

Although these 10 worksheets were developed for *The Career Game*, they can enhance any grade 5–7 career exploration activity\*. Each is reproducible and indexed to ASCA and Common Core standards. The download is free with no requirement to purchase anything.

*\*See page 16 for a great idea developed by a counselor-teacher team*

# GUIDE TO USING THE CAREER GAME®

## Ideas for Effective Motivation Grades 5-7

Mix-And-Match Product Descriptions  
Introducing to Students  
Follow-Up Lesson Ideas  
Cross-Curricular Teamwork  
Index of Standards

*The Career Game* is a set of multimedia tools for matching personality to jobs at four incremental educational levels. This document describes the use and follow-up of several mix-and-match techniques that are optimized for paper/pencil and/or computer applications. They are adaptable to classroom, group, lab or individual sessions, as well as completely independent use when the educator is not able to be hands-on.

### **THE CAREER GAME®**

by Rick Trow Productions / PO Box 291 / New Hope, PA 18938

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*The Career Game: [www.careergame.com](http://www.careergame.com)*

# MIX-AND-MATCH PRODUCT DESCRIPTIONS

## EXPLORER WORKBOOK

### *A Complete Activity With Expansion Options*

The workbook format excels at providing valuable insights via student responses to open-ended questions about the everyday feelings and events that hold clues to their future. Part two is a color-coded interest inventory that orders personality into six areas matching John Holland's RIASEC Hexagon, followed by a general list of correlated careers along with their educational requirement. The final pages offer encouragement and ideas for going forward with early career investigation. Although *Explorer* is an excellent stand-alone activity, many educators choose to enhance the exercise with an optional computer dimension.

## STUDENT WEB TICKETS

### *Internet Add-On for Workbook Users*

With this **optional Internet follow-up**, students go online to match their workbook scores to at least 16 jobs at each of four incremental educational levels. Each job is first described with a short paragraph that identifies the kind of person who might do well in that occupation. A click on **More Information** loads the entire text of the *Occupational Outlook Handbook* for that job. *Student Web Tickets* can be used from school or home, on desktops, laptops, tablets or phones. Counselors are given their own home page, where they can log on to check their students' reports and progress.

## THE CAREER GAME ONLINE

### *100% Internet - No Workbook Required*

Students go online, respond to a rapid-fire set of animated questions, and receive a report listing at least 16 jobs that match their personality. Each is first described with a short paragraph that identifies the kind of person who might do well in that occupation. A click on **More Information** loads the entire text of the *Occupational Outlook Handbook* for that job. *The Career Game Online* works from school or home, on desktops, laptops, tablets or phones. The site is so user friendly and organized that educators pressed for time can simply distribute the tickets and let their students do the rest on their own. As part of the license, each school is given its own home page, where educators can log on to check their students' reports and progress.

## COUNSELOR TOOLS CD-ROM

### *Local Add-On for Workbook Users*

When Internet availability is problematical, workbook scores can be matched to occupations at four different educational levels using a Windows **CD-ROM in your own facility**. *Counselor Tools* can be configured to use in any (or all) of the following three ways:

- **ONE COMPUTER (ADMINISTRATOR)** – Students write their scores on a tear-out coupon included in every workbook. The coupons are collected. One person enters everyone's scores, prints all reports and distributes them back to students.
- **ONE COMPUTER (STUDENTS)** – The program is installed in a library or other central location. Students go to the computer, enter their workbook scores, and generate their own job search results.
- **MULTIPLE COMPUTERS** – *Counselor Tools* is building site licensed, supports all Windows networks and is a terrific activity to use with groups in classrooms or computer labs.

*The Career Game: [www.careergame.com](http://www.careergame.com)*

## INTRODUCING THE CAREER GAME

**THE CAREER GAME** is easy and fun to use. Students become quickly involved in the process of matching their personal interests to career possibilities. This brief introduction has proven to be an effective way to get the ball rolling with both workbook and Internet applications.

Begin by asking students to **define success**. Some typical answers are: becoming rich, famous, being the boss, etc. It helps to write these on an easel or board as they are being called out.

Then **make a list of people your students would describe as most successful**: Answers will surely include the rich and famous. The list might include presidents, entertainers, athletes and millionaires. Interrupt the parade of celebrities to ask: "How about **people you know personally**?" You'll get answers like: "Reverend Peterson, my dad, my aunt, etc."

