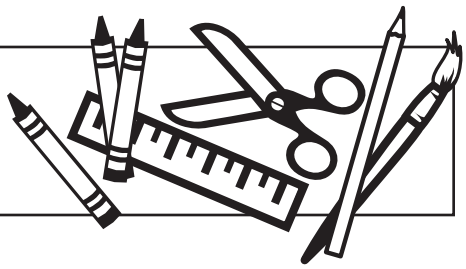
Answers

1) By microphone
2) They use radar screens
3) Trash collector
4) Months
5) Loads the truck, inspects and maintains the truck, drives safely
6) Bus driver

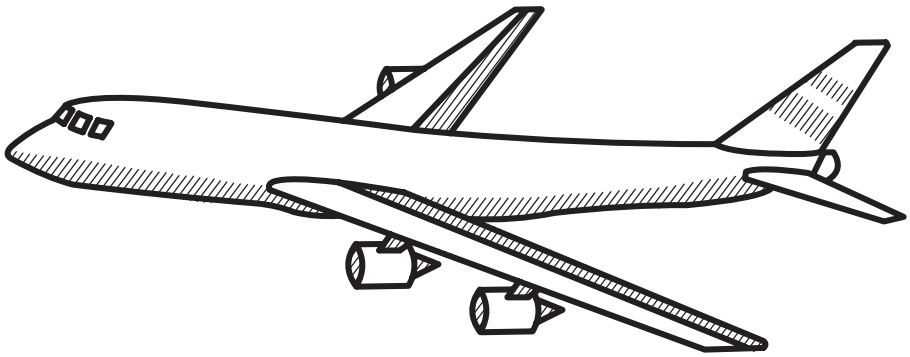
Worksheet 4 - Transport Quiz

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 4
- Writing Materials



The answers to all of these questions can be found in Paws in Jobland.
Look at the **Transportation**, **Distribution and Logistics** areas.



- How do air traffic controllers talk to pilots once they have landed?
- How do ship captains see where they're going when it's dark or foggy?
- Who takes the garbage away from your house?
- How long can it take to learn how to become a flight attendant?
- Name three things a truck driver does.
- Who uses a route plan to know where to go?

Lesson Plan 5 - Shopping Center 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.

Resources needed/preparation:

- Photocopies of Worksheet 5
- Writing materials

Background: Paws in Jobland covers only a selection of the different jobs that exist. However, the idea behind the clusters/areas in Jobland is to demonstrate the link between jobs within a particular area. This quiz concentrates on jobs in one area of Jobland, partly to develop a greater understanding of each of the jobs in that area and partly to demonstrate that a variety of tasks, skills and experience can be found within a limited environment.

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 that involve buying and selling. They will probably come up with some of those in the Marketing, Sales and Service area, 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 may have seen some of the jobs portrayed by actors in television programs. 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 customers as well as people doing the jobs, 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 a story to tell about experiences in this area – "When Dad went to the cosmetologist", "The longest shopping trip ever", "My best haircut", 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 Shopping Center" - with a large picture showing some of the shops and people. These could be drawn or cut out of magazines, then displayed along with some items from the stores. Quiz sheets could be displayed for other students to try.

Answers

1) Hairdresser
2) To make sure the store earns money, to pay staff and rent
3) Valentine's Day, Mother's Day, Christmas
4) Cosmetologist
5) Good eyesight, a steady hand, strong hands
6) Flowerpots, seeds, potted plants and dried flowers
7) Salesperson

Worksheet 5 - Shopping Center Quiz

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 5
- Writing Materials

The answers to all of these questions can be found in Paws in Jobland. Look in the **Marketing**, **Sales and Service** area.

- Who uses scissors and combs?
- Why do store owners have budgets?
- Can you name three special days when a florist might be very busy?
- Who works with mascara, nail files, tissues and nail varnish?
- Name two physical qualities a jeweler must have.
- What other things does a florist sell besides flowers?
- Who takes inventory?

Lesson Plan 6 - Step by Step

Individual activity: 20-30 minutes.

Learning objective:
- To understand the importance of planning and preparation

Curriculum links: Art, English – sequencing and writing, Technology – database exploration, Maths – data handling.

Resources needed/preparation:
- Photocopies of Worksheet 6
- Crayons, fiber-tip pens, etc.

Background: One of the purposes of Paws in Jobland is to show that many jobs involve planning and preparation. This worksheet helps to demonstrate this to students. It also prompts them to focus on one particular job, and it helps acquaint them with the program.

Introduction/guidelines for students:
- Explain that many jobs are done in stages or steps. People doing these jobs have to plan ahead and prepare for all the steps that are involved. You could give examples of tasks they are familiar with, such as cleaning their bedroom or washing the car. Point out that they need to think about the order in which they do things, and what other considerations or preparations need to be made.
- Ask them to look at the job Painter in Paws in Jobland. It is in the Architecture and Construction area.
- Hand out the worksheet. This prompts them to write down the stages that the job might involve and in what order. They can then draw a picture of a painter.

Ideas for further development:
- The drawing in the middle could prompt an exercise in thinking about suitable clothing and tools, and maybe even health and safety issues related to this job.
- The students could be encouraged to think about ways they would like to redecorate the classroom. They could get into groups to discuss and plan this.
- By deleting references to the job "painter" on the worksheet, you could select other jobs for discussion.
- If the students' painter drawings demonstrate a gender bias, there could be an opportunity here to address equal opportunity issues.

Ideas for making the activity easier:
- The class could work as a whole or in groups.
- Students could fill in the worksheet at the same time as using Paws in Jobland, perhaps with someone beside them to help.

Display ideas:
The worksheets and especially the drawings would make an attractive display around the theme of painting and decorating. You could bring in tools such as old paint pots, brushes, decorating magazines, paint charts, etc. If the class has discussed and planned the redecorating of the classroom, you could include their designs.

Worksheet 6 - Step by Step

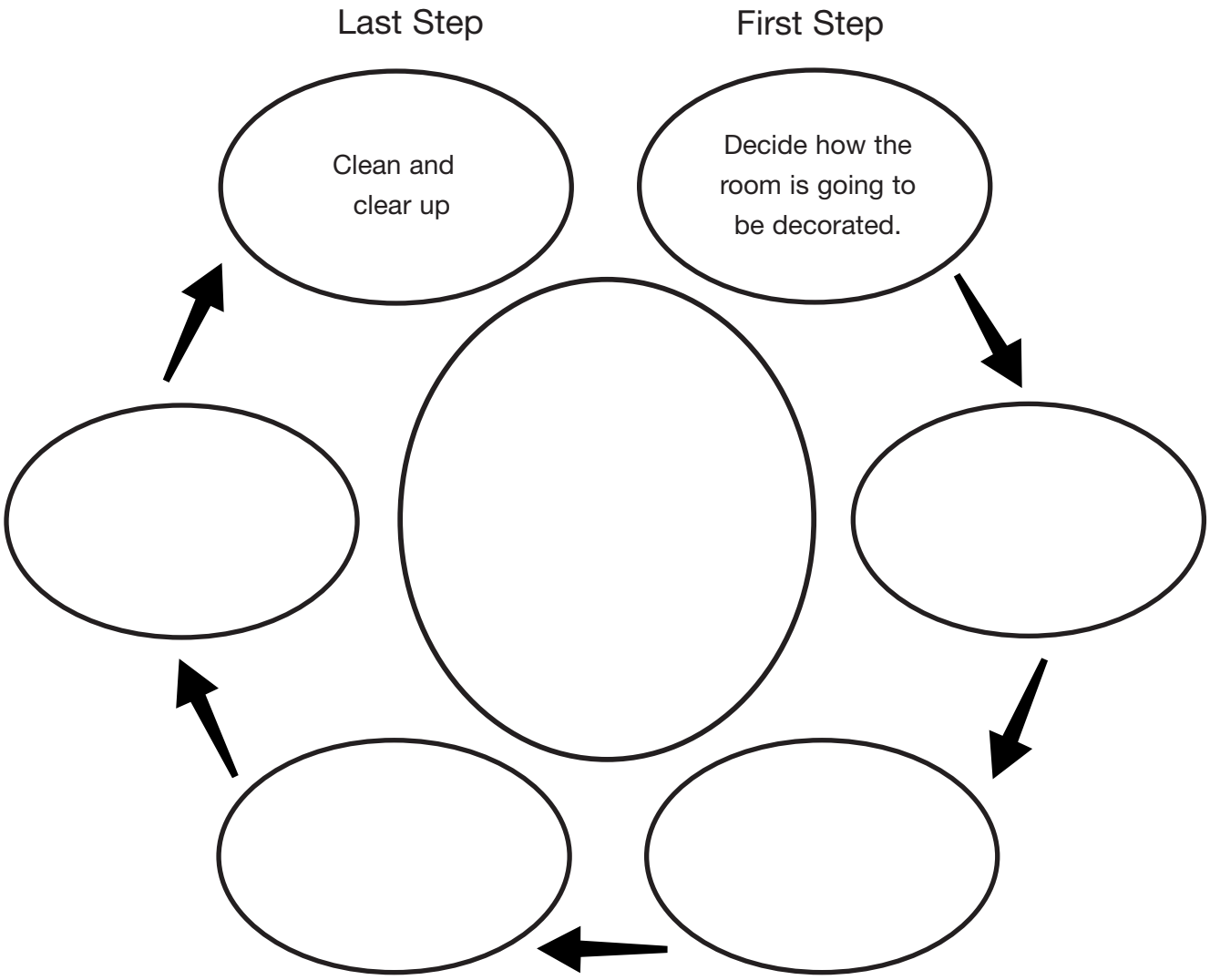
My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 6
- Crayons and fiber-tip pens

Think about what a painter does.

The diagram below shows six steps. The first and last steps are given to you. Can you fill the other four?

Draw a picture of a painter in the middle.



Lesson Plan 7 - A Day in the Life of a...

Individual activity: 1 hour.

Learning objectives:
- To write in the style of a journal
- To understand how work affects daily life
- To show understanding of the tasks undertaken by someone doing a particular job

Curriculum links: English - writing, Math - time, Career Exploration.

Resources needed/preparation:
- Photocopies of Worksheet 7
- Examples of diaries in real life (e.g. Anne Frank's) or fiction (e.g. Adrian Mole's)

Background: As well as reinforcing an aspect of creative writing skills, this activity will help to put work in the context of everyday life. Children are encouraged to think in detail about the activities of one particular job. They also begin to be aware of how work affects lifestyle, routine and relationships with others.

Introduction/guidelines for students:
- Talk about the different reasons for keeping diaries, i.e. to remind yourself of appointments or to record events that have happened.
- You could use Paws in Jobland to show examples of jobs. It's a good idea to highlight different jobs that involve a variety of structures and hours of work.
- Ask the children to make notes about a particular job. Encourage thought on how this job fits into a day. Get them to consider how the person doing the job organizes eating and sleeping, whether they might have appointments at certain times or work to their own time schedule, what kind of transport they use to get to places, whether they might be tired after they finish work, what they do when they've finished work, things they need to do to prepare for work such as washing a uniform or work clothes, making a packed lunch, etc.
- Remind them that not all jobs start in the morning and finish in the afternoon. Also, some jobs do not involve the same tasks every day.
- The children then write a diary for one day in the life of the person doing the job they have chosen, starting when they wake up and finishing when they go to bed. Encourage them to write in the first person and in the present tense as this helps them to imagine what the person feels.

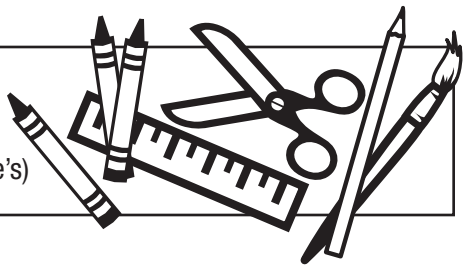
Ideas for further development:
- Children could read from their diaries to each other without saying what the job is. Their classmates could then guess what job has been described.
- Diaries could be written for a school day (or a weekend) from the student's perspective.

Display ideas:
Diary pages could be displayed alongside transcripts from famous diaries. Drawings of individual jobs could be arranged around pictures of clocks set at particular times.

Worksheet 7 - A Day in the Life of a...

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 7
- Examples of diaries in real life (e.g. Anne Frank's) or fiction (e.g. Adrian Mole's)



A day in the life of a _____

Day: _____ Month: _____ Year: _____

Time	Activity
_____	Wake up... _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____ ...Go to bed.

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 storytelling

Curriculum links: English - all areas.

Resources needed/preparation:
- Photocopies of Worksheet 8
- Writing materials

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.

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. 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

Worksheet 8 - Job Talk

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 8
- Writing materials

Think of a job.

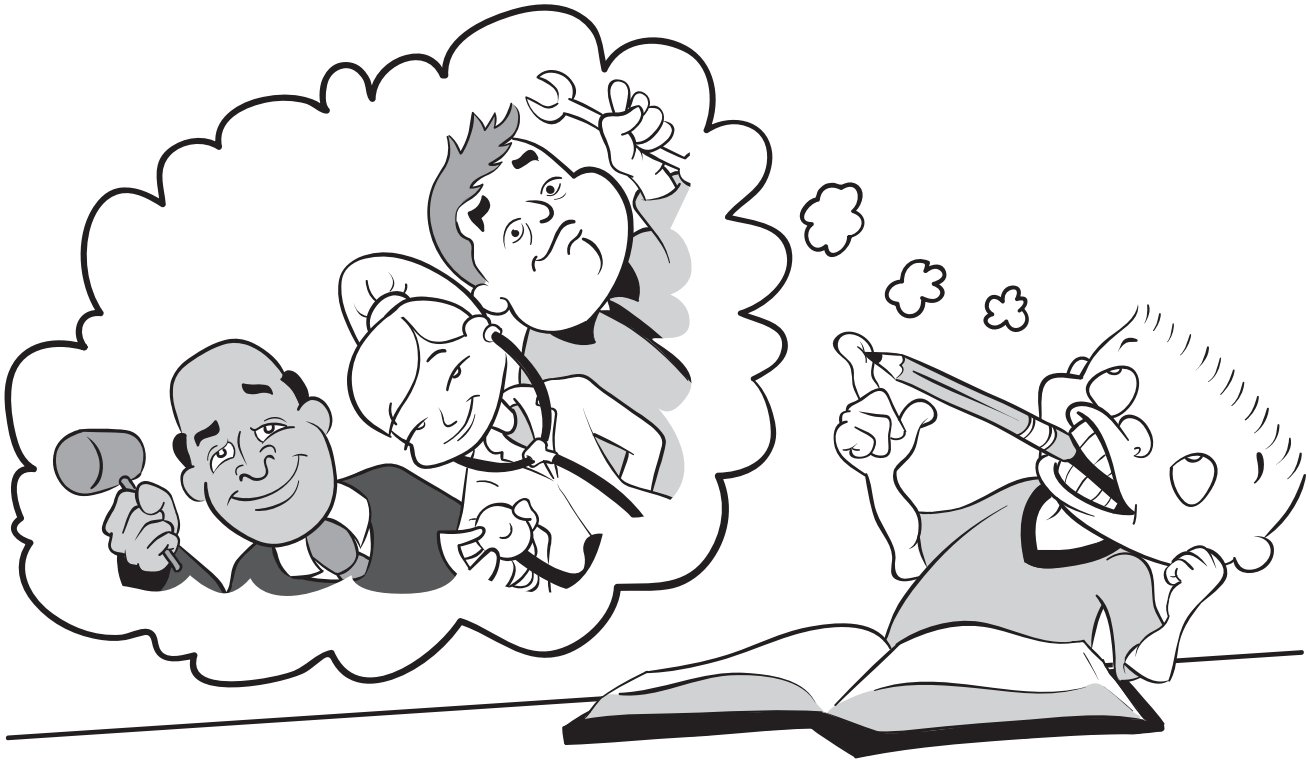
It can be any job as long as it's interesting!
But make sure it's a job that you know about, or can find out about.
You will be telling the rest of the class about it!

