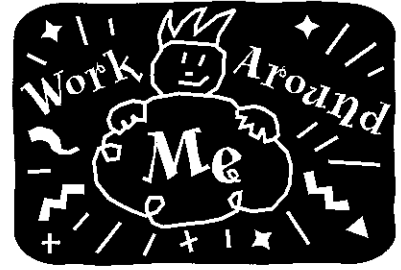


## Wow! Theme 1

# Contents:



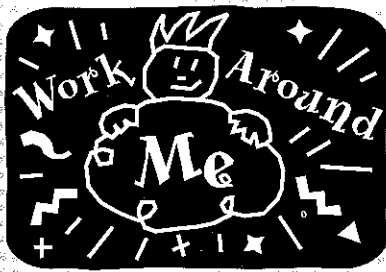
**Big Ideas in This Theme Mini-Poster**

**Activities in This Theme:**

- ♦ **Jobs I Do Now**
- ♦ **Go, Team, Go!**
- ♦ **Getting the Job Done**
- ♦ **Work in My Family**
- ♦ **These Are a Few of My Favorite Things**
- ♦ **Wow! What I Do Well**
- ♦ **Portfolio – Putting It All Together**

**Family Connections Letter**

Theme:



WOW! Goals:



Self



Attitudes

Objectives:

- To help children identify various roles they have in their families
- To help children identify responsibilities they perform in their roles as family members
- To help children show how the jobs they do contribute to a group effort

Workforce

Preparation Skills:

- Basic skills – Mathematics
- Resources – Organizing information
- Personal qualities – Responsibility, self-management

## ACTIVITY:

# Jobs I Do Now

## Materials:

- "Big Ideas Mini-Poster"
- Drawing paper
- Crayons
- Newsprint or other large paper
- Markers
- Colored construction paper
- Masking tape
- "Official Job Badges" (cut ahead from construction paper; see illustration)
- Children's individual portfolios

## Time:

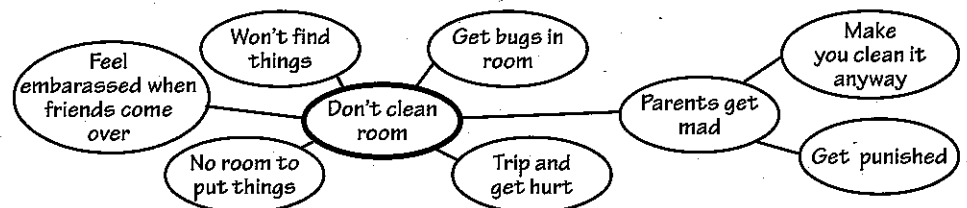
30–45 minutes

## Procedure:

1. Ask the children to think about one job they do at home (for example, "set the table," "make my bed," "clean my room," "do yard work," "feed pets"). Give them paper and crayons and have them draw a picture of themselves doing that job.
2. When the children have finished drawing their pictures, have each child share his or her drawing and tell about the job he or she does. As the children share this information, list the jobs on the large sheet of paper.
3. From the list generated, use a large sheet of paper to make a chart with the jobs the children described. Have the children cut out several circles or other shapes from construction paper. (Using different colored paper or shapes will make it easier for the children to see any patterns.) Have them write their name and age on their circles. Then ask them to come up to the chart and tape their circles to the job column with the jobs that apply to them.

Set Table	Make Bed	Clean Room	Yard Work	Feed Pets
Keisha 8	Keisha 8	Keisha 8	Keisha 8	Troy 8
Sam 7	Sam 7	Jackie 7		Jackie 7
	Jackie 7			

4. Ask the children to look at the chart and try to identify patterns. For example, they might look at what jobs are the most and least common, whether there are differences in the kinds of jobs 6-year-olds and 8-year-olds do or between the kinds of jobs that boys and girls do.
5. As a group, pick one of the jobs that the children list. Have them think



about what would happen if this job didn't get done. Use another large sheet of paper to list all the things they can come up with.

6. Have the children look back at the chart where they put their circles. Ask them to pick out the job they're most proud of. Pass out "Official Job Badges" and ask the children to illustrate the job they picked with a picture, words or both. Help the children attach their badges to their clothing with tape or safety pins so they can wear the badges home to share with their families.



## Talking It Over:

After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What do you have to *know* to succeed in the jobs you do at home?
- What do you have to *do* to succeed in these jobs?
- Look at the jobs on the chart where your name isn't listed. Are there some you could do?
- What patterns did you notice about the jobs that children do in our group? Are there some jobs that only boys should do and only girls should do? That only older children should do? Why do you think this is so? *Point out that while there are some jobs that only older children should do for safety reasons – such as using cleaning products, food preparation with knives, and using machines such as lawn mowers — any household jobs can be done by both boys and girls.*
- How did you learn to do your jobs?
- How can you make work fun?
- How are the jobs you do at home similar to those in the world of work?

## How to Simplify:

Have the children draw a symbol on their tags instead of writing their names.

## How to Extend:

- Have the children survey another group to identify jobs these children may have. Ask them to compare the two lists. What similarities and differences do they find?
- Have the children list jobs they do in their 4-H group, afterschool program or classroom. Are these similar to or different from the jobs they do at home? Are some of the skills the same?
- Have the children write a job description that another person could follow to perform one of the jobs they do at home.
- Have the children list all the jobs that are done in their homes (by them or by other family members). Have them pick one job and write and illustrate a story about what would happen if the job was not done. For example, what would happen if no one ever bought groceries, did the laundry or took out the garbage? Have them share their stories or act them out in a skit.

## Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Job
- Responsibility
- Work



## For the Portfolio:

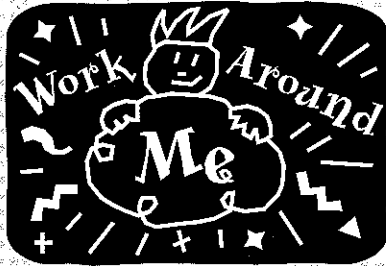
The following are examples of children's work from this activity. Use these when you complete the "Portfolio – Putting It All Together" activity later in this theme.

- Pictures the children drew of themselves performing their jobs
- Photo or sketch of job graph
- Written story or skit script

## Making Connections

Doing this activity helped children think about the importance of the work they do, said Judy Butterfield, 4-H agent from Jacksonville, Florida. According to Danielle Adams, 4-H coordinator in Baker County, Florida, the visual effect of the graph contributed to the success of this activity. Christy Hicks, 4-H VISTA worker in Oakland County, Michigan, agreed. She said that once the chart was up on the wall, her group of K–3 children at an urban community center had lots of ideas about the patterns that emerged and even added a new column, "walking younger kids to school." Sometimes a job is something that seems far off in the future. But the responsibility children learn from doing jobs now can help them succeed in the workforce in the future.

Theme:



**WOW! Goals:**



**Self Attitudes**



**Objectives:**

- To help children identify the role they play in a group project
- To help children identify the roles others play in a group project
- To help children identify the importance of working together to complete a project
- To help children practice teamwork skills
- To help children evaluate how well a group works together

**Workforce**

**Preparation Skills:**

- **Interpersonal skills – Teamwork**
- **Basic skills – Communication**
- **Thinking skills – Decision-making**
- **Personal qualities – Responsibility, cooperation**

## ACTIVITY:

# Go, Team, Go!

**Helper's Note:** There are several options for doing this activity. All the activities focus on teamwork: Option 1: Games; Option 2: Art; or Option 3: Snack Attack. Display the "Big Ideas Mini-Poster" while you are doing the activities. Use the "Talking It Over" questions at the end of this activity sheet for any of the options you choose.

## Option 1: Games

**Pick one or more of the following games to play: "Cooperative Musical Chairs," "Cross the Swamp" or "Pass It."**

### Cooperative Musical Chairs

**Materials:**

- "Big Ideas Mini-Poster"
- Tape player and music tapes (or other music source)
- Chairs

**Setting:**

Large area with chairs placed in a circle, facing out

**Time:**

10–20 minutes

**Procedure:**

1. Set up the chairs in the usual musical chairs fashion – in a circle with one less chair than there are children.
2. Tell the children that in this game the whole group wins or loses. Explain that they should walk around the chairs and when the music stops, they should all try to get a chair. Tell them the whole group is responsible for seeing that everyone has a place to sit – even if it's on someone else's lap.
3. Start the music and stop it unexpectedly. When the music stops, make sure everyone gets a

seat (no one is eliminated). Then remove one chair.

4. Continue playing by stopping the music and eliminating chairs. Emphasize that all the children need to sit on the remaining chairs and that they all must help each other stay on. If anyone falls, the group loses and starts again.

### Cross the Swamp

**Setting:**

Indoors in a large room or outdoors

**Materials:**

- "Big Ideas Mini-Poster"
- Masking tape or string
- Carpet squares or pieces of cardboard (one per child, plus one extra for each team)

**Procedure:**

1. Use tape or string to mark start and finish lines at either end of a room or open area (about 20 feet apart). The area between the lines is "the swamp."
2. Divide the group into three or four smaller teams (teams of four to six children work well). Place a magic stepping stone – a carpet square or piece of cardboard – for each team at the beginning of the line.
3. Give each child a magic stepping stone to get across the swamp. Tell them this is to protect them from

falling into the swamp. The object for all the teams is to get across the swamp without falling in.

**4.** The first person on each team steps onto the magic stepping stone at the beginning of the line. That team member then places his or her stepping stone on the ground and steps onto it.

**5.** The next person steps onto the open starting stone, then passes his or her stone to the first person, who puts that stone down, then everyone moves up one stone. This goes on until each team has made it safely across the swamp to the finish line.



## Pass It

### Materials:

- "Big Ideas Mini-Poster"
- Four buckets
- An even number of stuffed animals or other objects, enough to fill two buckets

### Setting:

Indoors in a large room or outdoors

### Time:

10–20 minutes

### Procedure:

- 1.** Fill two buckets with equal numbers of stuffed animals or other objects. Ask for a volunteer to help you with a special task.
- 2.** Have the children line up shoulder-to-shoulder.
- 3.** Have the volunteer place a full bucket at one end of the line of

children and an empty bucket at the other end.

**4.** Set an empty bucket and a full bucket 5 or 10 feet away from and parallel to the line of children. The full and empty buckets should be in corresponding positions to the full and empty buckets in the children's line. Ask the volunteer to stand by the full bucket.

**5.** Tell the children that their job is to move all the stuffed animals from one bucket to the other, picking up only one stuffed animal at a time.

**6** When you give the signal to start, the first person in line picks up a stuffed animal and passes it to the next person in line, and so on. When the stuffed animal reaches the final child in the line, he or she puts it in the empty bucket. The child who is working alone will have to carry the stuffed animals from one bucket to the other.