You say: "But Reverend Peterson isn't rich, and your aunt isn't famous. So what makes them successful?" Typical answers will include words like **respect, achievement, and for sure, happiness**.

You say: "Ah-ha! So you **don't have to be rich or famous** to be successful. But you do need to be happy with your life, don't you? And since many of you will spend a large percentage of your life at work, the question we'll be exploring today is ... **what kind of career would make you happy?**"

Begin a short discussion about individuality. How we can look at everyday life (hobbies, favorites, etc.) for clues to what makes us unique. We're all different, with a wide variety of interests and skills, and connecting those personality traits to possible careers is what today is going to be about.

- ▶ If it is available to you, this is a good time to introduce our coordinated video, *What Type of Person Am I?* This production demonstrates how students can apply personal life experiences to *THE CAREER GAME* process. If you haven't seen it yet, we invite you to preview actual scenes at: [www.careergame.com](http://www.careergame.com).

After the video (or if you are not using the video, when you sense the time is right) you might stop as if interrupted by a random thought, and say something like: (*what follows is just an example – personalize it for your situation*):

"You know, **you already have clues to the career that would make you happy**. When I look back to when I was your age, I can remember how good I felt when I was teaching my brothers or helping my friends. It's no surprise I grew up to be a counselor. The clues were all around me, but back then I never realized how much I already knew about the career that would make me happy."

"So, it's never too early to look at your own life for clues to careers that might make you happy. In fact, I have just the thing to help you do that today. It's called *THE CAREER GAME*, and right now we're all going to be players....." Then pass out the workbooks or Internet tickets, which will be received with enthusiasm and appreciation.

## FOLLOW-UP LESSON IDEAS

(Grades 5 – 7)

For educators who have time to go beyond the workbook and computer options described earlier, we've attached a free set of reproducible worksheets. If you ever need to download them again, you'll find the pdf file on the bottom right of our home page at: [www.careergame.com](http://www.careergame.com).

All of these lessons are aligned with the **national and state standards** coded to the index at the end of this document. Some of the worksheets require Internet research. If your students have been given either WEB or ONLINE tickets, they can find most of the information by returning to those same sites with the same PIN they used to create their job reports. The *OCCUPATIONAL OUTLOOK HANDBOOK* can be viewed directly from each student's job recommendations. There is a wealth of additional resource links on the *OTHER CAREER INFORMATION* tab.

Some of these ideas can be enhanced via partnerships between counselors and classroom teachers. To read about one terrific example of interdepartmental teamwork, be sure to check out *CROSS-CURRICULAR TEAMWORK* on page 15.



**IDENTIFYING A FAVORITE JOB:** “*I want to be a nurse...no, a lawyer ...wait – maybe I’ll be a...*” When asked about their career future, some students react with scenarios created with little thought or basis, and others have no idea at all. This prewriting worksheet and paragraph writing guide will have them doing more than simply blurting out career options.

*Standards: [C9, BLS-1, BLS-7, CDS-B, MST-2]*

**FINDING THE RIGHT FIT – A to Z:** Every job has its own specific requirements for success. Teachers need to be calm and patient, servers require pleasant personalities and good memories, jewelers need to be steady handed and meticulous. Put students in teams to collaborate and complete this worksheet that asks them to think about ways that personality and physicality match careers.

*Standards: [BLS-1, C3, C4, C5]*

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**THE CAREER SCOOP - CREATE A POWER POINT:** This worksheet guides students through the process of using the *OCCUPATIONAL OUTLOOK HANDBOOK* to create a PowerPoint presentation about a chosen career.

*Standards: [C4, C6, C8, C9, MST-4]*

**VOCATION EXPLORATION:** Some jobs are fading into oblivion, while others are on the rise. Students will use the Internet to compare and contrast different jobs in context of their growth, openings and pay scale.

*Standards: [BLS-1, BLS-5, C5, C6, C9, CDS-B, CDS-C]*

**BE A REPORTER:** How often do students have a chance to play the role of reporter? In this activity, they'll do just that! Through a combination of speaking and listening skills, students will interview a family friend or neighbor to gain insightful information related to a specific job.