Ask yourself some questions about the job.

Make sure you know the answers!

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 9 - Top of the Jobs

Individual activity leading to pairs activity

Learning objective:
- To use decision-making and reasoning skills

Curriculum links: English – writing, speaking and listening, Technology – database exploration, Maths and Technology (if compiling the class's Top 10).

Resources needed/preparation:
- Photocopies of worksheet nine
- The children will need to have looked at a good selection of jobs in Paws in Jobland with the instruction to think about the jobs that they like

Background: Children are encouraged to look at the jobs in Paws in Jobland and think about them in relation to themselves. This introduces the idea of how important it is to like the job you do. They will have to discuss why they like the jobs they select, as well as why the jobs selected by their partner do not appeal to them. Optional statistical analysis will provide a useful numeracy exercise, as well as prompting discussion about the most/least selected jobs in the class.

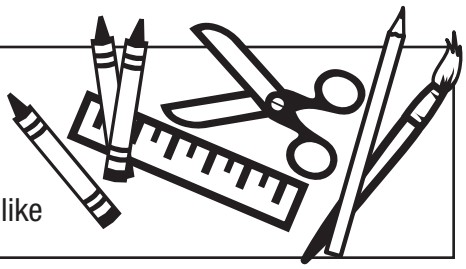
Introduction/guidelines for students:
- Discuss with the children the importance of enjoying the work you do. You could relate this to school subjects (most people do best at the subjects they enjoy and vice versa). Tell them what you like about your job. Perhaps ask them what members of their family do and whether or not they like it.
- Give the children time to look at Paws in Jobland and think about the jobs that they might like to do. Obviously they don't have to stick exclusively to jobs in Paws in Jobland; they can introduce others they know about.
- Ask them to individually list their top three jobs in the order they like them. Encourage them to write down two reasons for each choice. You could give examples, such as liking the job airplane pilot because you can visit other countries and wear a uniform, or being a veterinary assistant because you like dogs and you've just had a talk from a vet.
- They could then compare their lists in pairs, discussing why they like their jobs, and maybe why others don't appeal to them. They could also see if there are any similarities in their choices.

Ideas for further development:
- Together, the class could collate the information and compile the class's Top 10. Percentages could be worked out, with the results represented as a graph. This could be made into an Technology exercise by using a computer program to do this.
- A useful exercise would involve collating the information separately for the boys and the girls. You could discuss the results in light of any patterns that emerge with regards to perceptions of "boy" jobs and "girl" jobs.

Display ideas:
Lists of jobs could be displayed, alongside any graphs or statistics. Pictures of the top 10 jobs could accompany this, either cut out from magazines and newspapers or drawn by the class.

Worksheet 9 - Top of the Jobs

My Name: _____ Date: _____



Materials/Resources Needed:
- Photocopies of Worksheet 9
- The children will need to have looked at a good selection of jobs in Paws in Jobland with the instruction to think about the jobs that they like

Write down the three jobs you like best.
Give **two** reasons why you like each job.

Job One:

First reason _____

_____

Second reason _____

_____

Job Two:

First reason _____

_____

Second reason _____

_____

Job Three:

First reason _____

_____

Second reason _____

_____

Lesson Plan 10 - Pick a Letter

Individual activity: 30 minutes, plus class presentation.

Learning objective:
- To become familiar with database exploration

Curriculum links: English, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 10
- Writing materials
- Crayons/fiber-tip pens

Background: Paws in Jobland is a database of information designed to be appealing to primary school children. By using Paws in Jobland, children are gaining confidence in database exploration. This worksheet activity provides students with a starting point for exploring the rest of the program and gives them a focus for researching information.

Introduction/guidelines for students:
- Talk about Paws in Jobland and in particular the number of jobs (128) that students can look at in the program.
- Pick a letter. See if the children can think of a job that begins with the letter. Try this again with different letters.
- There is space on the worksheet for you to write in a letter. Each child that is given a worksheet should look at the ABC Search facility in Paws in Jobland and find jobs that begin with the letter they have been given. There are jobs beginning with all letters of the alphabet except for K,Q, Y and Z.
- Once they have looked at the jobs, they can choose one to draw, write about and present to the rest of the class.

Ideas for further development:
- Students could start again, this time using a different letter.

Ideas for making the activity easier:
- This activity could be done in pairs or groups of three, with each member of the team taking a different role, i.e. one writing, one drawing and one presenting.

Display ideas:
You could draw large letters, then group drawings of jobs that begin with the appropriate letter around them. You could also display any objects or pictures that have been used by the students who gave presentations.

Worksheet 10 - Pick a Letter

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 10
- Writing materials
- Crayons and fiber-tip pens

Part 1

You will be looking for a job that begins with the letter _____

Which part of Paws in Jobland will you use to find a job beginning with this letter?

_____

Which job have you chosen?

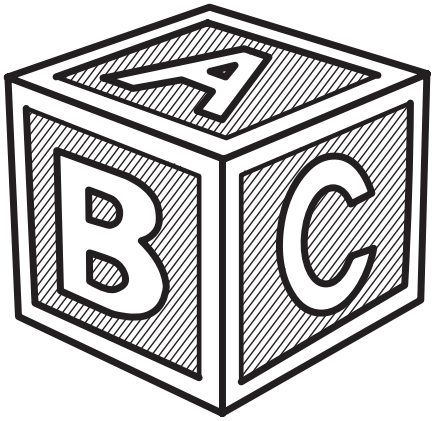
_____

Part 2

Job Title: _____

Which part of Paws in Jobland will you use to find a job beginning with this letter?

Write about the job!
- What would other people like to know about it?
- What do they do in this job? Where do they work?
- What do they wear? Who else do they work with?



Draw a picture of the job!
- What does the person wear?
- Where do they work – inside or outside?
- In a big building, a small place, or somewhere else?
- What tools or equipment might they use?

Tell the rest of the class about the job!
- Is there something you didn't know about the job that other people would find interesting?
- Could you find some pictures or objects that help to explain what the job is like?
- Could you draw something on the board to show the rest of the class?

Lesson Plan 11 - The Art of the Matter

Individual activity: 45 minutes.

Learning objective:
- To understand that elements of art are important aspects of certain jobs

Curriculum links: Art, English – writing, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 11
- Writing materials

Background: Certain jobs can be linked to specific school subjects. This worksheet activity encourages understanding of how art can relate to certain jobs.

Introduction/guidelines for students:
- Discuss with students what they do during their art lessons. They could talk about the different activities they do, who likes doing what and what other activities they can think of relating to art and design.
- Lead into a discussion of how a liking for art could be useful in a job, and ask the students to think of some jobs where being talented in or knowledgeable about art is useful. Some of the jobs listed on the worksheet will probably come up in the discussion, along with others such as art teacher, art therapist, hairdresser, potter, auctioneer, fashion designer, etc.
- Look at the list on the worksheet. These are jobs that are in Paws in Jobland. Ask the children to look at the jobs on the program, then think of an experience they've had, or something they've seen recently that relates to each job. It could be a visit, something they've seen on television or something that's happening locally.

Ideas for further development:
- Invite someone who works in the field of art to come and give a class presentation.
- Think of a project that needs doing in the school – painting or decorating your classroom, designing a mural or a floral display for the assembly hall, building a new bookcase for the library, designing a new school logo, etc. Groups of students could plan and design the work.
- Visit a local art gallery or museum, craft shop or pottery – speak to artists or curators.
- You could ask students to choose more than three of the jobs to write about.

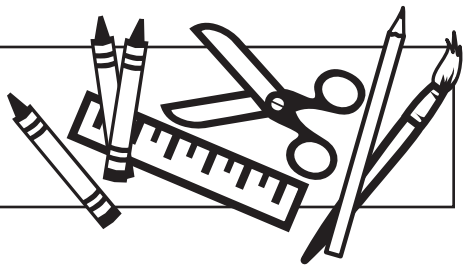
Ideas for making the activity easier:
- The activity could be done as a class exercise, with a discussion about school activities that relate to activities in the jobs.
- You could ask students to choose less than three of the jobs to write about.

Display ideas:
Pictures of art-related jobs, combined with images of paintings, objects, buildings, designs that have been created by people in those jobs. If the students have planned their own design projects related to the school, these could be displayed too.

Worksheet 11 - The Art of the Matter

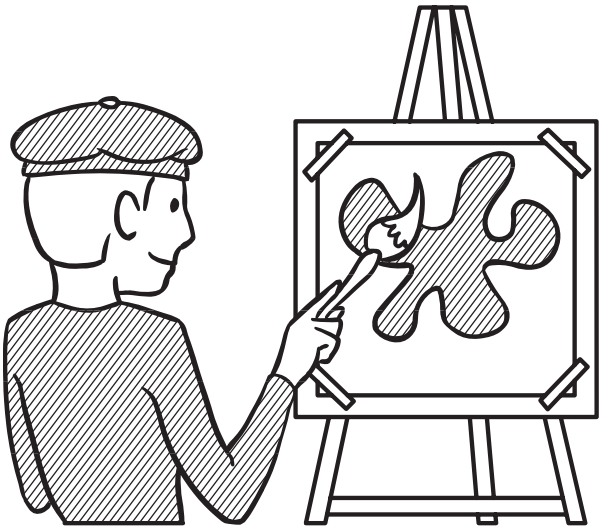
My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 11
- Writing materials



The people who do the following jobs all know something about art.
This knowledge helps them to do their jobs.

- Architect
- Artist
- Carpenter
- Cosmetologist
- Florist
- Graphic Designer
- Painter
- Welder
- Interior Designer
- Videogame Designer



Pick three of the above jobs to discuss.
You could have read about the jobs or seen them on television.
You might know someone who does one of the jobs.

Say what you think about the jobs you picked.
Do you like them or not? Why is this?
Do you think you would be the right sort of person for that job?
What sort of person would be, if you are not?

Are you good at art in some way?
What job or jobs would this help you with?

Lesson Plan 12 - Geography Matters

Individual activity: 45 minutes.

Learning objective:
- To understand that elements of the geography curriculum are important aspects of certain jobs

Curriculum links: English - writing, Geography, Technology - database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 12
- Writing materials

Background: Certain jobs can be linked to specific school subjects. This worksheet activity encourages considerations of how the geography curriculum can relate to certain jobs.

Introduction/guidelines for students:
- Discuss with students what they do during their geography lessons. They could talk about the different activities they do, who likes doing what and what other activities they can think of relating to geography.
- Lead into a discussion of how a liking for geography could be useful in a job, and ask the students to think of some jobs where being knowledgeable about geography is useful. Some of the jobs listed on the worksheet will probably come up in the discussion.
- Look at the list on the worksheet. These are jobs that are in Paws in Jobland. Ask the children to look at the jobs on the program, then think of an experience they've had, or something they've seen recently that relates to each job. It could be a visit, something they've seen on television or something that's happening locally.

Ideas for further development:
- Invite someone who works in this field to come and give a class presentation.
- Think of a geography-related project that could be done – making a plan of the school or the local area, looking at the weather over a week or a month, recording the temperature in certain areas of the school or school grounds, looking in detail at a particular country with which you have a connection (maybe one of the students has family there, or has taken a trip there recently). Groups of students could plan the work.
- You could ask students to choose more than three of the jobs to write about.

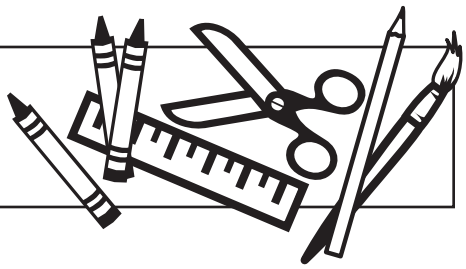
Ideas for making the activity easier:
- The activity could be done as a class exercise, with a discussion about school activities that relate to activities in the jobs.
- You could ask students to choose less than three of the jobs to write about.

Display ideas:
Pictures of geography-related jobs, combined with images (created by the students) of items used in those jobs, such as maps, plans, etc. If the students have planned their own projects related to the school, these could be displayed too.

Worksheet 12 - Geography Matters

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 12
- Writing materials



The people who do the following jobs need to know about geography.
Look at the jobs in Paws in Jobland to find out more.

- Archeologist
- Travel Agent
- Meteorologist
- Flight Attendant
- Journalist
- Forester
- Tour Guide
- Ship Captain
- Military Personnel
- Astronaut

Pick three of the above jobs to research.
You could have read about the jobs or seen them on television.
You might know someone who does one of the jobs.

Say what you think about each job.
Do you like it or not? Why is this?
Do you think you would be the right sort of person for that job?
What sort of person would be, if you are not?

Are you interested in travel, the weather, environmental issues?
What job or jobs would this help you with?

Lesson Plan 13 - Sports

Individual activity: 45 minutes.

Learning objective:
- To understand that elements of sport and/or physical exercise are important aspects of certain jobs

Curriculum links: English – writing, Technology – database exploration, PE.

Resources needed/preparation:
- Photocopies of Worksheet 13
- Writing materials

Background: Certain jobs can be linked to specific school subjects. This activity encourages consideration of how Physical Education (PE) can relate to certain jobs.

Introduction/guidelines for students:
- Discuss with students what happens during their PE lessons. They could talk about the different activities they do, who likes doing what and what other activities they can think of relating to PE.
- Lead into a discussion of how a liking for sport could be useful in a job, and ask the students to think of some jobs where being good at or knowledgeable about sport is useful. Some of the jobs listed on the worksheet will probably come up in the discussion, along with others such as PE teacher, sporting goods store owner, etc.
- Look at the list on the worksheet. These are jobs that are in Paws in Jobland. Ask the children to look at the jobs in the program, then think of an experience they've had or something they have seen or heard about recently that relates to three of the jobs. It could be a visit, something they've seen on television or something that's happening locally.

Ideas for further development:
- Invite someone who works in the field of sport to come and give a class presentation.
- Think of a sport-related project that needs doing in the school – marking the soccer field, setting up the volleyball court, getting a basketball team together, arranging a tournament, designing a school T-shirt, etc. Groups of students could plan the work.
- You could ask students to choose more than three of the jobs to write about.

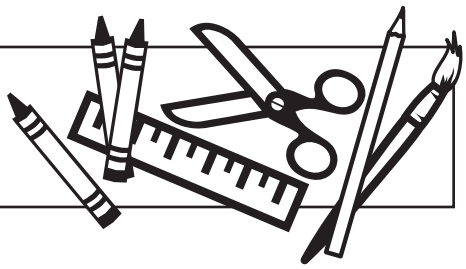
Ideas for making the activity easier:
- The activity could be done as a class exercise, with a discussion about school activities that relate to activities in the jobs.
- You could ask students to choose less than three of the jobs to write about.

Display ideas:
Pictures of sport-related jobs, combined with images created by the students, such as posters for a tournament, designs for sportswear, etc. You could also include pieces of sports equipment, such as soccer boots, tennis rackets, a referee's whistle, etc.

