When I Grow Up:
College and Career Planning for Elementary School Students

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Focus and Framing

- Interesting
- Engaging
- Visual, audio, interactive
- Short
- Easy to plan
- Easy to implement
- Easy to integrate
- Aligned to standards
A “continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options.”

(Hansen, 1976)
Albert Bandura

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

Albert Bandura (cont’d)

Implications for School Counselors:

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

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

Donald Super (cont’d)

<table>
<thead>
<tr>
<th>Development of self-concept, attitudes, needs and general world of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
</tr>
<tr>
<td>Establishment</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Decline</td>
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</tbody>
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Implications for School Counselors:
- Tasks to increase self concept, then relating that self concept to occupational information.
- Expose students to a wide range of careers.
- Increased knowledge of vocational requirements allows students to see where their self concept would be best expressed.
**Gender Stereotyping**

- **1970s:**
  - Studies suggested that girls identified a narrower range of occupational preferences and had lower expectations of occupational attainment than did boys.

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

(Wahl & Blackhurst, 2000)

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**Racial and Socioeconomic Stereotyping**

- From second grade onward, low-income, minority boys' aspirations mirrored existing race and class differences in adult job holdings. The gap between occupational aspirations and expectations was greatest for the poorer boys and remained constant across the grade levels examined.

- Hispanic students whose families are less acculturated to U.S. educational norms may have particularly low aspirations. Moreover, these aspirations appear to be formed at an early age—perhaps as early as second or third grade.

(Wahl & Blackhurst, 2000)
Racial and Socioeconomic Stereotyping (cont’d)

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

(Wahl & Blackhurst, 2000)

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

–The Times-Picayune, September 23, 2014
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

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

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

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

**ASCA National Model**

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

- **C:B1 Acquire Career Information**
  - C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
  - C:B1.4 Know the various ways in which occupations can be classified
  - C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

- **C:B2 Identify Career Goals**
  - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
ASCA National Model

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

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

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

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

(Harkins, 2001)
**CHANTS AND RHYMES**

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

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

http://www.preschooleducation.com/shelper.shtml
Sesame Street: People In Your Neighborhood
You and Me This Morning: I Love My Job
Oh, the Places You’ll Go!

By Dr. Seuss
You’ll be on your way up!  
You’ll be seeing great sights!  
You’ll join the high fliers who soar to high heights.

Oh the Places You’ll Go!  
By: Dr. Seuss

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

- Use questions and guessing to elicit excitement!
- Start discussion on not succeeding right away.
  - Building competencies
Celebrate the Places YOU will Go!

"You’ll be on your way up! You’ll be seeing great sights! You’ll join the high flies who soar through bright." - Dr. Seuss, Oh, the Places You’ll Go!

In the hot-air balloon, draw a picture about what you want to be or where you want to go when you grow up.
"What? Milking giraffes?" Mrs. Krupp said. "Oh, please!"
I countered. "How else could we make giraffe cheese?
Now don’t interrupt me. I’m not really through yet...
There’s still lots of stuff that I’m planning to do yet!

Come maybe I’ll be a gorilla masseuse..."
When I Grow Up...
By: Al Yankovic

- Hook
- Can use this book to start introducing the concepts of different types of work.
Coveralls, tool belt, work gloves and glue. Safety glasses, saw. What job does she do?

She is a carpenter.
## Clothesline Clues to Jobs People Do

by: Kathryn Heling

<table>
<thead>
<tr>
<th>Clue #1</th>
<th>Works indoors in an office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clue #2</td>
<td>Wears a suit and tie</td>
</tr>
<tr>
<td>Clue #3</td>
<td>May work with other people</td>
</tr>
<tr>
<td>Clue #4</td>
<td>Uses a computer and graphs</td>
</tr>
<tr>
<td>Clue #5</td>
<td>Uses a calculator to do math</td>
</tr>
<tr>
<td>Clue #6</td>
<td>Knows how to use spreadsheets</td>
</tr>
</tbody>
</table>
The play was a big success and Grace was an amazing Peter Pan.
After it was all over, she said, “I feel as if I could fly all the way home!”
“You probably could,” said Ma.
“Yes,” said Nana. “If Grace puts her mind to it, she can do anything she wants.”

Amazing Grace
By Mary Hoffman and Caroline Binch

- Themes include racism, sexism, courage, determination, and hard work.
- Use as a hook for a discussion about stereotypes.
- Use as a reinforcement for a gender stereotyping activity.
Before Tubman, Where Did I Work?

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

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

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How Santa Got His Job
By: Stephen Krensky and S.D. Schindler

<table>
<thead>
<tr>
<th>Job</th>
<th>Does this person make something?</th>
<th>Does this person help others?</th>
<th>What skills do you need to be good at this job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chimney Sweep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zookeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circus Performer</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Substitute Santa Job Application

Dear ________________________

Congratulations! We are pleased to inform you that your Substitute Santa Job Application has been reviewed by our elves and APPROVED!

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

Please answer the following questions as truthfully as possible.

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

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

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

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

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

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

**Classroom Jobs**

<table>
<thead>
<tr>
<th>Not...</th>
<th>But...</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Passer</td>
<td>Postal Worker or Mail Carrier</td>
<td>pass out papers, put fliers in mailboxes, deliver notes to front office.</td>
</tr>
<tr>
<td>Cafeteria Helper</td>
<td>Kitchen Manager</td>
<td>pass out breakfast/snack, assist in cafeteria.</td>
</tr>
<tr>
<td>Library Organizer</td>
<td>Librarian</td>
<td>organize class library</td>
</tr>
<tr>
<td>Lights</td>
<td>Electrician</td>
<td>turn on and off lights in classroom.</td>
</tr>
<tr>
<td>Clean Team</td>
<td>Sanitation Inspectors</td>
<td>wipe tables, pick up trash, erase boards.</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>Museum Curator</td>
<td>pick out best examples of classroom work, hang them up for display</td>
</tr>
<tr>
<td>Pet Feeder</td>
<td>Veterinarian</td>
<td>feed class pet, clean cage.</td>
</tr>
</tbody>
</table>
INTEGRATION INTO THE SCHOOL DAY

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

REFERENCES


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Conference Handouts:
http://goo.gl/n4ZbtM