*Standards: [C6, C9, CDS-A, CDS-B, MST-2, BLS-9]*

**CAREER COLLAGE:** What do you get when you combine career-enthused students, old magazines, catalogs and Internet images with glue sticks and poster board? A career collage! This activity encourages students to identify jobs from a variety of occupational categories as they work to create their career collage.

*Standards: [BLS-7, C6, C7, C8, C9]*

**VOCATION VOCABULARY:** Vocational vocabulary can leave students confused and puzzled. This Internet-based activity will have students analyzing different statements to apply the meanings of several job and career-related terms including: mentoring, shadowing, and internship.

*Standards: [C3, C4, C5, BLS-5]*

**MORE INFO .... PLEASE:** Users of *The Career Game's* WEB and ONLINE tickets have already matched themselves to great career options, but there's much more available on those sites. Using direct links from their job matching reports to the *Occupational Outlook Handbook*, this worksheet will prompt students to ask the right questions about each one, including working conditions, job outlook, pay, and the path to the job of their dreams.

*Standards: [MST-4, BLS-5, BLS-7, BLS-9]*

**COLOR POSTER SET:** Similar personalities = Similar job possibilities. After using the *Explorer* workbook to discover which career color defines their personality, students with similar results are divided into six teams to brainstorm different job/career options, as well as common personality traits. The end result is a set of six colorful posters depicting each career personality.

*Standards: [MST-2, BLS-4, C3, C4, C5, C6, C7, C8, C9]*

**MORE IDEAS:**

Define: JOB / OCCUPATION / CAREER. What are the differences? Similarities?

Describe what makes a job "green".

Your Idea?? If you have something to share, send it to us and we'll put it in the next revision of this document.



## IDENTIFYING A FAVORITE JOB

Maybe you've always had a specific job in mind, or maybe *The Career Game* has opened your eyes to something you had never thought about before. Either way, let's pick a favorite and explore it.

**JOB TITLE:** \_\_\_\_\_ **EDUCATION REQUIRED:** \_\_\_\_\_

**What are three things you like about this job?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What are three things you would like to learn about this job?**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Now, compose a well-written paragraph that tells why this job is your favorite. Use this checklist to make sure your paragraph is complete:

- Topic sentence
- Supporting details
- Conclusion sentence
- Transitions
- Conventional correctness (capitalization, usage, punctuation, and spelling)



## FINDING THE RIGHT FIT – A to Z

Occupations require different combinations of talents and skills. Dentists need to be accurate with their hands and painters need to have a good understanding of colors. Let's work together to match this A – Z list of careers with the traits that would make a person successful. We've already done one for you:

<b>A</b> ctor	<b>N</b> urse
<b>B</b> eautician	<b>O</b> ceanographer
<b>C</b> hef	<b>P</b> lumber
<b>D</b> entist	<b>Q</b> uality Controller
<b>E</b> lectrician	<b>R</b> eporter
<b>F</b> lorist	<b>S</b> alesperson
<b>G</b> raphic Artist– good design ideas, happy to work alone, take criticism positively,	<b>T</b> eacher
<b>H</b> otel Manager	<b>U</b> mpire
<b>I</b> nspector	<b>V</b> eterinarian
<b>J</b> anitor	<b>W</b> riter
<b>K</b> itchen worker	<b>X</b> -ray Technician
<b>L</b> awyer	<b>Y</b> oga instructor
<b>M</b> usician	<b>Z</b> ookeeper



## THE CAREER SCOOP - CREATE A POWERPOINT

Use your ticket PIN and jobs report to search the *Occupational Outlook Handbook* for information you need to create PowerPoint presentation about your favorite job. Here's an outline to guide you:

<b>Job title:</b>	<b>Education required:</b>
<b>Salary:</b>	<b>Workplace environment:</b>
<b>What they do:</b>	<b>How to become one:</b>
<b>Job Outlook:</b>	<b>Similar occupations:</b>
<b>Additional information:</b>	<b>References:</b>

### PowerPoint Checklist:

- ✓ Title
- ✓ Information from research notes
- ✓ Appropriate pictures/images
- ✓ References(information about how you researched your career)



## VOCATION EXPLORATION

Some careers are fading away while others look very promising. Use your ticket PIN to search the *OCCUPATIONAL OUTLOOK HANDBOOK* to learn more about how America's workforce is changing.

