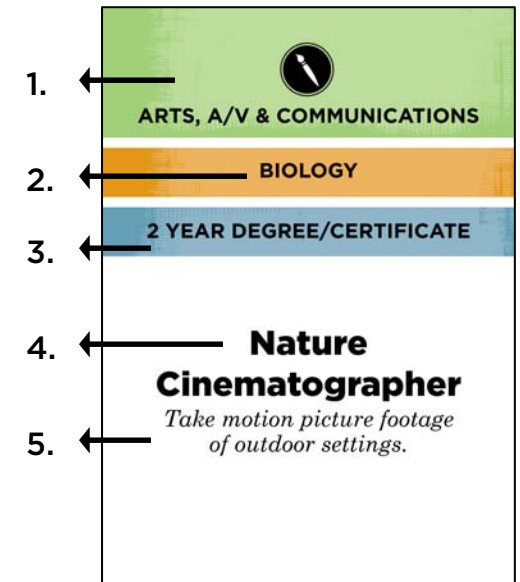


Familiarizing Yourself with My Career Cards

If you are already familiar with “Career Clusters,” the categories on the cards probably intuitively make sense. But, if you’re not, or in case you need a brush-up, here are the ins and outs of each card.

1. Career Cluster (16 in total)
2. Academic Area (1 per set)
3. Typical Level of Education Required
 - H.S. Diploma/ On-the-Job training
 - 2-year degree
 - 4-year degree
 - Advanced degree
4. Career Title
5. Brief Career Description



What’s the rest of this stuff?

Here is a variety of ideas for using My Career Cards. Included are:

- SIMPLE ACTIVITIES FOR STUDENTS
- INTEGRATION IDEAS
- PROJECT IDEAS
- GAMES

You’ll notice that some ideas are labeled with “student” or “teacher” directions. Those labeled teacher directions were designed for you to guide your class through. In the case of the student directions, these ideas are designed for you to simply hand them over to your students and let them facilitate themselves!

Feel free to come up with your ideas or better yet, let your students. We would love to hear your ideas at www.relevantclassroom.com!

Activity Ideas

STUDENT DIRECTIONS

Role Play

Each person in the room draws one My Career Card. Once everyone has a card, read through the description and then get as creative as you can to assume the role of that career. When everyone is ready, mix and mingle within the classroom and talk with others about your career, all while acting as though you have that career.

Who Am I?

Every player draws one card from the deck of My Career Cards chosen. Don’t show your card to anyone else! Secure the card you drew on the back of a fellow classmate without telling them what the card says. You will also have a card on your back! By asking the other classmates only yes or no questions, try to discover what the career is that you have on the card that’s on your back. Remember, only ask yes or no questions, and give yes or no answers.

Integration Ideas

TEACHER IDEAS

How to Use Career Cards in Your Everyday Classroom Activities

Career-A-Week

As the educator, choose a career that applies to your lesson plans and curriculum for the week. Throughout the week, indicate connections from the curriculum to the career you are highlighting for the week.

Pick-a-job-any-job

Have every student randomly draw a card from the deck. Give students 2 or 3 days to return with a 30 second report on the career: what they do, where they work, salary range, expected demand, etc.