Worksheet 13 - Sports

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 13
- Writing materials



The people who do the following jobs need to know about sport or physical exercise.
Look at the jobs in Paws in Jobland to find out more.

- Dancer
- Sports Coach
- Physical Therapist
- Fitness Instructor
- Athlete
- Referee/Umpire
- Elementary School Teacher
- Doctor

Pick three of the above jobs to research.
You could have read about the jobs or seen them on television.
You might know someone who does one of the jobs.

Say what you think about each job.
Do you like it or not? Why is this?
Do you think you would be the right sort of person for that job?
What sort of person would be, if you are not?

Is there something to do with sport that you are good at?
What job or jobs would this help you with?

Lesson Plan 14 - The Job for You

Pairs activity: 20-30 minutes.

Learning objectives:
- To encourage consideration of another's skills, strengths and preferences; to become familiar with database exploration

Curriculum links: English, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 14
- Crayons/fiber-tip pens
- Writing materials

Background: As they are looking at Paws in Jobland, students might see jobs that they think they would like. They might also see jobs that they think would suit their friends. Talking about this with their friends is a good way to focus on how it is important to like the job you do.

Introduction/guidelines for students:
- Ask students if they have seen jobs in Paws in Jobland that they think they would like to do. Ask them if there are any jobs they have noticed that their classmates would like.
- Ask them to work with someone they know well. Each person will then pick a job from Paws in Jobland that they think would suit their partner.
- Encourage them to discuss with their partner what it is about the job that they think would suit them. Is it because it involves one of their interests or hobbies? Does it involve working somewhere that they know about or like? Each pair should check with each other how they feel about the suggested job. If the job is not suitable they should then discuss why and look into other jobs if necessary.
- Ask the class to draw pictures of their partners doing the job they would like to do.

Ideas for further development:
- The activity could be done after using Job Finder in Paws in Jobland. Each student makes a note of the Jobland environments Job Finder suggests to him or her and tells their partner what they are. Their partner must then look only in these areas for a job.
- The activity could be done with pairs of students who don't know each other so well.

Ideas for making the activity easier:
- If giving students the choice of 128 jobs is too daunting, you could limit the number of environments students could look at.

Display ideas:
Drawings or paintings of class members doing the jobs, with their names underneath.

Worksheet 14 - The Job for You

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 14
- Writing materials
- Crayons and fiber-tip pens

Work with a partner who you know well.
Look at the jobs in Paws in Jobland and choose one that you think your partner would really like.

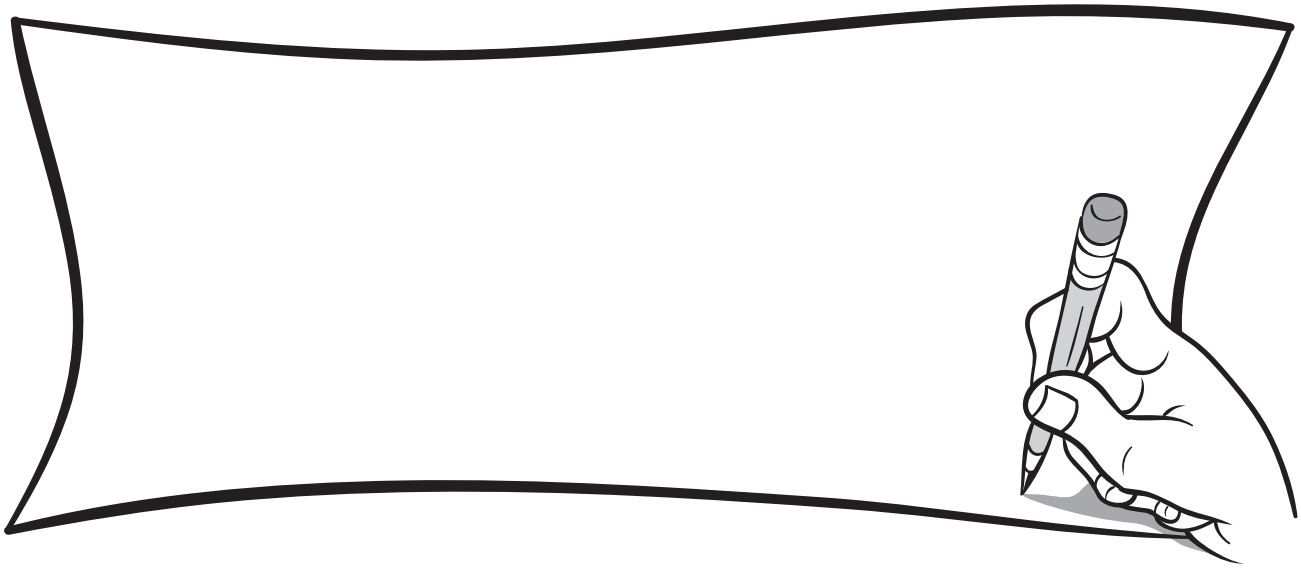
Talk to your partner about why you chose that job for them:

- Is it something to do with where they would work?
- Is it because of what they would wear?
- Is it because of what they would have to do?
- Is it who they would work with?
- Is there anything else about the job that makes you think your partner would really like it?

Ask them if they would like that job.
If so, were you right in your ideas about why they would like it?

If they would not like the job, ask them to say why.
Which job would they like to do?

Draw a picture of your partner doing the job they would like to do:



Lesson Plan 15 - Journalist Japes

Individual activity

Learning objectives:
- To encourage familiarization with databases; to undertake information research; to write imaginatively using researched information

Curriculum links: Art, English – writing, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 15
- Newspapers
- Crayons, fiber-tip pens etc
- Writing materials

Background: This activity looks at the information given about a specific job in Paws in Jobland: Journalist. Students are asked to perform one of the tasks of a journalist: writing a newspaper story. The activity also prompts students to investigate other jobs that they might not know about.

Introduction/guidelines for students:
- Introduce the work of a journalist, perhaps by showing the students a newspaper or playing a TV/radio interview.
- Ask the children what they know about the job, and what they have to be good at or like doing if they are going to enjoy it.
- Looking at Journalist in Paws in Jobland will help them to find out more.
- Distribute the worksheets and ask the students to find out about the jobs mentioned in the headlines. They then have to decide which job they would like to write about by picking one of the headlines given.
- Choose an example of the sort of story they will be writing, perhaps from your local newspaper or a magazine. Point out how the choice of language can provide facts in an exciting way that make you want to continue to read. Give them a word limit. They can also draw a picture to accompany the article; encourage them to think of how the picture can enhance the story, rather than just complement it. A caption for the picture should also be written.

Ideas for further development:
- The stories could be developed into interviews, either written or role played and taped. The whole class could put together a newspaper or news program.

Ideas for making the activity easier:
- Students with literacy difficulties could be encouraged to draw the story, in the style of a cartoon strip.
- The students could be split into groups to discuss their story. One person could be the scribe for each group. Once completed, the stories could be read out loud.

Display ideas:
You could create your own newspaper, large enough to be made into a display, either with the articles that come from this activity or using items of "news" happening around the school. The students could make (or you could supply!) the items that are mentioned in the stories, such as an old soccer shoe, a color sample of the new purple, a test tube etc.

Worksheet 15 - Journalist Japes

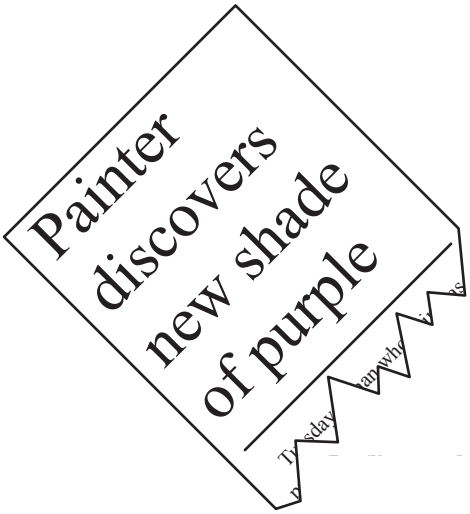
My Name: _____ Date: _____

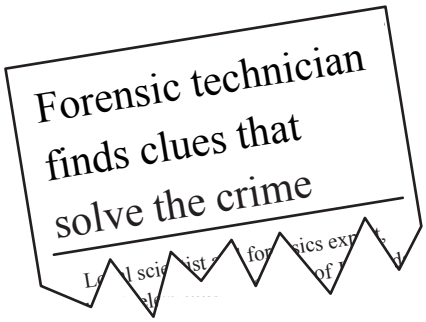
Materials/Resources Needed:
- Photocopies of Worksheet 15
- Newspapers
- Writing materials
- Crayons and fiber-tip pens

Choose the **Arts**, **Audio/Video Technology and Communication** area of Paws in Jobland.
Look at the job **Journalist**. Find out what a journalist does.

Choose one of the headlines below.
You can find out about each job by looking at Paws in Jobland.

Write a story about the headline you have chosen.
You could draw a picture too!





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.

Resources needed/preparation:
- Photocopies of Worksheet 16
- Writing materials

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

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 16 - Backwards Writing

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 16
- Writing materials

Look at the job **Ambulance Driver** in Paws in Jobland.
The Ambulance Driver tells us why the word "ambulance" is printed backwards on the ambulance.

Look at the backwards words below.
Without using a mirror, can you tell what the words are?
Write them on the other side of the line.
The first one is done for you.

Paws	Paws
jobs	
school	
computer	
cabbage	
question	
paramedic	

Now check your answers by looking in a mirror.

Lesson Plan 17 - Jobs and Places

Individual activity: 30 minutes.

Learning objectives:

- To understand how some jobs are linked to specific geographical locations, while others can be done almost anywhere
- To understand individual perception

Curriculum links: Geography, Technology

– database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 17
- Crayons/fiber-tip pens
- Writing materials

Background: Certain jobs can be grouped together with relation to where they are done. This worksheet activity prompts children to think about where certain jobs are likely to take place, given the choice of urban, rural and near a large body of water.

Introduction/guidelines for students:

- All of the jobs mentioned on this worksheet are explained on Paws in Jobland. It would therefore be useful for those who may not be familiar with jobs such as **urban planner** and **ship captain** to use Paws in Jobland before attempting this worksheet. Alternatively, the worksheet could be done while looking at the program.
- You might like to discuss the fact that some jobs are location specific before attempting this activity. You could highlight the example **marine biologist**, which is given on the worksheet.
- Ask the children to consider each job that is listed, thinking about the location most likely for each to take place.

Ideas for further development:

- There is an opportunity here to prompt discussion on your local environment. For example, if your school is located in a rural town near the sea, your students could potentially state that all of the jobs take place in all of the locations.
- You could address the concept of perception. Talk about the way that we all look at things differently, according to our individual or societal situation. Experience is an important factor here. A child living near a seaside resort (where there are many tourist hotels) may perceive that a hotel manager is most likely to work at the seaside, whereas that job is just as likely to exist in a town or in the countryside.

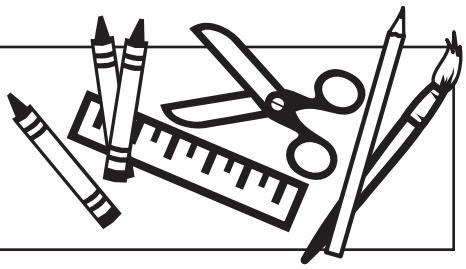
Display ideas:

You could create three spaces in a display area, one each for near a large body of water, rural and urban. The students could find things that are relevant to the three locations, objects that conjure up those places. Relevant poetry could be found or written and displayed along with the objects.

Worksheet 17 - Jobs and Places

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 13
- Writing materials
- Crayons and fiber-tip pens

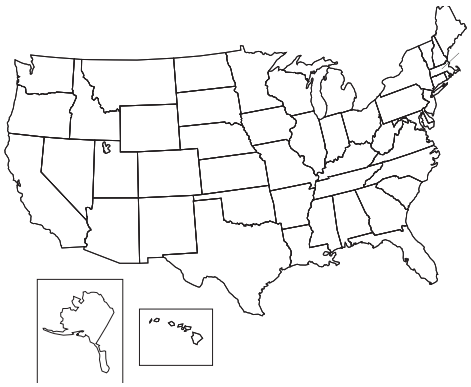


Here are some jobs. Draw a **town or city**, **countryside** or **seaside** picture next to each job, depending upon where you think that job is done. Some jobs could be done in more than one place. What do you think? The first one is done for you.

Marine Biologist	
Archeologist	
Hotel Manager	
Advertising Sales Agent	
Farmer	
Ship Captain	

Editor	
Forester	
Urban Planner	
Fish Farm Worker	
Plumber	
Veterinarian	

Some jobs are done in cities and towns, some are done in the rural areas, and others are done near the ocean.



Lesson Plan 18 - Names and Places

Individual activity: 30 minutes.

Learning objectives:

- To encourage consideration of the types of jobs in your locality
- To encourage familiarization with the USA

Curriculum links: Art, English, Geography.

Resources needed/preparation:

- Photocopies of Worksheet 18
- Photocopies of the map of the USA
- Atlas/map
- Crayons/fiber-tip pens
- Writing materials

Background: Students should already be thinking about the jobs they have encountered in Paws in Jobland. This worksheet activity encourages them to think about the types of jobs in their local area.

Introduction/guidelines for students:

- Spend a little time discussing your capital city with the class. Talk about the types of jobs you might find there.
- You could then talk about the place where you live, its location in relation to the state capital and the types of jobs there are nearby (obviously you will approach this differently if you are based in a capital city).
- Hand out the worksheet. Some children may be able to place the required locations unaided, but for others you could provide a map or an atlas. Ask them to write the names of the cities next to the numbers on the map.
- The children are then asked to write down types of jobs there are in the local area. To finish the activity, they can draw pictures of the jobs they have mentioned around the outside of the map.

Ideas for further development:

- Children could research one or more of the jobs they have highlighted.
- Students could mark on the map any other places they are familiar with.

Ideas for making the activity easier:

- This activity could be done in pairs.

Display ideas:

Information and pictures relating to each of the state capital cities could surround a large map of the USA. Research into each of the capital cities could be done, first of all by compiling any experience/knowledge the students may have. Further research could be done using books, the Internet, etc. The map of the USA could also be displayed.

Worksheet 18 - Names and Places

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 18
- Photocopies of the map of the USA
- Atlas or map
- Crayons and fiber-tip pens
- Writing materials

The following places are capital cities of some states.

Atlanta - Lansing - Denver
Olympia - Augusta

Match up the place names to the numbers on the map, and say in which state they are located. Use an atlas to help you.

City	State
1 is _____	, and is in _____
2 is _____	, and is in _____
3 is _____	, and is in _____
4 is _____	, and is in _____
5 is _____	, and is in _____

Draw an “x” on the map of the USA, marking where you live. Write the name of the place where you live next to the “x”.