---

## Option 2: Art

### Materials:

- "Big Ideas Mini-Poster"
- 3-foot-long to 4-foot-long piece of paper
- Paintbrushes and watercolor paints or markers and crayons
- Construction paper (various colors)
- Scissors
- Glue
- Other art supplies

### Setting:

A room with a table or floor space large enough to accommodate a large piece of paper

### Time:

30–45 minutes

**Helper's Note:** The topic of the mural can be connected to any 4-H project area or subject matter theme.

### Procedure:

- 1.** Give each child only one art supply item (such as a paintbrush, a jar of paint, a sheet of construction paper, a pair of scissors). Explain to the children that they are going to make a mural. A mural is a large painting or drawing that tells a story without words. Ask them if any one person in the room has the materials needed to complete the task.
- 2.** Pose the following questions to the children:
  - How will you work together to make the mural?
  - How will you share the materials?
  - How will you decide what the mural should look like?
  - How will you work together as a group?
  - How will this be a group project and how will you deal with any problems that arise?

**3.** After the children have discussed these questions, allow them time to make the mural.



## Option 3: Snack Attack

### Materials:

- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Masking tape
- Markers
- "Fruit Sticks Recipe" handout
- Snack ingredients (see recipe)
- Cooking utensils (see recipe)

### Setting:

An area where food can be prepared safely

### Time:

Varies

### Procedure:

1. Use the recipe provided or choose a simple snack recipe. Assemble the ingredients and cooking utensils you will need.
2. Explain to the children that they will be making a snack. Before they get started, they will need to decide how they will accomplish what needs to be done. Have them review the recipe and the steps involved in making the snack.
3. Help the children brainstorm ways they could make the snack. Use the large sheet of paper and the markers to list their ideas. For

example, to make fruit sticks, someone may suggest that each person should put the same fruit on each stick, like an assembly line. Another suggestion may be to set up "stations" with a different fruit at each one. Then each person could assemble his or her own fruit stick. When brainstorming, remind the children to list all the ideas first without judging them.

4. Next, help the children decide among the alternatives they have listed.
5. Complete the snack preparations and enjoy!

### How to Simplify:

- Divide the children into smaller groups when doing this activity.
- Choose a simple recipe that involves just a few steps and that doesn't involve knives or cooking with heat.

### How to Extend:

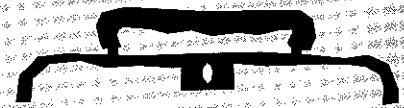
- The next time the children make a snack, remind them to use what they learned from this experience.
- Try preparing the snack in more than one way. Compare different

ways of preparing a snack. What are the advantages and disadvantages of each method?

### Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Cooperation
- Decision-making
- Teamwork



### For the Portfolio:

The following are examples of items that could be placed in children's portfolios after doing this activity.

Use these when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Have the children write on an index card how the final product (game, mural, snack) would have been different without each individual's participation. If the children are younger, you may write down their responses.
- Photographs of the activity in progress.

## Talking It Over:

After completing one or more of the options, have the children get in a circle and ask them some of the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What worked well when you played the game, made the mural or made the snack? What didn't work well?
- What skills did you use during the activity? Possible answers include teamwork, cooperation, communication, negotiation.

- If you were to play or make this again, how could you do it better?
- What does the word "teamwork" mean? What does it take to work well as a team? *Teamwork means working with other people to reach a common goal.*
- What did you learn about the value of teamwork?
- What other teams are you a member of? Can you think of ways that you work as a team in your 4-H group, your home, your classroom or on a sports team?

- What jobs might need teamwork? Many jobs involve teamwork. Teamwork skills can help you in school and in the future. Teamwork is a skill that all employers value. Whether you are a member of an orchestra, a firefighter, a construction worker, a secretary or run a business, you will need to work as part of a team.

## GO, TEAM, GO! GAME: SNACK ATTACK HANDOUT

# Fruit Sticks Recipe

(makes 5 sticks)

**Fruit sticks are good for you! They will give you vitamin C to help cuts and bruises heal. They also give you calcium for strong bones and teeth.**

.....

### You need:

- 1 banana
- 10 seedless grapes
- 10 pineapple chunks (an 8-ounce can of pineapple chunks in natural juice has about 15 chunks)
- One 8-ounce carton vanilla yogurt
- ¼ cup shredded coconut

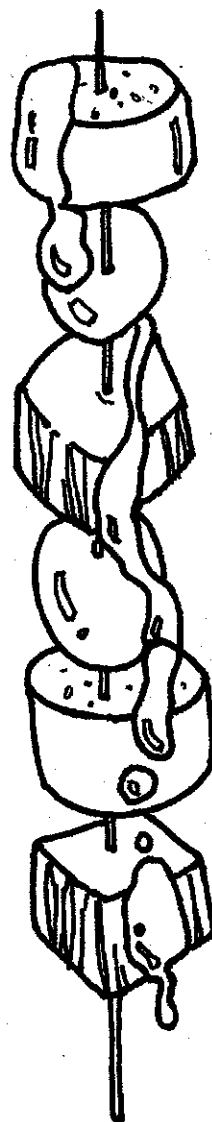
**Note:** You can also use other fruits, such as strawberries, blueberries or peeled tangerine sections.

.....

### Equipment:

- Table knife
- Cutting board
- Paper towel
- Can opener
- Spoon
- 5 sticks – use wooden cocktail skewers, plastic coffee stirrers or narrow plastic straws
- Small mixing bowl
- Serving plate

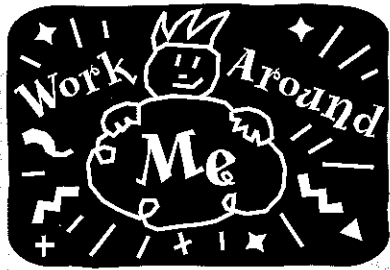
1. Peel the banana and cut it into 10 bite-sized pieces.
2. Rinse the grapes and pat them dry with a paper towel.
3. Open the can of pineapple chunks and use a spoon to take out 10 chunks.
4. Carefully push two banana slices, two grapes and two pineapple chunks onto the pointed ends of the sticks in any order you wish.
5. Put all the sticks on a serving plate.
6. Pour the yogurt into the mixing bowl.
7. Add the shredded coconut and mix it together with the spoon.
8. To serve, dip each fruit stick into the yogurt or spoon a little over each stick.