<p><u>Integration Ideas Continued</u> TEACHER IDEAS How to Use Career Cards in Your Everyday Classroom Activities</p> <p>Extra Credit At the end of exams, quizzes or projects, students often wish they had gotten a few more points, or remembered some detail of information that just wouldn't come to them when the test was in front of them. Provide your students with an opportunity to earn some extra credit by having them indicate how the questions they missed apply to a certain career.</p>	<p><u>Project Ideas</u> TEACHER DIRECTIONS</p> <p>Career Presentation Have your students choose a career from the set of My Career Cards. Instruct them to research the career and develop a five minute informational presentation about that career. Methods of delivery might include PowerPoint, using poster board as visual aids, creating a video, etc.</p> <p>Web Search Provide each of your students with one career card. Head to the computer lab or use computers in your classroom so that each student can search for a website that provides more details about the career they have on their card. Ask the students to rotate to a new computer every couple of minutes to read about a different career.</p>	<p><u>Project Ideas</u> TEACHER DIRECTIONS</p> <p>Interview Students can contact individuals in the career field of a card they drew from the stack of My Career Cards. Once they find someone, have your students conduct an interview with that person about their specific career.</p>
<p><u>Project Ideas</u> TEACHER DIRECTIONS</p> <p>Build a Town Provide each student in the classroom with one My Career Card. Each student can research that career to determine how much training they will need, how much money they will make, how many hours per week they will be required to work, etc.</p> <p>In addition to providing students with a career, also provide them with a few other life choices! Cut up slips of paper with different ages on them (from right out of high school to 45 years), number of children, married or not married, whether they rent or own their home, etc. Each student can then draw a slip of paper to determine their family status.</p> <p style="text-align: right;"><i>Continued on next page</i></p>	<p><u>Project Ideas</u> TEACHER DIRECTIONS</p> <p>Build a Town (continued)</p> <p>Considering their age, marital status, number of children, income, etc., have students look in magazines for a picture of a house that they might rent/own and the type of vehicle they might drive.</p> <p>Students can then share their credentials with their classmates and create their own community. Students might simply share their results with others orally. Another option might be to glue pictures of their houses, cars, families, etc. on sheets of paper and physically "build" the community they all live in together. Get creative!</p>	<p><u>Project Ideas</u> TEACHER DIRECTIONS</p> <p>Survey People have chosen their career fields for all different types of reasons. Your students can discover what different people have valued in determining their career.</p> <p>Have students work together to create a list of questions they might ask adults about how they chose their career. Some questions might include:</p> <p>What influenced you to choose your career? What influence did money have? How did length of education play a role in your decision? Did you know someone before you who was in that career? Who encouraged you? How did you determine where to go to school for your career? How has your career influenced other aspects of your life? (Family size? Where to live? Entertainment?)</p>

Games--Guess Who

STUDENT DIRECTIONS

Number of Players: Many students can play in groups of four

Objective: To be the person who guesses the most career titles correctly.

Play: Each person in the pair grabs ten cards.

Indicate who will be the "Reader" for the first round. The other three players will be the "Guessers."

The Reader will state the description of the career. As soon as the description has been read, the Guessers can then begin guessing what the career title might be. The Guesser who guesses correctly gets a point and then they become the Reader. Each Reader can read from the pile of cards in their possession.

Play can continue as long as time allows. The person with the most points at the end is the champion Guesser!

Games--Get a Career!

STUDENT DIRECTIONS

Number of Players: More than 10

Objective: To be the player who obtained the most pairs of cards.

Play: Gather in a circle and place the deck of cards face down in the center of the circle. Spread out the deck of cards so that all of the cards are separated and laying face down.

Each player draws nine cards.

After all players have drawn their nine cards, players sort through their hand and take out any pairs that they have. Pairs are matched by education level and cluster area. Once all players have sorted out their pairs, one player is chosen to go first.

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Games--Memory

STUDENT DIRECTIONS

Number of Players: 2 or more players

Objective: To have the most pairs of cards as possible!

Play: Make sure the 256 cards of one My Career Cards academic area are mixed up a bit and then lay them all face down on a large flat surface.

There are two ways you can test your memory with the cards. One way is to find matches according to education level. The other way is to find matches according to cluster area.

Choose which way you'd like to play the game.

Figure out who will go first. (This can be the person with the longest hair, the shortest person, the oldest person...you decide!)

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Games--Get a Career! continued

STUDENT DIRECTIONS

The "first" player may ask any other player for a card that matches one that they have. For example, they might say, "Sally, do you have a card that is in the Architecture and Construction Career Cluster?" If Sally does have a card, she will then hand the matching card to the first player and the next person may go. If Sally does not have a card, she will say, "Sorry, get a career!" The first player will then draw a card from the pile in the middle of the circle, and the next person may go.