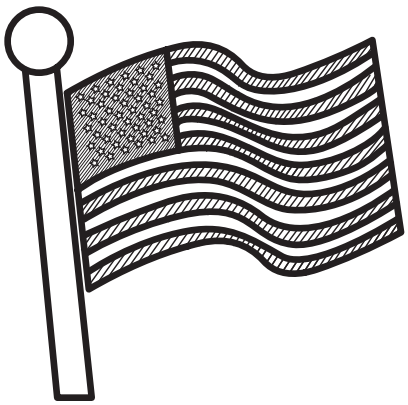
What type of jobs are there in your area? Write them here:

_____

_____

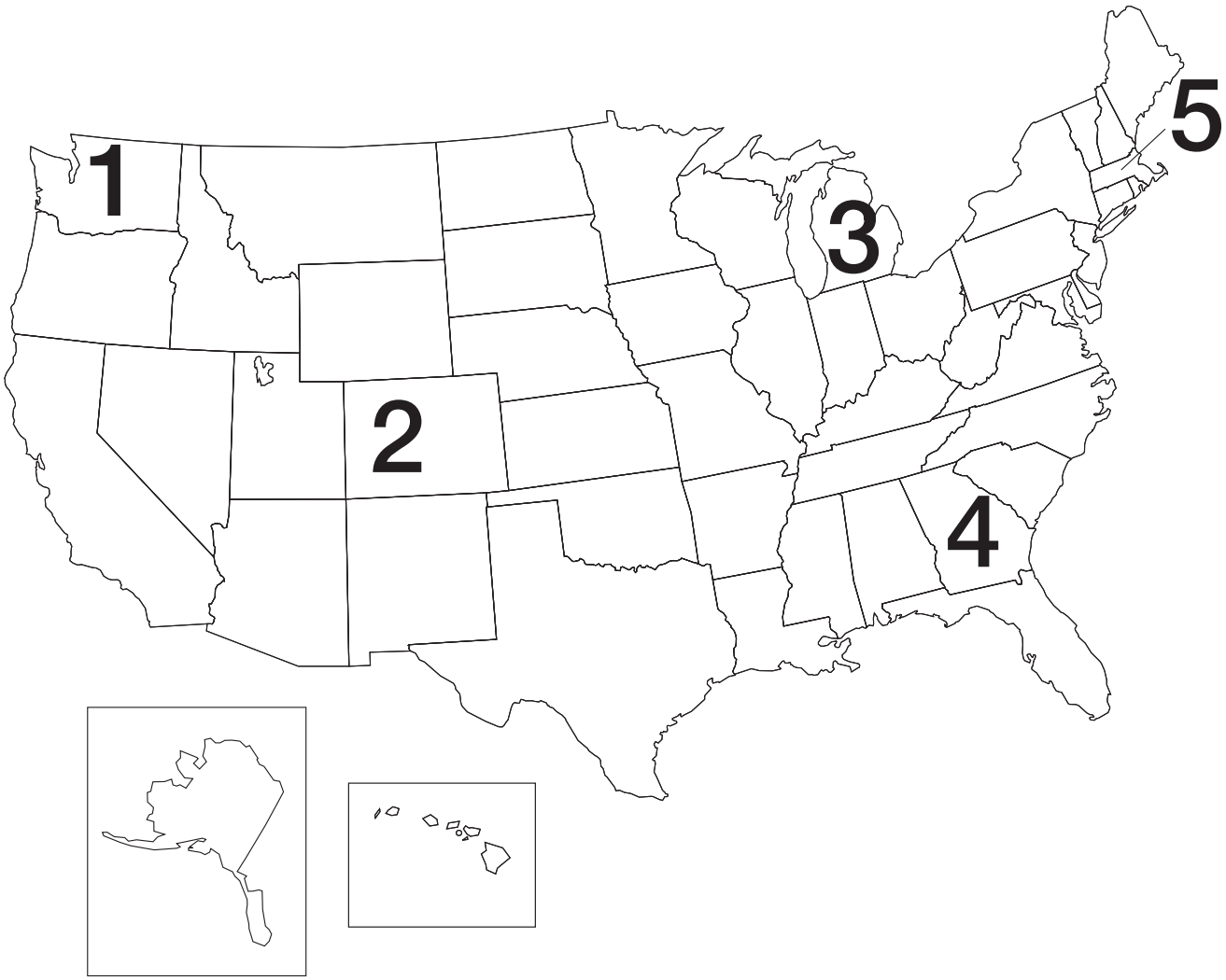
_____

_____



Draw pictures of the jobs in the spaces around the map.

Map of the USA



Lesson Plan 19 - Subject Matters

Individual activity: 30-40 minutes, including use of program.

Learning objective:
- To understand the relationship between what is learned at school and skills used in jobs

Curriculum links: Cross-curricular themes, English – reading and comprehension, Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 19
- Writing materials

Background: In working environments, people use some skills that they developed at school. This worksheet activity encourages children to recognize how school activities are linked to skills needed later on in life.

Introduction/guidelines for students:
- Give the students examples of things you do in your job that use skills you learned at school. For example, writing on the board, counting how many students are in the class, etc. Also highlight the social skills that are learned at school, such as speaking in public and working in groups, etc.
- Hand out the worksheets. The first part of the activity asks the children to look at a list of activities and consider which of them they have done at school in the last week. They are also asked to indicate whether or not they liked doing each activity.
- The students are then asked to work through a list of jobs, linking each one to the activities they do at school.

Ideas for further development:
- Arrange students who have done the activity into small groups. In these groups they should compare their lists and look for similarities and/or differences.
- Allocate one of the activities listed on the worksheet to each group. They should then think of a job (not one from the worksheet) for which the allocated activity is an essential element.
- They could then compile a list of activities that are involved in the job they have chosen. Alternatively, they could draw someone doing the activity, in a classroom environment and in a workplace environment.
- You could invite someone in to talk about his or her job, and how their experience at school has helped them in the job.
- Students could be encouraged to ask their parents or other members of their family how their school subjects or school experience help or has helped them in their work.

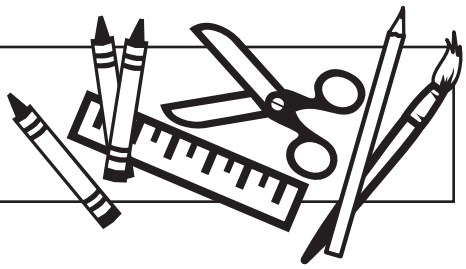
Ideas for making the activity easier:
- Students could just write one activity next to each job.

Display ideas:
Drawings or photos (from magazines and newspapers) of jobs could be displayed, along with the activities from the worksheet written individually on bristol board. Lines of string could lead from each job to each pertinent activity.

Worksheet 19 - Subject Matters

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 19
- Writing materials



Part 1

Below is a list of things you might do at school.
Put a checkmark next to the ones you have done in the last week. Then draw a face next to each, to show whether or not you like it.

		mathematics			cleaning or tidying up
		writing			looking things up in books or on the computer
		presenting			working in groups
		acting/singing			talking to people like a Crossing Guard or Principal
		drawing			playing games outdoors

☺ **= like** ☹ **= don't like** 😐 **= don't mind**

Part 2

Below is a list of jobs.
Look at Paws in Jobland to find out about each one. (Use ABC Search.)
Write activities from the above list next to each job. For example, if you think that singers need to be good at drawing and playing outdoors, write those activities down.

Architect _____
Novelist _____
Cook _____
Meteorologist _____
Scientist _____
Singer _____
Referree/Umpire _____
Elementary School Teacher _____

Lesson Plan 20 - Mystery in Jobland I

Individual activity

Learning objectives:
- To be able to appreciate and understand the roles that different people play in a particular situation; to use research and information retrieval skills

Curriculum links: English - comprehension, Technology – testing understanding of information retrieved.

Resources needed/preparation:
- Photocopies of Worksheet 20

Background: Paws in Jobland contains many jobs that sometimes involve cooperation with one another. This worksheet activity demonstrates in a fun way that one situation can bring together several people, each performing the role dictated by their job.

Introduction/guidelines for students:
- Discuss with children the people they have seen this morning on their way to school. Some may have seen a letter carrier, bus/coach driver, store keeper, train driver, nurse, nanny etc; and of course a teacher.
- Point out that during that short time they may have come across people doing several different jobs.
- Look at the list of jobs (see below) involved in the Mystery in Jobland story. Ask the children to spend some time looking at Paws in Jobland to understand more about each job.
- You may want to read out the Mystery in Jobland story before you hand out the worksheets.
- Ask the children to complete the story by writing the relevant job names in the gaps. The jobs are given (in anagram form) at the bottom of each sheet.

Ideas for further development:
- Some students may find it more of a challenge to work without the list of jobs. You could cover the list before photocopying the worksheet.
- You could suggest to the students that they swap some of the jobs around as a fun exercise. They could also make up their own stories, using jobs they know about, i.e. jobs around the school or in their town/village.

Ideas for making the activity easier:
- You could give students the job titles in non-anagram form.
- This activity relies heavily on reading skills. It would be a good idea to work in a group if using this activity with students of lower reading ability. You could read the story out loud and ask the students to call out the jobs.
- Alternatively, students with lower reading ability could be paired up with those who have a higher ability.

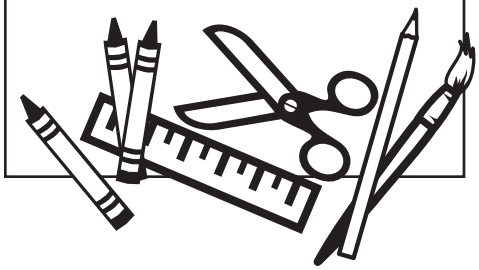
Display ideas:
This could be an opportunity for you to let your student's imaginations run riot! A display could consist of paintings and/or models (made from paper mache or modeling clay) of aliens/space creatures designed and made by the children.

Answers
Jobs in this order:
doctor, police officer, journalists, photographer, paramedic, meteorologist, airplane pilot

Worksheet 20 - Mystery in Jobland 1

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 20



The _ _ _ _ _ _ leaned over the huddled body, stethoscope in hand, to see if there was any sign of life.

"Well, there's not a heartbeat as such, more of a hum," she said to PC Kortim, the _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ who stood in the doorway with his helmet tucked respectfully under his arm. Outside, there was a bustle of _ _ _ _ _ _ _ _ _ _ _ _, their notebooks and pencils at the ready. Some were clutching microphones, others were fiddling with the knobs on their tape recorders. Suddenly, there was a bright flash as a _ _ _ _ _ _ _ _ _ _ _ _ poked her camera through the huddle of people waiting outside the hut in the cold mountain air.

At that moment, everyone turned to look at the brilliant flashing light of the ambulance that was climbing through the snow towards them. With his brilliant yellow jacket glowing through the dark, a _ _ _ _ _ _ _ _ _ _ leaped from the ambulance and forced his way through the crowd, a bag of instruments swinging dangerously at his side. As he entered the hut, he gasped at the sight that met him.

Meanwhile, at the headquarters of the Jobland Scientific Center, a _ _ _ _ _ _ _ _ _ _ _ _ _ _ was studying weather charts to discover the source of an incident reported earlier that night. Ivor Wings, _ _ _ _ _ _ _ _ _ _ _ _ _ had seen a strange glow in the sky as he brought his plane into land over Jobland Forest.

To be continued...

Rearrange these alien names to find the jobs:

torcod - loipec forfice - slurjanoits - praghoother - criemapad
loogstermeito - nalpirae topil

Lesson Plan 21 - Mystery in Jobland II

Individual activity

Learning objectives:
- To be able to appreciate and understand the roles that different people play in a particular situation
- To use research and information retrieval skills

Curriculum links: English - comprehension, Technology – testing understanding of information retrieved.

Resources needed/preparation:
- Photocopies of Worksheet 21.

Background: Paws in Jobland contains many jobs that sometimes involve cooperation with one another. This worksheet activity demonstrates in a fun way that one situation can bring together several people, each performing the role dictated by their job.

Introduction/guidelines for students:
- Discuss with children the people they have seen this morning on their way to school. Some may have seen a letter carrier, bus driver, store keeper, train driver, nurse, nanny etc; and of course a teacher.
- Point out that during that short time they may have come across people doing several different jobs.
- Look at the list of jobs (see below) involved in the Mystery in Jobland story. Ask the children to spend some time looking at Paws in Jobland to understand more about each job.
- You may want to read out the Mystery in Jobland story before you hand out the worksheets.
- Ask the children to complete the story by writing the relevant job names in the gaps. The jobs are given (in anagram form) at the bottom of each sheet.

Ideas for further development:
- Some students may find it more of a challenge to work without the list of jobs. You could cover the list before photocopying the worksheet.
- You could suggest to the students that they swap some of the jobs around as a fun exercise. They could also make up their own stories, using jobs they know about, i.e. jobs around the school or in their town/village.

Ideas for making the activity easier:
- You could give students the job titles in non-anagram form.
- This activity relies heavily on reading skills. It would be a good idea to work in a group if using this activity with students of lower reading ability. You could read the story out loud and ask the students to call out the jobs.
- Alternatively, students with lower reading ability could be paired up with those who have a higher ability.

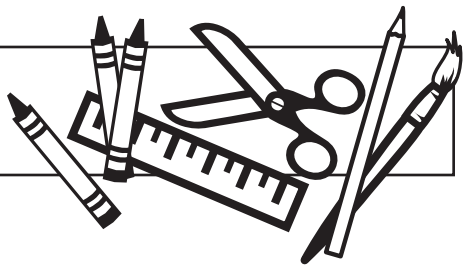
Display ideas:
This could be an opportunity for you to let your student's imaginations run riot! A display could consist of paintings and/or models (made from paper mache or modeling clay) of aliens/space creatures designed and made by the children.

Answers
Jobs in this order:
registered nurse, bus driver, tour guide, police detective, forensic technician, scientist

Worksheet 21 - Mystery in Jobland II

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 21



The headlines in the newspaper the next day told the strange story of the mystery in Jobland Forest. There were interviews with the people who were there. The _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ who had tried to take the alien's pulse said, "I screamed when the being opened an orange eye and looked up at me."

Hundreds of tourists flocked to the site, hoping to catch a glimpse of the alien craft, or see a glow in the sky. At the station, the _ _ _ _ _ _ _ _ _ reported how his bus was brimming with people carrying cameras and chatting excitedly about what they might see. And the _ _ _ _ _ _ _ _ _ was preparing to show them interesting places along the way.

Meanwhile at the Jobland Scientific Center, a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ brought in some evidence she had found near the hut. A _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ examined the twisted piece of green metal and sparkling piece of cloth taken from the alien's clothing.

In another part of the building, top _ _ _ _ _ _ _ _ _ _ Professor Sizzle opened the sealed door to the chamber where the alien was being kept. The professor's mouth fell open as his eyes were greeted by a strange orange glow. But there was no sign of the body. All that was left was a soft humming sound and a small puddle on the floor.

Rearrange these alien names to find the jobs:
deristereg serun - sub verdir - utor digue -
eioplc ietdectve - nefroics iihcteanc - sintictes

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.

Resources needed/preparation:
- Photocopies of Worksheet 22
- Card, scissors
- Crayons/fiber-tip pens

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.

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 is the winner.
- 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.

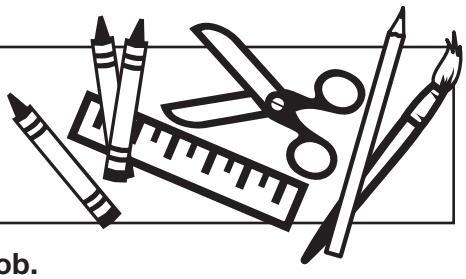
Display ideas:
The bristol board cards would make a good display on their own, either with the activities written underneath, or jumbled up, so that students have to guess which one belongs to which picture.