### Be Safe!

**When using knives, cut on a hard surface like a cutting board.**

Theme:



WOW! Goals:



Self



Skills

Objectives:

- To help children identify jobs that need to be done within their group
- To help children take responsibility for completing an assigned job
- To help children identify teamwork as an important part of groups working together
- To help children practice communication and problem-solving skills
- To help children evaluate how well they did their jobs and understand how their combined efforts help the group

Workforce

Preparation Skills:

- **Interpersonal skills** – Teamwork
- **Basic skills** – Communication
- **Thinking skills** – Problem-solving
- **Personal qualities** – Respect for others, cooperation
- **Systems** – Complex interrelationships

ACTIVITY:

# Getting the Job Done

Materials:

- Slips of paper
- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Masking tape
- Markers
- Pencils
- "Job Application Form" sample
- "Job Evaluation Form" sample
- Children's individual portfolios

Time:

1 hour for first part of activity; will take longer if you do a job application and interview process. Continuing to do jobs takes place over the period the group is together (for example, a school year).

Procedure:

**Before the meeting:**

On each slip of paper, write down the name of a job that children might do. Examples include feeding the cat, walking the dog, making your bed, setting the table, mowing the lawn, weeding the garden, vacuuming the rug, shopping for groceries, doing homework, handing out supplies, cleaning up after a snack and collecting club dues.

**During the meeting:**

1. Divide the group into pairs. Let each pair choose a slip of paper and act out the job written on it while the rest of the group tries to guess the job.
2. Brainstorm with the children what jobs must be done to help your group accomplish its goals. For example, members of a 4-H group might need to have someone bring refreshments to each meeting or decide which community service project to do. In an afterschool program, you may need to clean up from the afternoon snack and put away the art supplies every day. List the jobs that need to be done on the large sheet of paper. Ask the children to give reasons why they think these jobs are important.
3. Pick one of the jobs written on the large sheet and ask the children to discuss what steps have to be done to complete the job. Tell them that this is a **job description**. Write these steps on a large sheet of paper. You may need to help the children think of steps for jobs they haven't done before. Have them think of any special skills or knowledge (**qualifications**) that are needed to do this job. Ask what tools or equipment they will need. Have the children work in groups to think of the steps and write descriptions for the remaining jobs. For example:
  - **Group Secretary** – Keeps a written record of meetings. Takes attendance at each meeting. Describes what activities happen at meetings.
  - **Horticulture Assistant** – Takes care of plants. Waters plants on Monday and Friday. Cuts off yellow and brown leaves as needed.
4. On another large sheet of paper, create a job chart that lists jobs the children have decided must be completed to reach the group's goals.



## Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Cooperation
- Evaluate
- Evaluation
- Interview
- Job application
- Job description
- Qualifications
- Teamwork



## For the Portfolio:

The following are examples of children's work from this activity. Use these when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Copy of the job description or job chart for each portfolio
- Copy of completed job application
- Copy of completed job evaluation

Decide whether you will have individuals or teams do each job. Decide how often the jobs will change (for example, every meeting, every week, every two weeks, every month).

5. You could also have the children go through a job **application** and **interview** process to seek each job (see the "Job Application Form" sample at the end of this activity).
6. Provide feedback and encouragement as the children do their jobs. Modify the jobs as necessary as the children perform them.
7. Discuss with the children that it's important that they learn how to tell if they've done a good job. When people work, their job performance is **evaluated**. At the end of the job period, ask the children to complete a short **evaluation** form about how they did (see the "Job Evaluation Form" at the end of this activity).
8. As the children do their jobs, continue to help them think about what is going well and what they could do differently. If you didn't use the sample job evaluation form, you might want to ask some of the questions on it to perform a group evaluation of the jobs.

## Talking It Over:

After completing the activity, have the children get in a circle and ask them some of the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What do you think might happen if a person didn't do his or her job?
- What could you do if someone didn't do his or her job?
- How do you feel when someone isn't doing the job he or she is supposed to do?
- What have you learned about each person's responsibility to the group and how everyone's efforts help the group?

## How to Simplify:

- Choose simple jobs children are familiar with and that have just a few steps.
- If you're introducing a job the children aren't familiar with, younger children may need to do the job first before they can think of the steps involved in it.
- Have the children complete the jobs in pairs.
- Use pictures to describe each of the steps needed to do a job.
- Create a simpler application form.
- Have the children give their answers orally for the job application process.

## How to Extend:

- Have the children do jobs that have more steps and are more complex.
- Have the children develop their own job application form.
- Have the children develop their own job evaluation form.
- Have the children practice interviewing each other. Then invite parents or members of the business community to help with job interviews.

## GETTING THE JOB DONE SAMPLE

# Job Application Form

### Job Openings:

The following jobs are available this year:

- Teacher Assistant
- Custodial Assistant
- Horticulture Assistant
- Food Service Assistant
- Equipment and Supply Technician

### Qualifications:

Successful applicants must have the following qualifications:

- Be a fifth grader
- Be able to listen and follow directions with a minimum amount of supervision
- Be able to complete a task
- Be respectful
- Have good attendance
- Be dependable
- Be willing to be trained

Date: September 15, 1999

Name: Casey Adams

Address: 1234 Main Street, Anytown

Telephone Number: (555) 555-1111

Names of Positions Applying For:

Custodial Assistant and Teacher Assistant

### Names and Phone Numbers of Two References:

1. Karen Pacel (grandmother) (555) 555-3000

2. Samuel Jenkins (neighbor) (555) 555-6712

### Write three sentences explaining why you would like to do these jobs.

I like to work with other people. I like to keep things neat and organized.