Be sure to read the career and the descriptions on the cards that you get! The person with the most pairs at the end of the game is champion Career Getter!

Games--Memory Continued

STUDENT DIRECTIONS

The person who will go first flips over one card, reads about the career aloud, and takes a quick mental note about the details that go with the card.

Then, the same person will flip over another card. If the cards match, the person who chose them will pick them up and keep a hold of them. That person can then choose another pair of cards, and continue playing until no match is found. If there is not a match, flip the cards face down again, and the next person in a clockwise order has an opportunity to test *their* memory!

The person with the most pairs at the end of the game is the winner!

Games--Rummy

STUDENT DIRECTIONS

Number of Players: Many students can play in groups of 5 or 6.

Objective: To be the first player to get rid of all of their cards.

Play: Each player is dealt seven or eight cards. A remaining draw pile should be placed where all players can reach it.

When a player's turn comes around, they should first draw a card from the top of the draw pile. There are then three options they have for getting rid of their cards.

First the person should meld any cards that they can. Melding can be done by sequence or by groups. Melding by sequence means that a player has collected four cards.

Continued on next page

Games—Rummy *continued*

STUDENT DIRECTIONS

One of the four cards must be high school or on the job training, one must be 2-year degree, one must be 4-year degree, and one must be Advanced/Professional degree. Once four cards with each of the four education levels have been collected, they can be laid down, face up. Melding by groups means that a player has collected four cards that contain four different career cluster areas. The group of four may also be laid down, face up. A player may meld as many cards as possible.

Second, a player may “Lay-off” a card if possible. This means that if there is a card that a player has that can be added to an existing meld, either of theirs or another player’s, the card/cards may be added to the existing meld.

Finally, at the end of each turn, the player may discard one card onto a discard pile.

The first person to disperse all of their cards first is the Rummy Champion!

Games--Spoons

STUDENT DIRECTIONS

Number of Players: Optimally 5-6 people will play, but the game can be played with 3 or more players.

Objective: To not be the player left without a spoon.

Materials: For this game, you will need a few spoons. Plastic or real spoons will work.

Play: Players sit in a circle. Place one less spoon than number of players in the center of the circle.

Choose a Dealer. The dealer should give each player four cards. Players may look at the cards. The goal is to obtain four cards that are the same by either cluster area or education level. In order to accomplish this, players choose one card that they do not wish to have in their hand.

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Games--UNO™

STUDENT DIRECTIONS

Number of Players: 5 or 6 players

Objective: To be the first person to get rid of all of their cards.

Play: Choose one person to be the “dealer.”

Dealer hands 9 cards to each player. The rest of the cards are placed face down in the center of all the players. Dealer flips the first card over and sets it beside the stack of cards.

The person to the left of the dealer goes first. This person must play a card that matches either education level or career cluster area. If they cannot match a card in either one of these areas, the person must draw a card from the pile that is face down.

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Games—Spoons *continued*

STUDENT DIRECTIONS

When Dealer says, “go,” all players simultaneously lay that card down in front of the person to their left. Players then pick up the card in front of them. Continue this process until someone has four of a kind. When a player gets four cards that are the same by cluster area or education level, they quickly grab a spoon out of the center of the circle. At this point, all other players race to grab a spoon as well.

The person left without a spoon then becomes the Dealer of the next round.

Games--UNO™ *continued*

STUDENT DIRECTIONS

Play continues in a clockwise direction until someone has only one card left. At this point, that individual should say “UNO!” This does not make them the winner, however. Even this person may have to draw again.

If a player other than the person with only one card says “UNO” before the owner of the one card does, the owner must draw five cards.

Continue until one player gets rid of all of their cards. They are the winner!