Worksheet 22 - Guessing Game

My Name: _____ Date: _____

Materials/Resources Needed:

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



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

The one that is <u>underlined</u> 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

PLANTING A TREE

TYPING ON THE COMPUTER

READING A MAP

DRIVING

BUILDING A WALL

USING A MICROPHONE

GIVING SHOTS TO A DOG

MAKING NOTES

PAINTING A WALL

HAMMERING A NAIL

TAKING A PHOTOGRAPH

CLEANING UP SOMETHING MESSY

Lesson Plan 23 - Color Magic

Pairs activity

Learning objectives:
- To understand how color is applied and experienced in images and designs

Curriculum links: Art, Science – investigation, Maths (if looking at percentages).

Resources needed/preparation:
- Photocopies of Worksheet 23
- Blue, red, yellow and white paints
- Pens/pencils, paper and paintbrushes
- Scissors and glue

Background: Some jobs involve choosing and mixing colors. Examples could be someone that works in a paint store, or a graphic designer, or a painter mixing colors to paint a house or car. By experimenting with color and finding uses for their creations, students will be undertaking part of a graphic designer's or painter's role.

Introduction/guidelines for students:
- Ask students to look in Paws in Jobland at Painter.
- Once the children have had time to look at the job, hand out the worksheets and explain that they are going to invent a new color.
- Before they set to work, explain that they will be using primary colors (blue, red and yellow) and white. Ensure that they understand how the three primary colors are used to create all other colors.
- Encourage them to think about what their new color will be used for. For example, it could be for clothing, furniture, paint or something else. It could be for something unusual like a new color of potato chip, or a new shade of shoe leather. Encourage them to be as creative as possible.
- Working in pairs, they can then try out different combinations of the colors they decide to use. Once they have chosen a color they are satisfied with, they should attempt to work out how much of each of the other colors they used. They could do this by averaging how many paintbrushes full of paint they used, or you could provide them with a pipette and they could count how many drops they use. A sample of the final color can be painted on a piece of paper or cloth, then pasted onto the worksheet. Alternatively, it can be painted directly onto the worksheet.

Ideas for further development:
- Students could work out the percentage of each color they have used.
- The class could vote for the color (and idea for its use) that is considered to be the most effective (or fun!)
- Students could work on the designs for the product that will use their color.

Ideas for making the activity easier:
- You could help those students that find it difficult to work out percentages.

Display ideas:
This activity lends itself very easily to a bright display of all the color samples, plus any designs of product ideas. A color chart, pots of paint, brushes or multicolored beads/counters would reinforce the ideas.

Worksheet 23 - Color Magic

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 23
- Blue, red, yellow and white paints
- Pens and pencils
- Paper
- Paintbrushes
- Scissors
- Glue

You can only use blue, red, yellow and white paint. Create an exciting new color. Decide what it will be used for and give it a name.

Our new color:

It is called: _____

We used some drops of each color to make our new color. We used _____ drops of blue, _____ of red, _____ of yellow, and _____ of white.

We would use our color to: _____

Here is a picture of it!

Lesson Plan 24 - Just the Job

Individual activity leading to class discussion: 30-45 minutes.

Learning objectives:
- To encourage children to think of themselves in relation to specific jobs
- To address equal opportunity issues
- It might also offer the opportunity to stress that all work has value

Curriculum links: Technology – database exploration.

Resources needed/preparation:
- Photocopies of Worksheet 24
- Pen/pencil and crayons/fiber-tip pens

Background: At this stage, children will perhaps find it difficult to imagine themselves doing any job. This worksheet activity is a fun way of asking them to put themselves in the shoes of a person doing a job. It also provides an opportunity to examine traditional stereotypes, which suggest that certain jobs are for men and others are for women.

Introduction/guidelines for students:
- Discuss with the children what the jobs mechanic and registered nurse involve. Ask them if they know anyone who does these jobs. Do not introduce the equal opportunity issues at this stage.
- Hand out the worksheet. It explains to the children that they should look at the two jobs in Paws in Jobland. They should then consider whether or not they would like to do each of the jobs, and give reasons for their decision.
- When the whole class has done the worksheet, you can take the activity further, addressing the issue of traditional stereotypes.
- Request a show of hands when you ask who would like to do the mechanic's job. Do the same when you ask who would like to do the nurse's job. Do you notice a gender bias? If you do, you could ask the class if anyone has noticed that boys seem to prefer one job and girls another. Discuss the reasons for this. You could ask a selection of children to talk about the reasons they gave for liking or not liking each job.
- Ask them if they know of any female mechanics or male nurses. If they don't know any personally, you could suggest examples from books or television.

Ideas for further development:
- Ask the children to think of other jobs that are thought of as traditionally male or traditionally female. Look at Paws in Jobland and look out for women doing jobs which are thought of as traditionally male and vice versa. Ask the girls to think about whether they like some of the traditionally male jobs, and the boys to think about whether they like some of the traditionally female jobs.
- The show of hands could be developed into a mathematical exercise, working out the percentage of girls who liked the mechanic's job and the percentage of boys who liked the nurse's job.

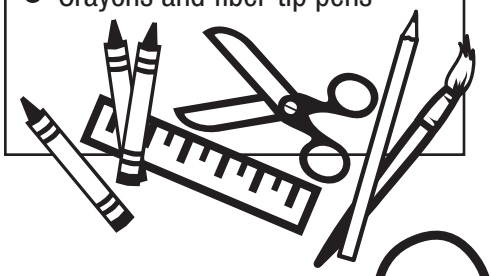
Ideas for making the activity easier:
- You may not think it appropriate to introduce equal opportunity issues into this exercise. In this case, the activity can be seen as a simple self-awareness exercise.

Display ideas:
Carrying through the theme of equal opportunities, you could put up some of the students' pictures alongside photographs from magazines that show images challenging traditional stereotypes.

Worksheet 24 - Just the Job

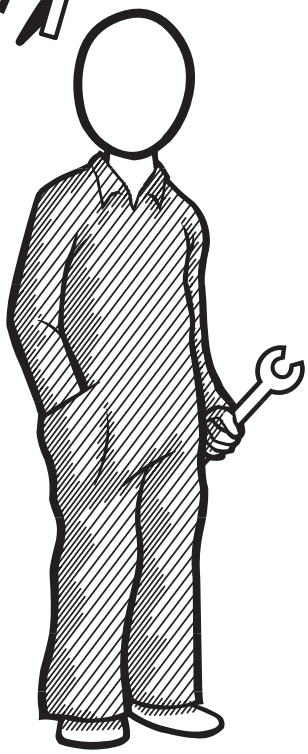
My Name: _____ Date: _____

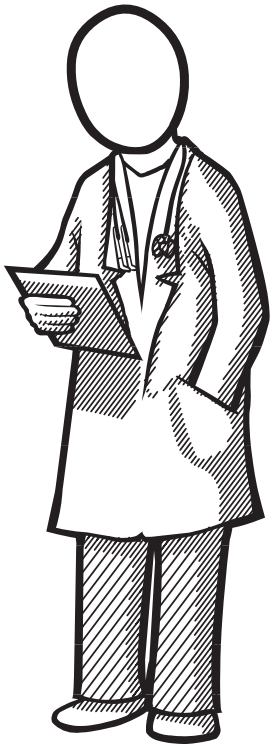
Materials/Resources Needed:
- Photocopies of Worksheet 24
- Pens and pencils
- Crayons and fiber-tip pens



Look on Paws in Jobland at the jobs **Mechanic** and **Registered Nurse**. Think about which of these jobs you would like to do and why.

Draw your own face on the pictures below.
Make sure your face shows whether or not you would enjoy the job! You can color the pictures in too.





Give three reasons why you would or would not like to do each job.

Mechanic

My three reasons are:

1. _____

2. _____

3. _____

Registered Nurse

My three reasons are:

1. _____

2. _____

3. _____

Lesson Plan 25 - People in our School

Group activity

Learning objectives:
- To develop research skills; to learn about your environment
- To draw a plan of a familiar site

Curriculum links: English, Geography – plan drawing, Technology (if using a tape recorder for interviews).

Resources needed/preparation:
- Photocopies of Worksheet 25
- Access to some areas of the school
- Writing materials
- Tape recorders (optional)

Background: The school is a good example of how different jobs exist in one location. This activity gives students an opportunity to look in some depth at all the functions in the school, giving them an idea of what work involves in general.

Introduction/guidelines for students:
- Ask the children to come up with a list of the jobs that exist in and around the school. They will probably think of teacher, lunchtime or playground supervisor, caretaker, principal, crossing guard, secretary – you may have other jobs in your school like classroom assistant, librarian or landscape gardener.
- Once you have a list of all the jobs the children have come up with, get them to produce a rough outline map of the school (or you could provide this for them). Ask them to locate on the map where each job takes place.
- Divide the class into groups. Allocate a job to each group and (if appropriate) arrange for them to "interview" the person to find out what he or she does. They could use a tape recorder to do this, or take notes.
- Each group could present their job to the rest of the class.

Ideas for further development:
- Invite one or more of the people on the list to give a class talk about what they do.
- Pick one or more of the jobs and ask students to perform one of the tasks in that job, e.g. take part of a lesson, type a letter to parents, clean up their table after lunch.

Ideas for making the activity easier:
- You could choose just one job to ask the whole class to investigate as above.

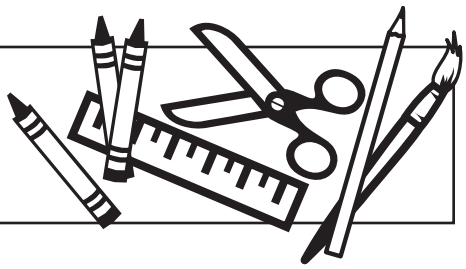
Display ideas:
Quotes from the interviews and a plan of the school, combined with photos and/or drawings of the people who do the jobs, would make a good display entitled Jobs in our School.

Worksheet 25 - People in our School

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 25
- Access to some areas of the school
- Writing Materials
- Tape recorder (optional)



1 Think about the people who work at school. How many different jobs are there? List them here:

2 Draw a plan of the school, showing all the places jobs are done. Write on the plan where the jobs take place. You may need to look around the school to find out!

3 Pick one of the jobs and interview someone who does that job.
Ask them questions like:

- What do they do every day?
- How long do they work?
- What do they like about their job?
- What don't they like about their job?

Can you think of any more questions you could ask?

4 Make a note of their answers. Then you can tell the class about the rest of the job.

Lesson Plan 26 - Dream Jobs

Individual activity: 30 minutes.

Learning objective:
- To encourage an imaginative exploration of the world of work

Curriculum links: Art, English.

Resources needed/preparation:
- Photocopies of Worksheet 26
- Crayons/fiber-tip pens

Background: Paws in Jobland isn't just about "everyday" jobs (whatever they are!). One of the aims of the program is to present a wide variety of jobs. At this stage, children should be encouraged to use their imagination and give creative consideration to what they might do when they are older. This activity may also help to reveal new jobs that the children hadn't previously known about.

Introduction/guidelines for students:
- Ask the children if they have ever thought of what job they would do if they could do anything. Encourage them to let their imaginations run wild. The jobs can be ones that already exist, or they could be fantasy, made-up jobs that relate to something the children enjoy doing.
- Ask them to write the job down with a description of what it entails. Drawing a picture of themselves in the job's environment will encourage them to further imagine how the job might be done and where.
- The class could discuss all the ideas that come up. For jobs such as sports manager and rock star, there are few opportunities and a lot of competition, but that doesn't mean that the children shouldn't be encouraged to follow interests in sport or music.

Ideas for further development:
- You could show photographs or videos of well-known people doing their work (this could include documentary programmes about people doing their jobs). You could raise the issue that famous people are doing jobs when they present TV programs, perform on stage, participate in professional sports, etc. Discuss how in many ways these jobs are like many others, with certain hours, pay and conditions. You could also look at how these jobs differ from more regular jobs, such as those shown in Paws in Jobland. Fame may bring with it pressures not found doing regular jobs, such as time away from home, lack of privacy, etc.
- You could encourage students to write a letter of application for their dream job.

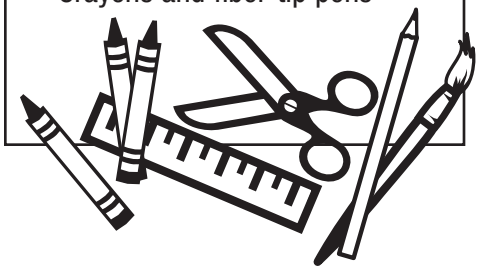
Ideas for making the activity easier:
- If students are struggling to think of dream jobs, they could use Paws in Jobland to get some ideas, or you could provide a list of jobs.
- You could show photographs or videos (as discussed above) before they do the activity.

Display Ideas:
This is an activity that lends itself very well to display. You could display the pictures of dream jobs drawn by the children, along with photos of famous people (perhaps doing similar jobs to the dream jobs). You could also display some items (such as equipment or tools) that are used by those doing the dream jobs.

Worksheet 26 - Dream Jobs

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 26
- Crayons and fiber-tip pens



Think of a Job.
It could be a well-known job, a very unusual job, or even one that doesn't exist yet. It could be something you've read about in a book or have seen in a movie. It might be something that's very difficult to do, but is still exciting and fun. Whatever you choose, make sure it's a job you would really like to do!

My dream job is: _____

It is my dream job because: _____

_____

_____

This is me doing my dream job:

Lesson Plan 27 - Aspects of Working Life

Group activity: 1 hour.

Learning objectives:

- To understand concepts relating to working conditions and practices
- To be able to research information on a given subject within given parameters
- To be able to effectively communicate the information researched

Curriculum links: Art (if making a poster), English – speaking and listening (if giving a talk to the class), Geography, Technology – database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 27
- Writing materials
- Library resources

Background: Each job in Paws in Jobland consists of a collection of elements that add together to make that job distinct from another. Most of these elements, or aspects, are not exclusive to a particular job, and can be used as a tool to link otherwise disparate jobs together. This worksheet activity takes a step back from looking at specific jobs, and concentrates more on these surrounding issues.

Introduction/guidelines for students:

- Discuss with the students their understanding of working conditions and practices. Encourage them to think about how it is a combination of different conditions and practices that make each job unique. You could ask them if they know of any jobs that could be dangerous, any jobs where people have to dress up or wear a uniform, jobs where people work at night or at weekends, or jobs in which people use tools.
- Arrange the students into four groups. Allocate one of the following areas to each group: Wearing uniforms, Using tools, Working shifts or irregular (odd) hours, Health and safety.
- The groups then investigate their particular area by looking at jobs in Paws in Jobland (some examples of relevant jobs are listed alongside each category on the worksheet). Following each list of jobs is a set of questions pertinent to each area. Thinking about these questions should help the students to form opinions and ideas about their area of research. Further to this, students could use library resources to help with their research.
- Ask each group to present their information, either as a poster illustrating aspects of the category or as a talk to the rest of the class.

Ideas for further development:

- You could introduce other aspects of working life to be researched, such as working with food and drinks, using computers, driving vehicles, etc.

Ideas for making the activity easier:

- You could select just one of the categories for the whole class to work on (in groups).

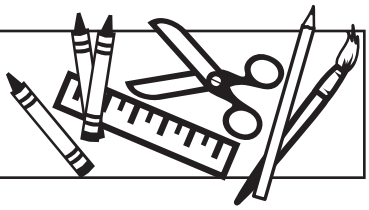
Display ideas:

If the class produces posters, these would make an ideal backdrop for a display, perhaps called Working Life, or Aspects of Working Life. You could display relevant items relating to each of the areas researched, such as safety goggles, a helmet, an alarm clock, a set of wrenches, firefighter's helmet, nurse's uniform, etc.