### Three of the fastest growing jobs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Three jobs that are disappearing:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Three High Paying jobs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Three Low Paying jobs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Three jobs with lots of vacancies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Three jobs that are overpopulated:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# BE A REPORTER

Choose an adult to interview about their job. Then compose a well-organized essay based on what you've learned. Here are some questions to get you started:

**ADULT'S NAME:** \_\_\_\_\_ **JOB TITLE:** \_\_\_\_\_

What are your job responsibilities?

What do you enjoy most about your job?

What do you like least about your job?

What made you choose this job?

How did you get this job?

Ask one or two questions of your own:



## CAREER COLLAGE

Using images from magazines, newspapers, catalogs and the Internet, see how many PICTURES and LARGE TYPE words you can find to match the list of career categories below. It's real hard to get them all! When you're ready, put them together in a collage, give it a title, and share it with your classmates.

### **Materials Needed:**

Poster board

Glue

Scissors

Magazines/newspapers / catalogs /  
anything you can cut and paste

Markers



*How many of these categories can you find for your collage?*

**Clerical**

**Automotive**

**Banking**

**Construction**

**Education**

**Engineering**

**Food/Catering/Restaurant**

**Government**

**Health care**

**Technology**

**Factory**

**Real estate**

**Sales**

**Science**

**Media/Journalism/Newspaper**

**Nonprofit/Social Services**

**Transportation**



## VOCATION VOCABULARY

The vocabulary of the workplace can be confusing. Use the Internet to look up the underlined terms in the following scenarios. Then explain what each actually means.

1. Ben is working with an experienced plumber to complete an apprenticeship.
- 

2. Sammy is job shadowing his dad at his engineering office.
- 

3. Clarissa is going for her Associate's degree.
- 

4. Cheyenne will be mentoring the new nursing school graduate.
- 

5. Jacob will receive his Bachelor's degree next week.
- 

6. Eric has to get a Master's degree to qualify for the career he wants.



## MORE INFO .... PLEASE

**Step 1:** Choose a job from your *Career Game* results: \_\_\_\_\_

**Step 2:** Use your ticket PIN to access your job report.

**Step 3:** Click **More Information** to record this specific information related to your job.

**Education Required:**

**The Work Environment:**

**How To Become One:**

**Pay:**

**Job Outlook:**

**Three Important Facts About Your Job:**

1.

2.

3.



## COLOR POSTER SETS:

Join classmates who share your highest workbook color to brainstorm how that color’s set of personality traits can offer clues to matching jobs. Then use the information to create a poster featuring your career color.

After everyone does this, you’ll have a great set of 6 posters to display. Your color is: \_\_\_\_\_

**This Personality Trait:**

**Is Good for These Jobs:**


## CROSS-CURRICULAR TEAMWORK



Here's a creative application of *The Career Game Online* developed and implemented by counselor Brook McCoy in partnership with 5<sup>th</sup> grade teacher Alicia Goings of Holmes Elementary School in Wilmington Ohio.

These activities align perfectly with ASCA's *Mindsets & Behaviors for Student Success*, as well as many other national and state standards. The counselor was involved in just one class session, with follow-up activities led by the classroom teacher over the next several weeks.

**Brook McCoy, Counselor (in her own words):** One of my responsibilities is to promote career education. In addition, our entire 5<sup>th</sup> grade also covers a unit of career education in their social studies class. So, Mrs. Goings (Social Studies teacher) and I joined forces to find, create and implement a meaningful and useful career educational experience for our 5<sup>th</sup> grade students. We wanted something fun, engaging, enlightening and motivating - good luck, right?

I spent some time researching and came across various resources, lesson plans, and interest inventories. While I found a lot of good information I was still looking for something that would engage, connect and interlock the gap between career education and student 'buy in'..... then I came across *The Career Game*. Within minutes, for a cost of only 59 cents each, I was able to purchase an interactive online career portal for every 5<sup>th</sup> grade student in our building. The students logged in and away they went!

The interactive *Career Game* experience for our 5<sup>th</sup> graders was a blast! Our students, on a day to day basis, tackle many social, emotional and educational challenges, as well as rigorous school work and lessons. It was so much fun to intermingle and watch them get excited about learning! *The Career Game* personalized each student's experience and allowed them access to a plethora of career knowledge!

Thanks to *The Career Game Online* our students are now excited about career education as well as knowledgeable about career expectations and opportunities!