I like doing things that help others.

### List any job experience you have.

Yard work for my grandmother.

Take care of neighbor's cat when he goes away.

Help older sister with her paper route.

Signature: Casey Adams



## Making Connections

This activity helps to create a system for getting things done. To develop their skills, it's important for children to be involved in creating the system. Melody Glick used classroom jobs with her first-grade class. They broke into four teams of six members each. The children generated the following list of jobs for each team to complete each week:

- Attendance Officer and Office Delivery Person
- Supply Technicians (two)
- Calendar/Weather Reporter
- Terrarium Caretaker
- Nature Caretaker (feeds all insects, spiders and fish)
- Custodial Service Helpers (everyone helps with this)

After three weeks, Melody reported that the children were beginning to discuss with each other the problem areas of their responsibilities. She found that there was greater cooperation among team members and fewer "tattletales." Children began to praise each other when they had done a good job. As an added benefit, Melody said there was less for her to pick up at the end of the day. Everyone benefits when children develop good work habits and interpersonal skills.

## GETTING THE JOB DONE SAMPLE

# Job Evaluation Form

Name: Casey Adams

Date: October 30, 1999

Name of Job: Custodial Assistant

1. Did you like your job?  Yes  No

What did you like most about the job? When the teacher noticed how well I set up boxes for recycling.

What did you not like about the job? When people threw things on the floor.

2. Name one thing you learned by doing the job. How to sort trash for recycling.

3. Check the following skills you needed to do this job and give an example for each.

Reading \_\_\_\_\_

Writing Made signs for recycling boxes.

Math Weighed the paper for recycling at the end of each week.

Getting along with others Worked with school custodian.

Communication Explained the recycling boxes to the class.

Other skills (please specify): \_\_\_\_\_

4. Do you use these skills in any other way? If so, give one example.

As the secretary of my 4-H club, I use my writing skills.

5. Would you like to do this job again? Why or why not?

Yes, but I'd also like to try something else.

6. What advice would you give to someone else who is assigned to do this job?

If you don't empty the recycling boxes on time, you'll have a mess.

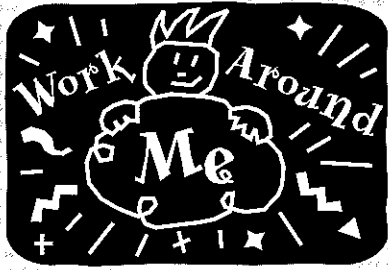
7. How would you train another person to do this job?

I would have that person follow me when I do my job one day.

8. How might the skills you have used to do this job relate to a job you might do in the future?

I can be responsible and work with other people.

Theme:



**WOW! Goals:**



**Awareness Attitudes**

**Objectives:**

- To help children become familiar with work their family members do
- To help children develop communication skills by interviewing a family member

**Workforce**

**Preparation Skills:**

- Basic skills - Communication
- Information - Acquiring and organizing information
- Personal qualities - Respect for others
- Interpersonal skills - Appreciation of diversity

**ACTIVITY:**

# Work in My Family

**Materials:**

- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Markers
- Masking tape
- Paper
- Pencils
- Tape recorder
- Blank cassette tape
- Drawing materials
- Children's individual portfolios

**Time:**

30-45 minutes at first meeting; 10-20 minutes at follow-up meeting

**Helper's Note:**

As part of this activity, the children will interview an adult in their family to learn more about that person's work. Define work as what a person does, whether it is paid or unpaid. It may be volunteer work or work that is done for the family.

Keep in mind that work can be a sensitive topic if family members are unemployed or if they are involved in questionable work activities.

Some children may need to talk with a relative or other adult who is important to them. The adult they choose to interview may not live in their household.

You may want to consider inviting a local resource person such as a museum worker, a news reporter or a librarian to come to the meeting to talk with the children about how to ask interview questions and record information. This also could give the children a chance to learn more about the resource person's job.

**Procedure:**

1. Ask the children to name what the adults in their family do for work. Review the concepts included on the "Big Ideas Mini-Poster" to help the children think about the value of work and the different kinds of work that people do.
2. Explain to the children that their task is to find out more about their family members' work. Ask them to think of questions they could ask their family members about their work. Write their suggestions on a large sheet of paper. Sample questions they might come up with include:
  - What was your first job?
  - What is your job or work now?
  - Describe work you do that you get paid for. Describe work you do that you don't get paid for.
  - How did you learn to do your current job?
  - What work did you do in your family when you were my age?
  - What skills do you use most in all the work you do?

## Making Connections

Mary Evangelista, a kindergarten teacher, reported that the discussions of her students' parents' jobs had a positive effect. After the children presented the information about their parents' jobs, they listed "working together," "teamwork" and "following the rules" as important skills parents used in their jobs. After they talked about jobs, the students role-played various jobs using costumes and props. Like Mary, you can use different learning strategies to extend the ideas about work and skills that children are learning in the activities.