Worksheet 27 - Aspects of Working Life

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 27
- Library Resources
- Writing Materials



Wearing Uniforms

Jobs: Airplane Pilot, Bus Driver, Dentist, Firefighter, Military Personnel, Medical Laboratory Technician, Mail Carrier, Referree/Umpire, Registered Nurse, Paramedic, Police Officer.

- Why do these people wear uniforms?
- What sort of uniforms do they wear?
- Are different uniforms worn for different reasons?
- Would you like to wear a uniform at work? Why is this?
- Can you think of more jobs for which you would wear a uniform?

Using Tools

Jobs: Archeologist, Artist, Brickmason, Carpenter, Cook, Cosmetologist, Dentist, Electronic Repairer, Gardener, Hotel Housekeeper, Jeweler, Mechanic, Pharmacist, Photographer, Police Detective, Singer, Welder

- What kinds of tools do people use?
- How do tools help to get the jobs done?
- Would you like to use tools when you have a job? Why is this?
- Can you think of more jobs for which you would use tools?

Working Odd Hours

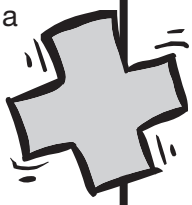
Jobs: Actor, Air Traffic Controller, Doctor, Farmer, Firefighter, Hotel Manager, Musician, Paramedic, Police Officer, Registered Nurse, Radio/Television Announcer, Security Guard, Server, Singer

- Why do these people have to work odd hours?
- How does it affect their daily lives?
- Would you like a job working odd hours? Why is this?
- Can you think of more jobs for which you would work odd hours?

Health and Safety

Jobs: Animal Trainer, Astronaut, Brickmason, Cook, Dietician, Electrician, Environmental Compliance Inspector, Flight Attendant, Fitness Instructor, Glazier, Heavy Equipment Operator, Janitor, Nanny, Registered Nurse, Roofer, Trash Collector, Truck Driver

- Why do these people need to think about health and safety?
- Do they need to think about their own health and safety or the health and safety of others?
- Would you like a job that involves a strong awareness of health and safety? Why is this?
- Can you think of more jobs that involve health and safety?



Lesson Plan 28 - An Interview With...

Pairs activity: 45 minutes.

Learning objective:
- To encourage communication skills, using a given structure

Curriculum links: English – speaking and listening, Technology – database exploration (additional Technology if using a tape recorder).

Resources needed/preparation:
- Photocopies of Worksheet 28
- Video or audio tapes of people being interviewed by journalists. Alternatively, written question/answer interviews from magazines
- Audio or video recording facilities (optional)

Background: Journalists talk to all sorts of people to find out facts for their articles. This worksheet activity gives students the chance to use the skills necessary to do the same thing. At the same time they will learn about other areas of work from their interviewees.

Introduction/guidelines for students:
- Show students examples of people being interviewed by journalists. These could be video or audiotapes of interviews from television or radio. Alternatively, you could distribute examples of magazine or newspaper interviews.
- Ask students what skills they think a journalist needs to have.
- Split the class into pairs. One half of each pair is to be a journalist, the other an interviewee. The interviewee will be interviewed about their job. They will choose a job from Paws in Jobland. The children could spend time looking at both jobs in the program.
- The "journalist" will then interview their partner, finding out about their job, their lifestyle, perhaps an interesting story and anything else that might make an interesting news or magazine item.
- The pairs could record their interviews on audio or videotape, or role play them in front of the class.

Ideas for further development:
- The "journalist" could swap partners so that they are finding out about other jobs – perhaps not knowing what the job is beforehand, so it is like a guessing game.
- Alternatively, the "journalist" and interviewee could swap places, each taking the other's role. The role playing "journalist" could pick another job from Paws in Jobland and take that as their role.
- Ask students to choose interviews from magazines or taped interviews from the radio or television that they think other students would find interesting.

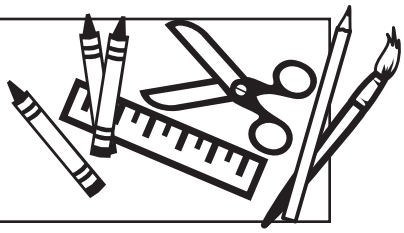
Ideas for making the activity easier:
- Choose just one pair or group to role play in front of the whole class.
- The teacher could play the role of journalist or interviewee.

Display ideas:
Written interviews with photos or pictures of the people interviewed, perhaps in the form of newspaper columns, with sensational headlines. Copied examples of magazine or newspaper interviews, including those brought in by students if appropriate. Display objects could include a microphone, press pass, camera, tape recorder, etc.

Worksheet 28 - An Interview With...

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 28
- Audio or video recording facilities (optional)
- Video or audiotapes of people being interviewed by journalists. Alternatively, written question-and-answer interviews from magazines



Journalist's Checklist

- Imagine you are a journalist. Would you like to be a newspaper or magazine journalist? Or would you like to interview someone for the radio or television?
- Think of questions you would like to ask your partner about their job. Are they happy doing that job? When did they start doing it? What training or qualifications did they need? Do they have a funny story to tell you about something that happened at work one day?
- You might want to make notes of what you have found out. This will help you remember what has been said.

Interviewee's Checklist

- Choose a job from Paws in Jobland ABC Search Job List. Imagine that you do this job. You will need to think about the job because you are going to be interviewed about it!
- What sort of questions would you ask if you were interviewing someone? Try to think of a funny or interesting story to tell about your job. You'll have to use your imagination!
- You might want to make notes about your job. These will help you when the journalist is interviewing you.

Notes: _____

_____

_____

_____

Lesson Plan 29 - Jobs and the Environment

Pairs activity: 20-30 minutes.

Learning objectives:

- To develop an awareness and understanding of environmental issues
- To help develop reasoning and research skills; to be able to use IT information resources

Curriculum links: Geography and Science – how actions of humans affect the environment; Technology – database exploration.

Resources needed/preparation:

- Photocopy of Worksheet 29
- Writing materials

Background: The environment is an issue discussed at all levels, from children on the playground to politicians in government offices. There are several jobs highlighted in Paws in Jobland that require an awareness of environmental issues. It could be that the activities that are part of a job are potentially damaging to the environment. There are other jobs with aims of improving the environment, or solving problems caused by damage in the past. This worksheet activity helps to focus on how people can help minimize environmental problems through what they do in their work.

Introduction/guidelines for students:

- Ask the class what they understand by "the environment". They might highlight issues such as pollution, buildings or farm land. They may also mention issues such as climate change or air and water quality.
- Ask the students if they know of any jobs people do that involve looking after the environment. Also ask if they can think of any types of jobs or activities that would damage the environment.
- You could encourage the class to brainstorm to help get ideas and opinions aired. Dividing the blackboard into two sides, highlighting positive and negative, will help to make the issues clear.
- Ask the class if they can think of ways of improving on the negatives, such as more information being made available, more efficient energy use, fines and taxes on pollution, etc.
- Arrange the class into pairs. Hand each pair a worksheet and allow them time to look in Paws in Jobland at the listed jobs. They can then decide if the person doing each of the jobs is having (or has the potential to have) a positive or negative effect on the environment.

Ideas for further development:

- More able students could do the worksheet individually.
- You could highlight other jobs for students to look into.

Ideas for making the activity easier:

- The activity could be done in small groups rather than pairs.
- You could complete the first row (architect) before you photocopy the worksheet.

Display ideas:

There is a wide scope for displays on an environmental theme. Children could produce environmental awareness posters similar to the pictures on the worksheet. You could have a recycling corner to which children bring recyclable items. Samples of recycled products could be displayed.

Worksheet 29 - Jobs and the Environment

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 29
- Writing materials

Look at each of these jobs using library resources or Paws in Jobland. **Think about the effect they have, or could have on the environment.**

If you think the job has a good, or positive effect, say why.
If you think the job has a bad, or negative effect, say why.
Some jobs may have both positive and negative effects. Look at each of these jobs in Paws in Jobland.

	Positive	**Negative**
Architect		
Bus Driver		
Fish Farm Worker		
Forester		
Meteorologist		
Trash Collector		
Scientist		
Environmental Compliance Inspector		

Lesson Plan 30 - World of Work

Group activity: 45 minutes.

Learning objectives:

- To raise awareness of different geographical locations; to encourage understanding of how different conditions affect the types of work available; to encourage research skills

Curriculum links: English – identifying similarities and differences, Geography – using a map/atlas.

Resources needed/preparation:

- Photocopies of Worksheet 30
- Writing materials
- World map and atlas
- Library resources on the different countries mentioned

Background: Paws in Jobland focuses on jobs that can be found in the USA. This worksheet activity encourages children to look at other cultures and consider their occupational requirements. Students are also required to think about the factors that influence these requirements.

Introduction/guidelines for students:

- Using a world map, ask the students if they can locate the following countries: Australia, Brazil, China, Egypt, Greece, Iceland, India, Jamaica and Zambia.
- Highlight the countries in turn, asking the children what they know about each one. You could ask if they know what the weather is like, how big each country is, how many people live there, etc. Some students may be from, or may have been to one or more of the countries.
- Split the class into groups of four to six. Hand out a worksheet to each group.
- Allocate a country to each group. Ask them to find out more about the country, and think about the factors that affect the type of jobs available there. They should then list three jobs that might take place there. You may need to check that you have relevant resources in the library for all the countries.
- Encourage them to use their imaginations when thinking of the jobs that could be useful in their country (e.g. a coffee picker in Brazil, a camel farmer in Egypt).

Ideas for further development:

- Students could draw pictures of the jobs they have discovered.

Ideas for making the activity easier:

- Each group could be asked to investigate just one job.
- This exercise could concentrate on just one country, with the whole class researching the information.

Display ideas:

A world map with pictures of each job stuck on the relevant country (or round the outside with link lines to the country). Weather symbols could indicate the climate, and pictures, descriptions or examples of the main products of the country could further add to the display.

Worksheet 30 - World of Work

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 30
- Writing materials
- World map and atlas
- Library resources on the different countries mentioned

The country you will be looking at is:

_____

Write down three things that you know about this country:

1. _____
2. _____
3. _____

What sort of things might affect the kind of jobs you would find there?

The weather?
The size of the country?
The number of people who live there?
The animals and plants that can live and grow there?
The sort of tools and machines there are in the country?
Can you think of any more things?

Can you think of three jobs there could be in the country?

1. _____
2. _____
3. _____

Are there any similar jobs in Paws in Jobland?
What parts of the jobs are similar and what parts are different?

Would you like to work in this country?
Would you like to do one of the jobs you have thought of?

Lesson Plan 31 - Health and Safety

Pairs activity: 40 minutes.

Learning objectives:

- To encourage awareness of health and safety issues at work
- To hone research skills

Curriculum links: Cross-curricular themes – health, Technology – database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 31
- Writing materials
- Library resources relating to health and/or safety issues

Background: This activity concentrates on an important area of working life that affects several jobs described in Paws in Jobland. It encourages students to look in depth at specific jobs, while thinking about an important aspect of working life.

Introduction/guidelines for students:

- Ask the students what they understand by health and safety. Relate it to things they do at home and at school. What do they do when they are helping with cooking or preparing food? What do they know about being careful with electricity? What do they wear when they go cycling or roller-skating?
- Ask them to think of jobs that they consider to be potentially dangerous. They will perhaps come up with firefighter, police officer or military personnel jobs. Encourage them to discuss what is dangerous about these jobs, and then ask them to think of jobs that are not dangerous. You may find that you will have to point out potential hazards that the children hadn't considered to be dangerous. You might point out hygiene issues or working conditions, risks from tools or machinery used, or the responsibility certain people have for looking after the health and safety of others.
- You may want to highlight one job to help illustrate the point you are making. For example, nurses must uphold cleanliness when handling instruments or having contact with patients. This will help stop the spread of infections. Also point out that nurses share responsibility with other hospital staff for ensuring that all the hospital equipment, wheelchairs, etc. don't create hazards.
- Encourage further discussion and list on the board any health and safety issues that arise.
- Arrange the class into pairs and give each pair a worksheet. They can then use Paws in Jobland and/or library resources to help them answer the questions.

Ideas for further development:

- The students could draw pictures of any equipment or clothing that is used to make each job safer.
- Ask the students to draw up a health and safety code for the school, or for just one area of the school, such as the technology room or area, the hall or the playground.

Ideas for making the activity easier:

- The activity could be done as a whole class exercise.

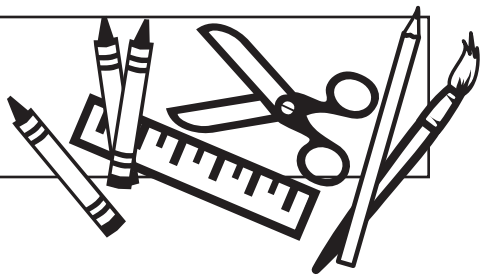
Display ideas:

Pictures of protective clothing or equipment, with written explanations of how each item helps with health and safety.
Posters advocating health and safety in the school (or one part of the school).

Worksheet 31 - Health and Safety

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 31
- Writing materials
- Library resources relating to health or safety issues



Below are some jobs from Paws in Jobland.
Each job involves being careful about health or safety.
Can you find out something about each of the jobs?

Animal Trainer

What do animal trainers have to be careful about? _____

How do they do this? _____

_____

Cook

What do cooks have to be careful about? _____

How do they do this? _____

_____

Electrician

What do electricians have to be careful about? _____

How do they do this? _____

_____

Child Care Worker

What do child care workers have to be careful about?

How do they do this? _____

_____

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.

Resources needed/preparation:
- Photocopies of Worksheet 32
- Paper/plastic cups and string
- Scissors

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.

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 airplane pilot would need to know when to land from a air traffic controller, a truck driver may need to know how much merchandise a store owner needs delivered, etc.

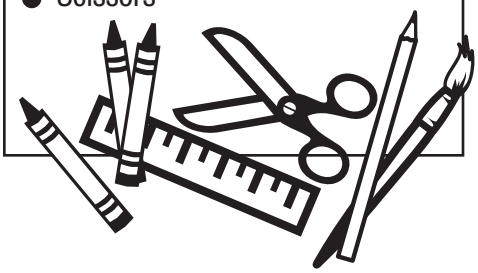
Ideas for making the activity easier:
- The conversation need not be performed in front of the class.
- This activity could be done without the paper cup telephones.

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 bus 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.

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.

Airplane Pilot – Air Traffic Controller

Police Detective – Forensic Technician

Architect – Surveyor

Hotel Manager – Hotel Housekeeper

Doctor – Practical Nurse

Journalist – Editor

Meteorologist – Radio/TV Announcer

Bank Teller – Police Officer

Roofer – Brickmason

Store Owner – Truck Driver

Musician – Singer

Athlete – Sports Coach

Lesson Plan 33 - Showtime

Class activity

Learning objectives:

- To develop communication and organization skills
- To learn about a range of jobs and responsibilities through creative expression and hands-on experience

Curriculum links: English - drama.

Resources needed/preparation:

- Photocopies of Worksheet 33
- Classroom space or school hall
- A variety of materials with which to put on a show

Background: This activity explores several different jobs by giving the students specific roles that reflect the activities in those jobs. Students also have to plan and organize a show that demonstrates the different responsibilities involved and the need for cooperation, and in some cases leadership.