\*\*\*\*\*



**Alicia Goings – 5<sup>th</sup> Grade Teacher (in her own words):** First, Mrs. McCoy came in and introduced the concept of matching personality to careers. She modeled how to navigate the site and use the options offered. The rest took place over several sessions with our 5<sup>th</sup> grade students:

**My Learning Goal:** Workers can improve their ability to earn income by gaining new knowledge, skills and experiences. **My Learning Target:** Identify a career of interest and research the knowledge, skills and experiences required.

After students completed the online interest inventory, they were given a chance to explore the careers that were suggested for them. The tabs on the site made it easy for them to sift through the features of the matching jobs. Students were then instructed to choose one career that sounded interesting and answer the following sentence stems: What is the definition of the career? What are the duties? What education is needed? What is the work environment?

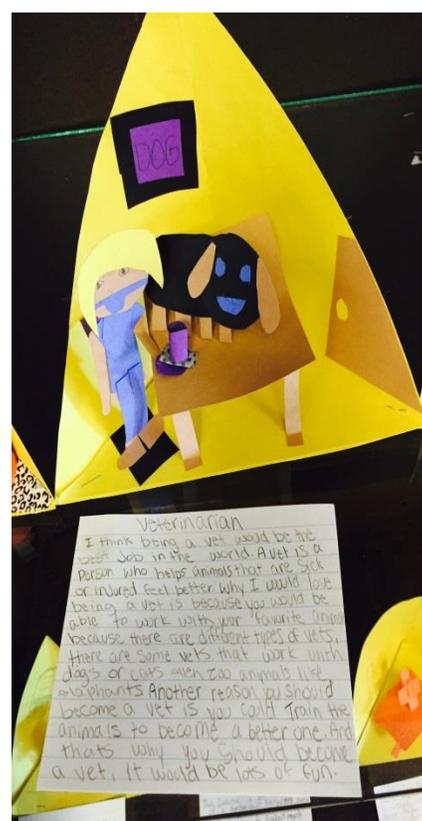
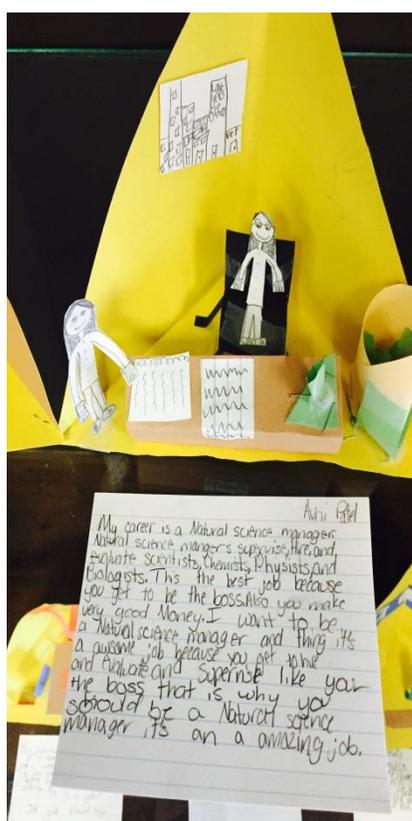
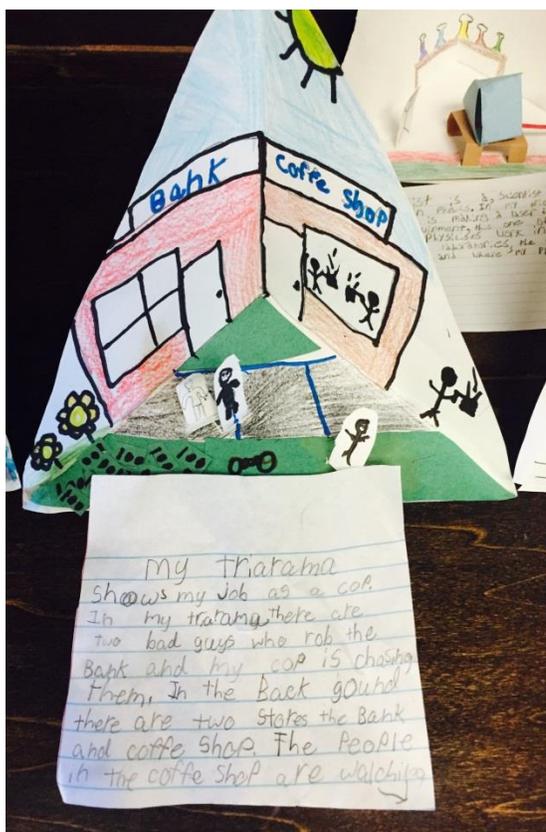
The website was so well organized that students were able use the similarly worded tabs to easily find this information. It was a great lesson in researching. I then asked them to write a three paragraph essay covering these points: What would you do while working at this job? What education would you need? Where could you work? What qualities are needed for this job and what qualities of yours would make you good at it? Here are a few condensed excerpts from the essays they wrote:

In this paragraph I'm going to be writing about police duties. Police officers catch people who break the law then they arrest them and they have to say the Miranda rights. Police have to be good with guns and have good judgment. You have to have to be 21+ years old have to have a license and can't have a record. You need a high school diploma. I think I would be a good police officer because police officers have to be good judgment and be fair to everyone and requires you will be working in teams a lot. You have to know how to work the sirens and how to drive a police car. ....

The career I chose was a physicist, a scientist who specializes in physics research. Some of the duties are making new scientific equipment such as telescopes and lasers and presenting research findings + conferences. I think I would be a good physicist because you need critical thinking skills to be one and I have critical thinking skills. You need to have good math skills I am really good at math. You have to be curious and I am constantly asking questions. You also need to be able to solve problems and I love solving problems and that's why I think I would be a good physicist .....

I want to be a veterinarian. Vets do surgery on animals. Most vets work with house pets but some do work with farm animals. When they deal with animals that are scared or aggressive a vet takes a chance of getting a disease or being bitten. Some vets work 50 hours a week even if they have a day off. I think I will be a good veterinarian because I have a tremendous amount of potential and I would love to help an animal .... A vet also has to calm patients that are with them and their owners I wouldn't be very good at that because I'm uncomfortable at expressing feelings .....

The students then made trioramas from construction paper. These had to be decorated on the back as well as have 3D objects that showed some important aspect of their chosen career. They also had to include one natural resource, capital resource, and human resource. Index cards were included that could either describe the career or persuade that this was an important, exciting job.



The completed project was displayed for the entire school to see:



For the culminating activity, a panel of professionals was invited to school for a visit. The students peppered them with questions they had prepared in class earlier, took notes on what was said, and wrote short essays on what they had learned.

Again, we cannot put into words how invaluable these sessions were. The text features made the introduction to web-based research easy, and the teaching tasks easy and a pleasure. Our students were totally engaged with the information, and all the discussion amongst themselves opened up a world of possibilities to those who had limited knowledge. So, as Brook wrote earlier:

***“We wanted something fun, engaging, enlightening and motivating - good luck, right? Well, our luck was good, because that’s exactly what we got from The Career Game!”***

*Brook McCoy*, School Counselor    *Alicia Goings*, 5th Grade Teacher

Holmes Elementary School, Wilmington, Ohio

# INDEX OF STANDARDS REFERENCED

Reference Number	<b><u>AMERICAN SCHOOL COUNSELOR ASSOCIATION:</u></b>	Standard Number
MST	<b>Category 1: Mindset Standards:</b>	
	Self-confidence in ability to succeed	2
	Understanding that postsecondary education & lifelong learning are necessary for long-term career success	4
BLS	<b>Behavior Standards / Learning Strategies</b>	
	Demonstrate critical thinking skills to make informed decisions	1
	Apply self-motivation and self-direction to learning	4
	Apply media and technology skills	5
	Identify long and short-term academic career and social/emotional goals	7
	Gather evidence and consider multiple perspectives to make informed decisions	9
CDS	<b>Career Development Standards</b>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	A
	Students will employ strategies to achieve future career goals with success and satisfaction	B
	Students will understand the relationship between personal qualities, education, training & the world of work	C
	<b><u>COMMON CORE</u></b>	
	<b>Vocabulary Acquisition and Use</b>	
C3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	ELA.RI.5-7.4
C4	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	ELA.CCRA.L.6
C5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	ELA.L.5-7.6
	<b>Research</b>	
C6	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	ELA.RI.5-7.7
	<b>Social Studies</b>	
C7	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	ELA.RI.5-7.2
C8	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	ELA.5.W.C.11.1
	<b>Writing</b>	
C9	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA.W.5-7.2