3. Tell the children that their job before the next meeting is to talk to a grown-up in their family and ask the person about work he or she does now or has done in the past. Encourage the children to find out what kinds of things the person does (or did) for his or her jobs, and what kinds of things the person learned in school to help him or her prepare for work. Ask the children to draw a picture of the grown-up doing his or her job that the child can share during the next meeting. Also encourage the children to write down some of what they learn while interviewing their family member. If you've invited a resource person to the meeting, have that person spend a few minutes talking with the children about what to keep in mind when interviewing their family members and how to record the responses or show information on their pictures. Also, give the children time to learn about the resource person's job.

## Talking It Over:

Ask the children the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What are some of the similarities and differences among the jobs you learned about?
- What did you learn about the different kinds of skills and background learning that people needed for their work? Did anything surprise you?
- How does the work your family member has now differ from the first job he or she had?
- What are some similarities between the jobs or chores you do in your family and the jobs or chores the adults did when they were your age?
- What kind of work or job do you see yourself doing in the future? How is that job like or different from your family member's job? What kinds of skills might you need for the job you're interested in? What will you have to do to prepare for this job?

## How to Simplify:

- Have younger children show what they learn from their interview by drawing a picture only.
- Create a "fill-in-the blanks" handout like the following that younger children could take home and complete (with help, if needed) after they interview their family member.

Sandy Jackson (grown-up's name) works as a car mechanic (name of job).

He/she learned about math and problem-solving in school, which helps with his/her job.

This is a picture of how I think my mom looks at work.



## How to Extend:

- Read a book to younger children to introduce the topic of family members working. Examples include *Mom Goes to Work*, by Libby Gleeson (New York: Scholastic Inc., 1992) or *Daddies at Work*, by Eve Merriam (New York: Simon & Schuster, 1989).
- Have the children record their interviews on audiotape or videotape and share the interviews with the rest of the group.
- Have the children make an "occupational family tree" to show the jobs in their family. Tell the children that a family tree is a kind of map used to represent a family. You may want to share *My Map Book*, by Sara Fanelli (New York: HarperCollins, 1995), which contains a simple family map. Explain that a family tree can be used to trace a family's history, the names of the people in a family (such as parents, grandparents, brothers and sisters) and events that happened in a family (such as dates of birth, marriage and death). These could include both jobs family members held outside the home and family chores for which they are responsible.
- Have the children role-play some of their family members' jobs by creating and using costumes and props.
- Invite the children's family members to your meeting to talk about their jobs. You may even want to arrange for the children to visit the workplace of one or two of the adults.



### Vocabulary Words

Refer to the definitions in the *WOW! Helper's Guide*.

- Career
- Interview
- Job
- Skill
- Work

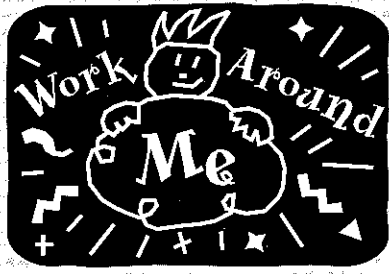


### For the Portfolio:

The following are examples of children's work from this activity. Use these when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Pictures the children drew of their family members at work
- List of questions the children developed
- The "family occupational tree" the children created

Theme:



WOW! Goals:



Self

Vision

Objectives:

• To help children identify their own areas of interest.

• To help children explore the idea that some children share similar interests, while others have different interests.

• To help children understand that their interests in the present may be connected to jobs in their future.

Workforce

Preparation Skills:

• Resources - Identify interests

• Basic skills - Communication

• Interpersonal skills -

Appreciation of diversity

ACTIVITY:

# These Are a Few of My Favorite Things

Materials:

- "Big Ideas Mini-Poster"
- Index cards
- Pencils
- Children's individual portfolios

Time:

30-45 minutes

Procedure:

**Before the meeting:**

Ask the children to bring something from home to share that represents something they like or like to do. (You may want to send a reminder note home.) For example, a child who likes insects may want to bring an insect field guide, a child who likes to read may bring a favorite book and one who likes to cook may want to make cookies to share. Any adults or older teens working with your group should also bring something to share.

**During the meeting:**

1. Set up a display area and ask the children to arrange their items on it. Ask them to write their name on a placard (a folded index card) to place next to their item.

2. Have the children walk around the items displayed to see what the others brought. Tell them to use only their eyes to observe the items. Ask them to think of questions they may like to ask about what they see.

3. After everyone has had a chance to observe the items, ask the children to sit in a circle and give each person time to share his or her item and tell about the interests it represents. Encourage the children to ask questions about each person's interests.

**Talking It Over:**

After the children have shared their items, ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What did you think about the different interests we learned about? Were you surprised by any similarities or differences between our interests?
- Can you describe any careers or jobs that are related to any of the interests we learned about?
- Think of an adult you know who has a job. Now think about some of the things he or she is interested in. Can you describe any connections between these jobs and interests? *Depending on their age and experi-*

ences, children may or may not be able to make connections with interests and jobs. You can give an example of yourself or someone you know.

- Why is it important to make a connection between things you're interested in and jobs you might have in the future? Explain that people who can connect what they like to do with their work may enjoy their work more. Then work can be fun! They may do a better job and be happier.

## How to Simplify:

Instead of having the children look at a display of all the items, simply have each child share the item he or she brought.

## How to Extend:

- After the sharing, divide the group into pairs and have each pair draw the name of an occupation out of a basket (for example, football coach, police officer, bank president, pilot, veterinarian or teacher – the possibilities are endless). Ask them to work together to imagine what each person with that occupation might have been interested in as a child.
- Invite people in the community to explain to the group how they have incorporated their interests into their jobs. If possible, invite people who have jobs related to the children's interests.

### Vocabulary Words:

Refer to the definitions in the **WOW! Helper's Guide**.