Introduction/guidelines for students:

- Ask if anyone has been to the theater, or to a concert or show of any kind.
- Discuss the people they might have seen on stage - actors, singers, dancers, comedians and musicians, for example. Then ask who else they think would have been involved in the show. Talk about the behind the scenes roles, especially the jobs that are mentioned in Paws in Jobland. Explain that there will always be people behind the scenes, helping the show along. Ask the members of the class to think about which of the roles they would prefer.
- Explain that you are going to put on a show. You can do this with the children as performers or you can make puppets. If you have a "live" performance, you will of course need plenty of space; if you use puppets, you can manage with a smaller space. Simple puppets could be made with wooden spoons, paper bags or cardboard.
- You could choose a scene or a musical piece that the children already know, find a relevant one, or ask them to write a short sketch involving five or six jobs that they have learned about through Paws in Jobland.
- Allocate responsibilities as listed on the worksheet. Depending on the number of children, you may have to duplicate some of the jobs or have more performers.
- Stress that the planning and coordination of the show are just as important as the final performance. This includes arranging a venue, a date and a time, advertising, producing tickets, working out entrance fees, etc. There may also be scenery, costumes or puppets to make, make-up and rehearsals to arrange, etc. It might be a good idea to start with a planning meeting to discuss ideas and get them down on paper.

Ideas for further development:

- Your performance could be put on for the whole school, possibly including a talk about how you planned and organized the show.
- Arrange a visit to a theater (many do behind the scenes tours) or a talk by a local arts administrator about working in the theater.

Ideas to make the activity easier:

- Each "behind the scenes" role could be filled by small groups rather than individuals or pairs.

Display ideas:

Make a poster advertising your performance, perhaps with some sketches, such as costume/puppet designs, tickets, programs or even pictures of the "stars".

Worksheet 33 - Show Time

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 33
- Classroom space or school hall
- A variety of materials with which to put on a show

Have you ever wanted to perform on a stage?
Are you good with face paint or make-up?
Would you like to design clothes or costumes?
Are you good at building or painting?
Have you got a good idea for a short play?

There could be a job for you in the world of entertainment!
Here are some jobs that take place in the theater.
You can find out about most of them in Paws in Jobland.

Actor • Costume Designer • Dancer • Director
Cosmetologist • Musician • Playwright
Scenery Maker • Singer • Stagehand
Stage Manager • Theater Technician
Artist • Carpenter

Everyone will choose a job.
Once this is done, there are lots more things to think about!
Here are some ideas:

- What will the play be about?
- What scenery, props and costumes will you need?
- Where will the play be performed?
- Who will design and make the scenery, props and costumes?
- Who will your audience be?
- When will the play be performed?

There will be more things to decide.
There will be more problems to solve.
It's up to you to organize it all!

Enjoy the show!

Lesson Plan 34 - Music Time

Class activity

Learning objectives:

- To develop communication and organization skills
- To learn about a range of jobs and responsibilities through creative expression and hands-on experience

Curriculum links: Music.

Resources needed/preparation:

- Photocopies of Worksheet 34
- Classroom space or school hall
- A variety of materials and instruments with which to put on a musical performance

Background: This activity explores several different jobs by giving the students specific roles that reflect the activities in those jobs. Students also have to plan and organize a music performance that demonstrates the different responsibilities involved and the need for cooperation, and in some cases leadership.

Introduction/guidelines for students:

- Ask if anyone has been to a concert or show of any kind.
- Discuss the people they might have seen on stage - singers, dancers and musicians, for example. Then ask who else they think would have been involved in the show. Talk about the behind the scenes roles, especially the jobs that are mentioned in Paws in Jobland. Explain that there will always be people behind the scenes, helping the show along.
- Ask the class to think about which of the roles they would prefer – an onstage or backstage one.
- You could choose a musical piece that the children already know, find a relevant one, or ask them to write some song words or (if you have any budding musicians) a piece of music.
- Allocate responsibilities as listed on the worksheet. Depending on the number of children, you may have to duplicate some of the jobs or have more performers.
- Stress that the planning and coordination of the show are just as important as the final performance. This includes arranging a venue, a date and a time, advertising, producing tickets, working out entrance charges, etc. There may also be scenery or costumes to make, make-up and rehearsals to arrange, etc. It might be a good idea to start with a planning meeting to discuss ideas and get them down on paper.

Ideas for further development:

- The class could make their own musical instruments, for example, box guitars with elastic band strings, milk bottles with different levels of water, drums from boxes or materials stretched over tubs, etc.
- Your performance could be put on for the whole school, possibly including a talk about how you planned and organized the show.
- Arrange a visit to a concert hall, or a talk by a local arts administrator about working in this area.

Ideas to make the activity easier:

- Each behind the scenes role could be filled by small groups rather than individuals or pairs.

Display ideas:

Make a poster advertising your performance. Alongside it you could display costume designs, sheets of music, tickets, programs or even photos of the "stars". You could leave some instruments nearby for children to use.

Worksheet 34 - Music Time

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 34
- Classroom space or school hall
- A variety of materials and instruments with which to put on a musical performance

Part 1 – Let's Talk...

Have you ever wanted to be a musician or singer?
Would you like to design a poster or a ticket?
Have you got a good idea for a song or a piece of music?
Would you like to design clothes or costumes?
Do you like arranging or organizing things?
There could be a job for you in the world of music!

Part 2 – Let's Explore...

Here are some jobs that take place in the music world.
You can find out about most of them in Paws in Jobland.

Costume Designer • Dancer • Director
Graphic Designer • Artist • Musician • Singer Stagehand •
Stage Manager • Theater Technician • Agent

Part 3 – Let's Plan for the Performance...

Everyone will choose a job.
Once this is done, there are lots more things to think about!
Here are some ideas.

- What will the music sound like?
- Will singers, dancers and musicians need special costumes?
- Where will the music be performed?
- Who will design and make any scenery, props and costumes?
- Who will your audience be?
- When will the music be performed?

There will be more things to decide.
There will be more problems to solve.
It's up to you to organize it!

Enjoy the show!

Lesson Plan 35 - Catch of the Day

Individual activity

Learning objective:
- To be able to work with numbers in a situation that is relevant to the world of work

Curriculum links: English – interpreting charts and tables, Technology – database exploration, Mathematics – data analysis.

Resources needed/preparation:
- Photocopies of Worksheet 35
- Writing materials

Background: Many jobs involve using math in some way, whether it's for counting, measuring or estimating. This worksheet is a fun way of using numbers to practice math, while also looking at fishing jobs.

Introduction/guidelines for students:
- Ask students if they have tried fishing. Did they catch anything? Discuss how people raise and catch fish for a living. They can look at the information for fish farm worker in Paws in Jobland.
- The worksheet shows them how many fish were caught by four fishers over a period of one week. The children are then asked to work out various figures relating to the catch of the fishers listed.
- To save paper, any calculating can be done on the reverse of the worksheet.

Ideas for further development:
- The figures provided on this worksheet could be used to create further mathematical problems, e.g. graphs and percentages.
- This activity could prompt a class discussion about jobs that involve using math. You could ask the class if they can think of any. They could then look at Paws in Jobland with the intention of finding jobs that they perhaps hadn't realized use math. You may want to guide small groups of students doing this activity.

Ideas for making the activity easier:
- The exercise could be done in pairs or small groups.
- You could change the data (by removing the hundreds column, etc.) to make the activity easier for younger children. You could also delete the last question, which requires knowledge of averages.

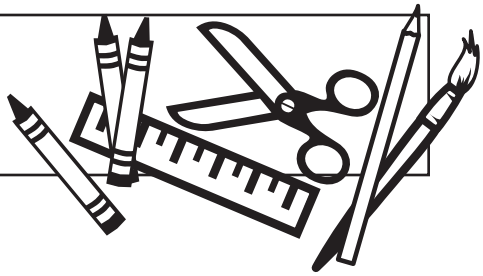
Display ideas:
Around the theme of fishing (for a living), the sea, boats, fish we eat etc. Photos from magazines, drawings, and poems – perhaps in the shape of a fish.

Answers
1) Kofi Catcher
2) 2000 pounds
3) Ropinder Reel
4) Kofi, by 185 pounds
5) 583.3 recurring

Worksheet 35 - Catch of the Day

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 35
- Writing materials

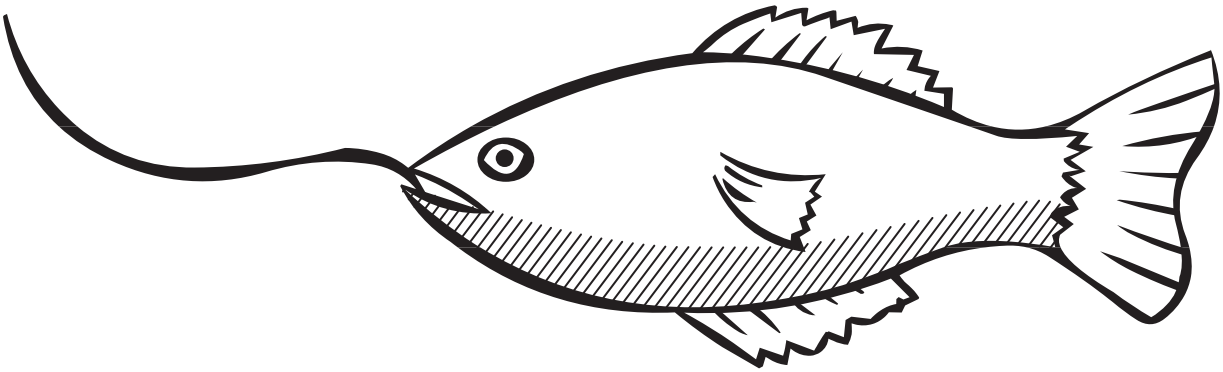


	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Fred Fisher	650	480	780	450	620	520
Kofi Catcher	450	670	320	540	600	495
Natalie Nett	555	620	450	700	330	290
Ropinder Reel	860	320	450	670	745	500

The chart above shows how many pounds of fish were caught by four fishers last week.

Have a look at the numbers, then answer the questions below:

- Who caught the least fish on Monday?
- How many fish were caught in total on Wednesday?
- Who caught the most fish over the whole week?
- Who caught the most fish from Wednesday to Saturday, Kofi or Natalie?
  How many more pounds did this person catch?
- What was Fred's average catch per day over the six days?



Lesson Plan 36 - Number Crunch

Individual activity

Learning objective:
- To use all four number operations to solve real-life problems

Curriculum links: Math– problem solving.

Resources needed/preparation:
- Photocopies of Worksheet 36
- Paper for "working out"

Background: Many jobs require knowledge of math. This activity poses mathematical problems that relate to realistic situations. Students can practice their mathematical knowledge while appreciating that in some jobs you will have to deal with figures.

Introduction/guidelines for students:
- Ask students to think of jobs that use math.
- Discuss why math and numbers are important in these jobs. Is it because people are dealing with money, time, measurement, quantities, weight or capacities, etc?
- Hand out the worksheets. Explain that each of the mathematical problems deals with something the person in that job may need to calculate.

Ideas for further development:
- Students could make up statistical or mathematical problems for each other involving jobs not mentioned on the worksheet. Other jobs they could use are: bank teller, brickmason, florist, architect, carpenter, air traffic controller, engineer, accountant, stockbroker, cook, real estate agent. Students could look up these and other jobs in Paws in Jobland.

Ideas for making the activity easier:
- This activity requires students to be able to perform quite complex mathematical operations. For this reason it may not be suitable for all students. However, you could use some of the ideas on the worksheet to set your own, easier problems.

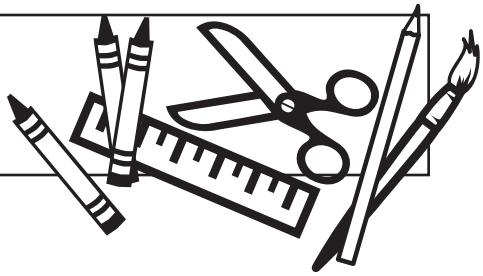
Display ideas:
"Jobs involving numbers". Pictures of the jobs mentioned on the worksheet, as well as the ones above, could be incorporated in a display along with mathematical symbols. Copies of the worksheet could be left out for other students to see.

Answers
1) 6 hours
2) $59.62
4) 9 trips
5) $164.00

Worksheet 36 - Number Crunch

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 36
- Paper for "working out"



- A window cleaner takes 3 minutes to clean a window. In a street of 20 houses, each house has 6 windows.

How long will it take the window cleaner to do the whole street?

- A baker has an order from a restaurant for 60 bagels, 40 whole-wheat bagels, 15 donuts and 2 black forest cakes. Bagels cost 50 cents each, whole-wheat bagels 50 cents, donuts are 75 cents each and a black forest cake is $2.50. The baker offers a 10 percent discount for orders over $20.

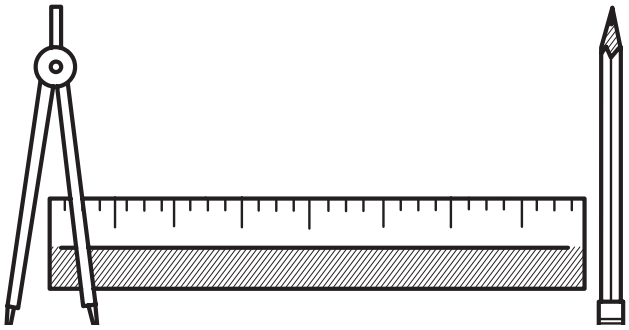
How much does the baker charge the restaurant?

- A delivery van driver has been asked to deliver 60 parcels that weigh 22 pounds each, and 45 parcels that weigh 110 pounds each to an address in another town. She is allowed to carry 700 pounds in her van on each trip.

How many trips will the driver have to make?

- A customer has ordered $200 Cdn from a travel agent. The rate of exchange is $0.81 US for every Canadian dollar. There is a $2 commission charge on all foreign currency (this is a charge the travel agency makes for ordering and handling the money).

How much will the travel agent charge the customer?



Lesson Plan 37 - Jobland Shopping Trip

Class activity

Learning objectives:

- To gain knowledge of commerce through active learning
- To understand and appreciate the value of money

Curriculum links: Mathematics.

Resources needed/preparation:

- Photocopies of Worksheet 37
- Room to set up "stores" (desks or tables will do)
- Store catalogs/brochures (to give ideas of prices)

Background: This activity concentrates on buying and selling. Students engage in one of two roles: "storekeepers" who decide what their goods will cost, and "shoppers" who decide where to get the best deals. Both shoppers and storekeepers work with the same list of goods.

Introduction/guidelines for students:

- It is a good idea for the children to look at the Marketing, Sales and Service area of Paws in Jobland, particularly Salesperson and Store Owner.
- The class will need to split up into pairs.
- Divide the class into storekeepers and shoppers. A class of 30 (for example) could have 8 shopping locations, each with 2 shopkeepers. You could then have 7 pairs of shoppers.
- You could have 2 each of the following shopping locations: supermarket, local late-opening convenience store, downtown stores, and 24-hour gas station stores.
- Every pair is given a copy of worksheet 37. Everyone is told how much money the shoppers will have to spend (we suggest $35). The storekeepers then use this figure to decide how much they are going to charge for each of the items on the list (i.e. the sum of the items should approximately equal the amount of money the shoppers have to spend). They then write their prices on the list, which is displayed in their store.
- The shoppers visit the stores and peruse the price lists, seeing who offers the best deals. When they've decided, the shoppers can make their purchases – but from only 2 stores. Also, each store stocks just 2 of each item.
- Once shoppers have bought an item, they write the price paid on their list. They also write where it came from in the bought/sold column (you could give each store a number to make this easier).
- Each time storekeepers sell an item, they put a tick in the bought/sold column.
- When all the buying and selling has been done, the storekeepers work out how many items they have sold and how much money they have taken. The shoppers add up how much they have spent to get all of the items on their list.
- You can then see which store has made the most money and which pair of shoppers has purchased their goods for the least amount of money.

