WHEN I GROW UP:
Career Lessons & Activities for Elementary

INTRODUCTION

• Standards:
  - Investigate world of work & self (Curiosity)
  - Achieve aspirations successfully (Goals)
  - Relation of personality, education, etc. to world of work (Meaning-Making)

National Standards for School Counseling Programs (Campbell & Dahir, 1997)
ASCA Student Standards (2004)
ASCA National Model (2012)

OUR TIME TOGETHER

• Setting the Stage
• Theoretical Foundation
• Implementation
• Working Time

INTRODUCTION

• Criticisms of career at the ES level
  - Time
  - Too Much Pressure
  - Inappropriate
  - No Structure

HANDOUTS
http://richardcleveland.me
THEORETICAL FOUNDATION

“We guide our boys and girls to some extent through school, then drop them into this complex world to sink or swim as the case may be. Yet there is no part of life where the need for guidance is more emphatic than in the transition from school to work – the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success.”

- Frank Parsons (1909)

RESEARCH

- Sparse (McMahon & Watson, 2005; 2008)

LITERATURE

- Multiple Influences (i.e. culture, family, community, etc.) (Arthur & McMahon, 2005; Gibson, 2005; Turner et al., 2004)
- Holistic (McMahon & Watson, 2008)
- Creates Vocational Identity (Mittendorf et al., 2011)
- Structured & Integrated (Hartung et al., 2008; Watson & McMahon, 2008; Wood & Kaszubowski, 2008)

THEORY

- Super’s Career Development Stages (Super, 1990)
- Social Cognitive Career Theory (Turner et al., 2004)
- System’s Theory Framework (Arthur & McMahon, 2005)

APPROACH

- Holistic & Developmental
- Constructivist & Systemic
- Structured, Multi-Faceted, & Integrated with Academics

IMPLEMENTATION

- Artistic displays (i.e. collages, murals, etc.)
- Educational career-focused games
- Field Trips
- Informational Interviewing
- Job Shadowing
- Mentors
- Role-Playing
- Live Speakers (PTA, community, associations, etc.)
- Career/Fair Day
- Websites (research, interactive, assignment, etc.)
IMPLEMENTATION

- Books & Narrative (Eppler, Olsen, & Hidano, 2009)
- Dino Cards
- Integrating with Curriculum (i.e. classroom lessons/activities, PSC curriculum, etc.)

- Family Career Tree (Gibson, 2005)
- Career Genogram (Gibson, 2005)
- Possible Selves (Markus & Nurius, 1986; Shepard & Marshall, 1999)
- Puppets

BOOKS & NARRATIVE

- Jobs People Do (Brooks & Litchfield)
- When I Grow Up (Douglas & Hurt-Newton)
- My Name is Not Isabella (Fosberry & Litwin)
- My Name is Not Alexander (Fosberry & Litwin)

DINO CARDS

- Wisconsin Career Information Systems, University of Wisconsin

INTEGRATING WITH CURRICULUM

- Classroom Lessons / Academic Standards
- PSC Curriculum
  - Committee for Children
  - Dependable Strengths
- Logistics
- Integration & Relevancy
**FAMILY CAREER TREE & GENOGRAM**

- Impact of parents/caregivers & family systems
- Attending & Processing
  - Feedback to develop autonomy rather than inferiority. Facilitate expression of beliefs about careers and expectations.

**POSSIBLE SELVES**

- Taking “Possible Selves” activity (Markus & Nurius, 1986) and adjusting for career (Shepard & Marshall, 1999)
- What are students’ “Hoped-For Selves”? 
  - Positive projections of self & vocation
- What are students’ “Feared Selves”? 
  - Negative views of self & vocation

**POSSIBLE SELVES**

- What do you hope to become?
  - Firefighter
  - Diesel Mechanic
  - Nurse
  - Teacher
  - Auto Mechanic

- What do you dread becoming?
  - Don’t have a job
  - Doing something boring
  - Being a computer worker because dad doesn’t like it

**PUPPETS**

- Fun
  - “Teach” Mr. Cleveland about careers
  - “Catch” Mr. Cleveland when he’s wrong
WORKING TIME

Theory + Practice = Creating a Plan

• Create a Career Guidance Unit using a Closing The Gap (CTG) Action Plan template

WORKING TIME

CREATE A PLAN

• Create a Career Guidance Unit:
  o Keep the Theoretical Approach in Mind
  o Ideas & Interventions (those presented or your own)
  o Use the CTG Action Plan Template to Guide/Structure

WORKING TIME

WORKING PACKET

1. CTG Action Plan Template
2. ASCA National Standards – Career Domain
4. Article: Mittendorff (2011)
5. Presentation Handout

CHECKING IN

1. Collaboration – Sharing Your Ideas & Approach
2. Reflection – What worked? Thoughts and Ideas for Improvement?
3. Return to Sender – Presentation & Work posted on website for use

THANK YOU!

http://richardcleveland.me

Richard Cleveland
Instructor & Doctoral Student
Seattle Pacific University
Seattle, Washington
rclevela@spu.edu