- **Hobby**
- **Interests**



### For the Portfolio:

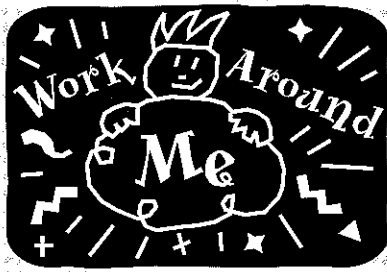
The following is an example of children's work from this activity. Use it when you complete the "Portfolio – Putting It All Together" activity later in this theme.

- Ask the children to bring a picture from home or to draw a picture that shows them engaged in their area of interest.





Theme:



WOW! Goals:



Self



Vision

Objectives:

- To help children identify skills they have
- To help children identify what they know
- To help children identify their interests
- To help children identify experiences they've had
- To help children learn how to improve their skills

Workforce

Preparation Skills:

- Resources – Identifying strengths, presenting information
- Interpersonal skills – Appreciating diversity
- Personal qualities – Respect for self and others
- Thinking skills – Reasoning and thinking creatively

**ACTIVITY:**

# Wow! What I Do Well

**Materials:**

- "Big Ideas Mini-Poster"
- Construction paper
- Pencils
- Crayons
- Stapler
- Children's individual portfolios

**Time:**

30–45 minutes

**Procedure:**

**1.** Ask the children to stand in a line. Explain to them that you're going to call out different questions to them and that they should follow your directions depending on their answers. Use the questions below or make up your own.

- Do you like sports? If you do, move right.
- Do you like to read? If you do, do two jumping jacks in place.
- Do you like to cook? If you do, move one giant step to the right.
- Do you like to clean your room? If you do, hop one step to the left.
- Do you like to watch television? If you do, move one step back.
- Do you like to play video games? If you do, move left.
- Do you like to dance? If you do, do your favorite dance step in place.
- Do you like to be alone? If you do, move two giant steps to the left.
- Do you like to listen to music? If you do, hum a tune and move two steps right.
- Do you like to work in groups? If you do, go to the nearest person and take two steps forward.

**2.** Ask the children why they're not standing in a straight line anymore. Explain to them that they're not in a straight line because they had many different responses and these differences make us unique. We all have things we like to do and do well. These are called **interests** or **skills**. Interests may also be called **hobbies**; they're things you like to do or enjoy. Skills are things that you know how to do and are good at. Ask if anyone has a hobby or something they're really good at.

**3.** Explain that they will make a book about their skills and hobbies titled *Wow! What I Do Well*. Tell them to write a separate heading at the top of each page ("What I Enjoy," "What I Know How to Do Well," "Things I Have Done" and "Things I Have Learned").

**4.** Explain that they're going to draw a picture to fit each heading. Read over each heading with the children and generate ideas about what they could include. Pass out the drawing materials. Ask them to write a caption below each picture to explain what they drew.

## Talking It Over:

After completing the activity, have the children get in a circle and ask them some of the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- Why do you like to do what you do?
- How did you learn your skill?
- How has your skill, knowledge, experience or interest helped you in other ways?
- Are there any other things you would like to do well?
- If you don't know how to do that now, how could you learn?
- How could you improve your skills? *Explain that there are many ways to improve your skills. How you improve them depends on you and what you want to do. For example, you could improve your skills by practice. You could have someone who knows how to do something really well teach you, whether it is someone your own age or an adult. You could take lessons or read a book.*

## How to Simplify:

- Ask them to explain the picture and write the caption for them.
- Have younger children draw one picture of themselves doing something they're good at.

## How to Extend:

- Increase the complexity of the questions you ask at the beginning of the activity.
- Have the children pair up. Give them 15 minutes to interview each other to find out what each one does well. Then have them share this information with the group.
- Add another page heading to their book: "Something I Would Like to Learn How to Do."
- Develop a "Me Museum," displaying examples of their interests, skills, knowledge and experiences.



### Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- **Hobby**
- **Interests**
- **Skills**



### For the Portfolio:

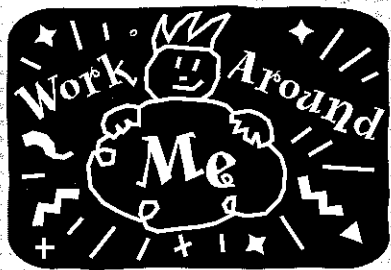
The following is an example of an item that could be placed in the children's portfolios after doing this activity. Use it when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- *Wow! What I Do Well* book

## Making Connections

When 4-H Coordinator Shelda Wilkens used this activity in Seminole County, Florida, she adapted it for a multi-age 4-H club doing a leadership project. The older youth weren't as interested in drawing so they divided a page in sections and made lists instead. They really enjoyed discussing their answers, particularly when jobs or possible careers were discussed in relation to their skills, hobbies and learning. This self-awareness is an important part of workforce preparation.