Ideas for further development:

- This activity can encourage a discussion about shopping and consumerism in general. You could ask the children who does the shopping in their family and how it is done. Do the children help? Is a list made? Where is the bulk of the shopping done? How is it paid for? This could further prompt a discussion about how shopping habits have changed in recent history.
- You could also use this activity to help the students talk about commerce. Stores (and other businesses that sell products and services) need to set their prices at levels which will be low enough to encourage buyers, and yet provide enough income to buy stock, pay wages etc.

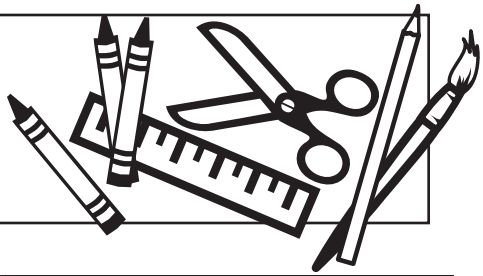
Ideas for making the task easier:

- The storekeepers may need some help when they decide how much their items will cost. You could perhaps provide them with some parameters, such as a box of chocolates costs between $2 and $4. Alternatively they could look at ads/catalogs/brochures.

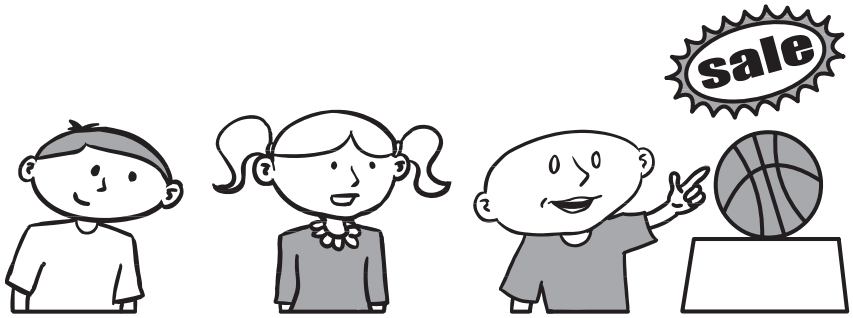
Worksheet 37 - Jobland Shopping Trip

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 37
- Room to set up "stores" (desk or tables will do)
- Store catalogs, brochures (to give ideas of price)



Item:	Price	Bought/Sold
Milk (1 quart)		
Car oil (1 quart)		
Flowers (1 bunch)		
Box of chocolates		
Apples (1 pound)		
Packet of pasta		
Newspaper		
Cheese (7 ounces)		
USA road map		
Package of cookies		
Toilet rolls (2)		
Potatoes (3 pounds)		
Music CD		
Can of baked beans		
Bar of soap		



Lesson Plan 38 - Job Stars

Individual activity: 1 hour.

Learning objective:
- To encourage students to understand how jobs fit in with people's lives, even fictional ones

Curriculum links: English.

Resources needed/preparation:
- Photocopies of Worksheet 38
- TV magazines
- Newspapers
- Library resources

Background: Most children know fictional characters from stories, television series or movies who have jobs that are part of their story. By choosing a particular character they know or like, children can be encouraged to explore the work he or she does, and think more about the role of work in general.

Introduction/guidelines for students:
- Ask students who their favorite fictional characters are.
- You could encourage them to think about books they have read, their favorite television series, or films. Do the characters have jobs of some sort ?
- Make sure each student has thought of someone, then hand out the worksheet.
- Students could use Paws in Jobland if they have chosen characters who have jobs similar to those highlighted in the program.

Ideas for further development:
- Students could talk about their character's job in front of the class. The rest of the class could try and guess who it is.

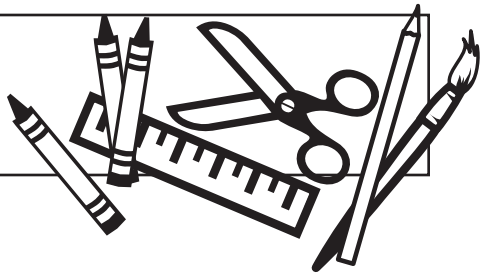
Ideas for making the activity easier:
- Looking through magazines, newspapers and books in the library could encourage those who are having difficulty making a choice.

Display ideas:
Displays of the pictures and job descriptions produced by the students, plus cuttings from magazines, etc.

Worksheet 38 - Job Stars

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 38
- TV magazines
- Newspapers
- Library resources



Is there a character you really like?
It could be someone from a book, a cartoon, a movie, a game or a television program.

Does this character have a job?
If not, think of another character who does have a job!

Think about what your character does when they are working.

- What do they do each day?
- Do they have to wear special clothing?
- Do they use special equipment?
- Who do they work with or for?
- Do they like their job?
- How did they get it?

Write a story about the character.
Include the information you've just thought about.

Draw a picture of the character.
Write their name and the title of their job underneath.

Lesson Plan 39 - Make Your Own Jobland

Group activity

Learning objective:
- To encourage exploration of work environments through designing and making models

Curriculum links: Art, Design and Technology, Geography.

Resources needed/preparation:
- Photocopies of Worksheet 39
- Drawing and writing materials
- Cardboard boxes
- Art and craft materials
- Library materials or other resources

Background: As well as encouraging 3D design and craft techniques to transform materials into buildings and environments, this activity will increase awareness of the importance of the workplace in terms of its design and its place in the community.

Introduction/guidelines for students:
- Look at the different Paws in Jobland areas/clusters (see below). Discuss what types of places (buildings, environments) would be in each area. Ask students to come up with local places that correspond to the ones in the program. For example, the Law, Public Safety, Corrections and Security area of Jobland could involve a courthouse, police station and fire department.
- Make an outline plan of your Jobland. Think about the relative size and shape of each area and their location in relation to each other.
- Split the class into groups and allocate an area for each group to design.
- Each group should think of a name for their building/area. They should also consider other issues, such as whether it needs special features like chimneys, fencing or landscaping; its size in relation to the rest of your Jobland; the number of people who work there; types of windows, entrances, signs, car parking, etc.
- Get each group to draw their design before they start making the model.
- The completed Jobland could be put together in the classroom, or in a location open to the rest of the school. You could encourage the children to evaluate how the different areas fit together. Is the model stable, well joined? How could they improve it, etc.?
- You could make model workers to stick in the appropriate areas, and include a display table for the initial designs (or pin them on the wall).

Ideas for further development:
- The class could do a presentation or a "tour" around Jobland.

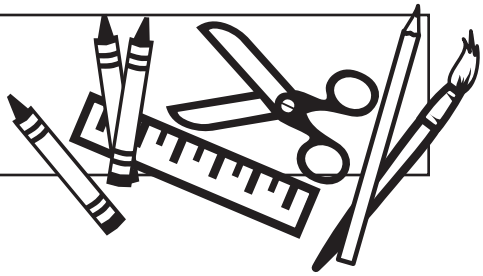
Paws in Jobland areas/clusters:

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, ATV Technology and Communications
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections and Security
Manufacturing
Marketing, Sales and Service
Science, Technology, Engineering and Mathematics
Transport, Distribution and Logistics

Worksheet 39 - Make Your Own Jobland

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 39
- Drawing and writing materials
- Cardboard boxes
- Arts and crafts materials
- Library materials or other resources



You will be making your own Jobland.

Get together with your group.

Check the boxes on the right-hand side once you have done each task.

Talk about the place you are making.

Is there a place like this near to where you live?

Is there a place like this near to school?

☐ check here

Find out about the place you are making.

Look at Paws in Jobland or use library materials.

Look in books.

Look in magazines and newspapers.

Look on the Internet.

☐ check here

Collect all the things you will need to make your area of Jobland.

Cardboard boxes

Colored paper or cards

Food containers

Material

Paint, crayons

Pictures from magazines

Things from nature

List anything else you use here: _____

_____

_____

_____

☐ check here

Lesson Plan 40 - Job Bank

Class activity

Learning objectives:
- To build on knowledge gained from using technology resources, to develop research skills

Curriculum links: English.

Resources needed/preparation:
- Photocopies of Worksheet 40
- Card index file with blank cards, and/or bulletin board space
- Newspapers, magazines, telephone directories

Background: When students have become familiar with the jobs in Paws in Jobland, they may notice that there are jobs they know about that are not included in the program. By sharing their knowledge with their classmates, students contribute to each other's knowledge and broaden the experience of their classmates.

Introduction/guidelines for students:
- Point out to students that they can look at approximately 128 different jobs in Paws in Jobland. However, as there are many more jobs that exist (thousands in fact), the children might be able to think of some others, maybe a job that someone in their family does, or something they have seen or heard about recently.
- If you decide to use a card index file, show them the file box and explain that it will be the class Job Bank – a place where you keep information about new jobs you discover. Students will be able to write about a new job they have found. They could also add pictures, want ads or advertisements, and news items about each job. Every now and again, you could encourage students to add new jobs to the Job Bank.
- Alternatively, you could dedicate a bulletin board area to the Job Bank, with students pinning up information, pictures etc.
- Organize the students into small groups so they can brainstorm. They can then put together entries for the Job Bank in these groups. Alternatively they can work on their ideas individually or in pairs. Distribute telephone directories and newspapers that mention different jobs in ads or news items, for example.

Ideas for further development:
- Students could present their new jobs to the rest of the class.
- Guest speakers could be invited to discuss their jobs with the class.
- If you are developing a notice board, you could design it in the form of a Jobland, with areas of work relating to the new jobs that are found.

Ideas for making the activity easier:
- You could introduce your students to one new job each week, or every two weeks. This job could be researched as a class exercise, then added to the Job Bank.

Display ideas:
"Our New Jobland" could be a colorful map, with information and pictures pertaining to the new jobs. You could also display items relating to the jobs.

Worksheet 40 - Job Bank

My Name: _____ Date: _____

Materials/Resources Needed:
- Photocopies of Worksheet 40
- Card index file with blank cards, and/or bulletin board space
- Newspapers
- Magazines
- Telephone directories

Do you know how many jobs there are in Paws in Jobland? How many jobs do you think there are in the whole world? **Use this worksheet to help you find out about a new job that is not included in Paws in Jobland.**

The new job is called _____

Do you know someone who does this job? If so, who is it?

_____

Where do they work?

_____

What time of day do they work?

_____

Who do they work with?

_____

_____

What do they do?

_____

_____

_____

_____

_____

_____

_____

Paws in Jobland - Job List

A
Accountant
Actor
Administrative Assistant
Advertising Sales Agent
Agent
Air Traffic Controller
Airplane Pilot
Ambulance Driver
Animal Caretaker
Animal Trainer
Archeologist
Architect
Artist
Astronaut
Astronomer
Athlete

B
Bank Teller
Bill Collector
Bricklayer
Bus Driver

C
Cabinetmaker
Cable Installer
Career Counselor
Carpenter
Child-care Worker
Clergy
Computer Programmer
Computer Repair Technician
Cook
Cosmetologist

D
Dancer
Dental Hygienist
Dentist
Dietitian
Doctor
Drafter

E
Editor
Electrician
Electronics Repairer
Elementary School Teacher
Engineer
Environmental Compliance Inspector

F
Farmer
Film Director
Financial Planner
Firefighter
Fish Farm Worker
Fitness Instructor
Flight Attendant
Florist
Forensic Technician
Forester

G
Gardener
Glazier
Graphic Designer

H
Hairdresser
Heavy Equipment Operator
High School Teacher
Home Care Aide
Home Health Aide
Hotel Housekeeper
Hotel Manager
Human Resources Manager

I
Insurance Sales Agent
Interior Designer

J
Janitor
Jeweler
Journalist
Judge

L
Lawyer
Librarian

M
Machine Operator
Machinist
Mail Carrier
Marine Biologist Medical Assistant
Mechanic
Medical Assistant
Medical Laboratory Technician
Medical Records Technician
Mental Health Counselor
Meteorologist
Military Personnel
Musician

N
Nanny
Network Administrator
Novelist

O
Optometrist

P
Painter
Paramedic
Pharmacist
Photographer
Physical Therapist
Plumber
Police Detective
Police Officer
Politician
Practical Nurse
Principal

R
Radio/TV Announcer
Real Estate Agent
Receptionist
Referee/Umpire
Registered Nurse
Roofer

S
Salesperson
Scientist
Security Guard
Server
Ship Captain
Singer
Social Services Agency Manager
Social Worker
Sports Coach
Stockbroker
Store Owner
Surveyor

T
Teacher Assistant
Tour Guide
Trash Collector
Travel Agent
Truck Driver

U
Urban Planner

V
Veterinarian
Veterinary Assistant
Video Game Designer

W
Website Designer
Welder

X
X-Ray Technician

Paws in Jobland - Job Areas

Agriculture, Food and Natural Resources

Animal Caretaker
Animal Trainer
Farmer
Fish Farm Worker
Forester
Gardener

Architecture and Construction

Architect
Bricklayer
Carpenter
Drafter
Electrician
Glazier
Heavy Equipment Operator
Painter
Plumber
Roofer
Surveyor

Arts, AV Technology and Communication

Actor
Artist
Cable Installer
Dancer
Editor
Film Director
Graphic Designer
Journalist
Librarian
Musician
Novelist
Photographer
Radio/TV Announcer
Singer

Business, Management and Administration

Accountant
Administrative Assistant
Agent
Human Resources Manager
Janitor
Receptionist

Education and Training

Career Counselor
Elementary School Teacher
Fitness Instructor
High School Teacher
Principal
Teacher Assistant

Finance

Bank Teller
Bill Collector
Financial Planner
Insurance Sales Agent
Stockbroker

Government and Public Administration

Environmental Compliance Inspector
Politician
Social Services Agency Manager
Urban Planner

Health Science

Dental Hygienist
Dentist
Dietitian
Doctor
Home Health Aide
Medical Assistant
Medical Laboratory Technician
Medical Records Technician
Optometrist
Paramedic
Pharmacist
Physical Therapist
Practical Nurse
Registered Nurse
Veterinarian
Veterinary Assistant
X-Ray Technician

Hospitality and Tourism

Athlete
Cook
Hotel Housekeeper
Hotel Manager
Referee/Umpire
Server
Sports Coach
Tour Guide
Travel Agent

Human Services

Child-care Worker
Clergy
Home Care Aide
Mental Health Counselor
Nanny
Social Worker

Information Technology

Computer Programmer
Computer Repair Technician
Network Administrator
Video Game Designer
Website Designer

Law, Public Safety Corrections and Security

Firefighter
Judge
Lawyer
Military Personnel
Police Detective
Police Officer
Security Guard

Manufacturing

Cabinetmaker
Electronics Repairer
Machine Operator
Machinist
Welder

Marketing, Sales and Service

Advertising Sales Agent
Cosmetologist
Florist
Hair Dresser
Interior Designer
Jeweler
Real Estate Agent
Salesperson
Store Owner

Science, Technology, Engineering and Mathematics

Archeologist
Astronaut
Astronomer
Engineer
Forensic Technician
Marine Biologist
Meteorologist
Scientist

Transportation, Distribution and Logistics

Airplane Pilot
Air Traffic Controller
Ambulance Driver
Bus Driver
Flight Attendant
Mail Carrier
Mechanic
Ship Captain
Trash Collector
Truck Driver

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