Theme:



WOW! Goals:



Self



Skills

Objectives:

- To help children review previous activities
- To help children identify and develop an understanding of what they have learned
- To help children reflect on their accomplishments
- To help children organize information

Workforce

Preparation Skills:

- Resources – Establishing goals; organizing and presenting information; identifying skills, interests, experiences and knowledge
- Thinking skills – Creativity, decision-making and learning how to learn
- Personal qualities – Self-management and responsibility
- Basic skills – reading, writing, speaking and listening

ACTIVITY:

# Portfolio - Putting It All Together

Materials:

- "Big Ideas Mini-Poster"
- Paper
- Pencils
- Children's individual portfolios

Time:

30-45 minutes

Procedure:

1. In the *Work Around Me* theme, children explore how they and the people around them work to "get the job done." Using the mini-poster, review the "Big Ideas" that related to the theme. This activity gives children a chance to reflect on what they have accomplished during this theme and any new discoveries they may have made about themselves. Have the children look through their portfolios to review the projects they did for this theme.
2. Ask the children to look at each item and think about the activities they did. Give them enough time to look through their portfolios. Tell them they'll have a chance to share their portfolios with others in the group.
3. Review the process for compiling the portfolio:
  - **Collecting** samples of your work that show what you did or what you learned.
  - **Reflecting** on these items. Talk to someone or write your thoughts about what you have learned or done.
  - **Selecting** samples that best represent your work or are the most meaningful to you. Explain why you chose these items.
4. Prompt them to think by asking them questions such as:
  - What did you like about that activity?
  - What would you do differently next time?
  - What did you learn during that project?
  - What else would you like to know?

Have the children write their responses to one or more of the above questions on an index card or sheet of paper that they can include with their portfolios.

5. If you did "Goal Setting – Ready, Set, Know!" as an opening activity, follow up by having the children complete the "Putting It All Together" chart, either individually or as a group. Use the following as a guide to create a chart.

Patting It All Together		
What Did We Learn?	How Did We Learn It?	What Do We Still Need or Want to Know?

**Vocabulary Words:**  
 Refer to the definitions in the *WOW! Helper's Guide*.

- Evaluate
- Portfolio

6. Ask each child to share his or her portfolio with the group.

### Talking It Over:

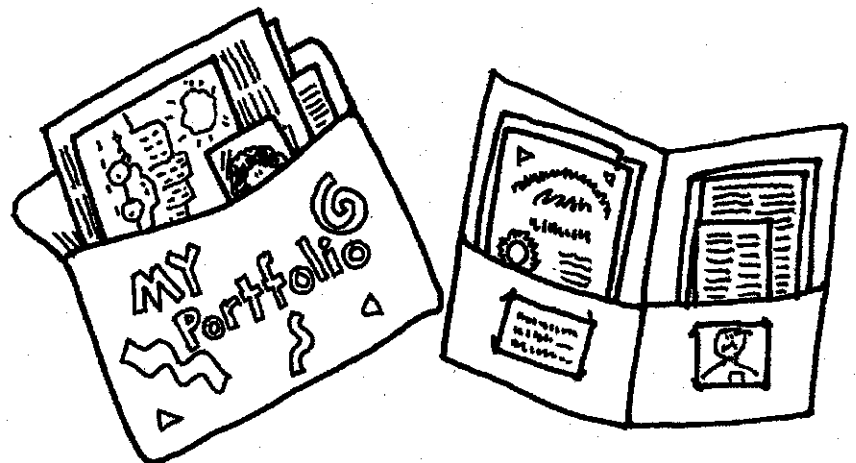
Ask the children to reflect on how the things they have learned from these activities may affect jobs they may have in the future.

### How to Simplify:

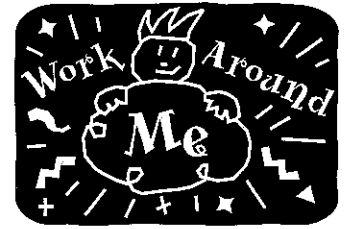
Allow the children to tell you their answers and write the answers for them.

### How to Extend:

- Have the children write one new thing they learned and something new they would like to know.
- Ask the children to select one thing they are most proud of in their portfolio. Make a group list to put in a time capsule. Open the time capsule at some established future date.
- Make a collage of the children's work samples. Display the collage under the title "Wow! Look at Us!"
- Share the children's work at a family night or open house. Involve the children in thinking of a way to involve their family members and to creatively display what they have done.



## Theme 1: Work Around Me – Family Connections Letter



### Dear Parent:

Your child is taking part in several **WOW! (Wild Over Work)** activities that are designed to help children learn more about the skills they'll need to succeed in the world of today and in the work world of the future. **WOW!** activities help build children's awareness of career options and the skills they need to explore these possibilities.

We're currently involved in activities related to the theme of "Work Around Me," in which children are exploring how they and the people around them work to "get the job done." Some of the big ideas that we're exploring include:

- **Work is the way we get things done.**
- **Everybody works.**
- **People in a group need to work together.**
- **Work can be fun.**
- **Work can relate to your interests and skills.**

In each activity, children will make or do something related to the theme. Ask your child to tell you about the **WOW!** activities or show you something he or she made. Children may keep a portfolio of their work to show what they've done over time. There are many ways you can help your child "extend" what he or she learned in the **WOW!** "Work Around Me" activities. Here are a few ideas for you to consider:

- Help your child recognize the work that each family member contributes to your household by

helping him or her create a chart of household chores that family members can check off. Ask your child to lead a family meeting to discuss any changes needed in these responsibilities.

- Children this age thrive on positive reinforcement. Find three positive things to say to your child every day related to the household chores that he or she is doing. Some examples are: "I like the way you made your bed. It looks really nice." "You did a good job helping your sister pick up her toys." "Thanks for giving Fido fresh water to help keep him healthy." It's important to say something positive about your child's behavior, not something general like, "You're a good kid." That way, when you tell your child something he or she did wrong, the child won't interpret what you said as "You're a bad kid."
- Take opportunities to talk with your child about work experiences that you and others in your family have had. Talk about how you ended up with each job, what kinds of skills you needed for the job, and how you felt about and valued the work.
- Finally, encourage your child to explore areas that he or she is really interested in. Many people end up in jobs related to interests they've developed as youngsters, so you never know where an interest might take your child! Think about ways in which you can help your child to explore these interests, including using the local library or having your child talk to people with related jobs.