Elementary School Career Awareness

Kim Anderson

Portland State University
Abstract

The purpose of this paper is to present the results of my action research which was conducted in a second grade class and third grade class TEAM Kids Guidance Classroom over a four week period. The research was centered around career education to increase students’ career awareness. The research and results show upon receiving the four week sequence of career education curriculum students showed an increase in their overall career awareness. By teaching career education I discovered that students interest grew around learning about careers in their community, school, and world around them.
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Introduction

Introduction to the Problem

Background

The United States of America currently ranks 17th on the Index of Cognitive Skills and Educational Attainment, according to Pearson plc. (2013). The awareness of globalization and school reform have, according to Anctil, Klose Smith, Schenck and Dahir (2012) increased the U.S educational system’s accountability to graduate students who possess the knowledge and skills to compete in the global marketplace. This has propelled the Obama Administration to focus on education according to the Whitehouse.gov. President Obama declared “it isn’t about a high-quality education being a pathway to opportunities, it is a prerequisite to success.” President Obama has put forth his educational initiative for every student to “graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status” (Shenck, Anctil, Smilth and Dahir, 2012, p. 222). On a state level, Oregon Governor, John Kitzhaber and the Confederation of Oregon School Administrators (COSA)/Oregon Association of School Executives (OASE) Superintendents Vision and Policy Task Force has put into effect the Achievement Compact 40/20/20 Goal, which explains by the year 2025: 100% of graduating Oregonians will have earned an education degree or certificate. 40% will earn a bachelor’s degree or higher, 20% will earn an associate’s degree or post-secondary credential, and 20% will have earn a high
school diploma or equivalent (COSA/OASE Superintendents Vision & Policy Task Force, n.d.).

The beginning years of a child’s life are critical for building the early foundation needed for success later in school and in life. Leading economists agree that high-quality early learning programs can help level the playing field for children from lower-income families on vocabulary, social and emotional development, while helping students to stay on track and stay engaged in the early elementary grades (The White House). The National Career Development Guidelines (NCDG) were written to specifically define the career development tasks most appropriate for elementary, middle, and high school students (Anctil, Klose Smith, Schenck and Dahir, 2012). These developmental tasks established by the NCDG became widely accepted and adapted by the American School Counselor Association (ASCA).

ASCA National Standards for career development guide school counseling programs to provide the foundations for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Oregon’s Comprehensive Guidance and Counseling Framework is unique to Oregon, and based upon the ASCA National Model for School Counseling Programs. The mission of comprehensive guidance and counseling in Oregon is to provide developmental and systematic support to each and every student to ensure the
academic, career, personal, and social development and achievement and support participation in the broader community. Comprehensive guidance and counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for life-long learning and success. They embrace professional standards and models for best practice in the field. Comprehensive guidance and counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student’s next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and citizens.

Each school district in Oregon is expected to have a comprehensive guidance and counseling program (CGC) in place to support students’ transitions throughout school, achievement of the diploma requirements, and preparation for post-high school next steps. Comprehensive guidance and counseling programs promote successful transitions by providing opportunities for each student to acquire and master critical academic, career, personal/social, and community involvement skills.

The value of teaching career awareness at the high school and middle school levels has long been known. Many school districts because of these education initiatives are beginning to realize the value of incorporating career education into
elementary curriculums. There are yet a number of conflicts, Childhood is not often viewed as a time to explore careers. Career development is interwoven and interconnected with human and personal development (Schenck, Anctil, Smith and Dahir, 2012, p.221) Theorists like Super emphasize the fact that career development takes place over a lifetime (Brown, 2012, p.43). Certainly, children are not developmentally available to make a decision about their future career, however, they are able to “begin to gather information about careers and to acquire the skills and competencies that will one day support success in the workplace” (Harkin, 2001, p. 170). Despite the observation that children spend the majority of their waking hours in school or engaged in school-related work, it seems ironic that so few investigations of children’s work behavior have incorporated schools, academic work, or collaboration with educators (Palladino and Schultheiss, 2008, p. 7).

Elementary School offers an invaluable window of opportunity for school counselors, teachers and parents to provide students with career related information. This formative time in a child’s education can be used wisely by school counselors to break career stereotypes and provide students with accurate information that can influence their career journey throughout their life. It is generally acknowledged that crucial career-related concepts and attitudes are first formed in childhood, yet career theorists have placed limited emphasis on childhood career development and believe children to be incapable of comprehending the world of work (Palladino and
In the first stage of his model, the Growth stage, concerns children from birth to age 14 years. Super contended there are three substages: Fantasy (ages 4-10 years; needs are dominant and role playing is important.), Interest (ages 11-12 years; likes are the major determinant of aspirations and activities), and Capacity (ages 13-14 years; abilities, training, and job requirements are considered) (Palladino and Schultheiss, 2008).

Porfeli et al. (2008), Watson & McMahon (2008) and Palladino Schultheiss (2008) agreed the status of children’s career development is neglected and how critical such neglect is considering that the foundations for future career development are laid at this developmental stage. There is a clear discrepancy between the maturation of the career literature that has focused on later development stages and the infancy of literature on children’s career development and the lack of attention to process dimensions (Watson & McMahon, 2008, p. 76).

Reynolds School District’s counseling and guidance program focuses on the developmental needs of all students K-12, based on the Oregon Department of Education’s Framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade. In the realm of Career Development according to the Reynolds School District Code: IJ Guidance Program reads Students in grades K-12 will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life and
citizenship. To meet this standard, high school students have the opportunity to participate in the Center for Advanced Learning’s two year programs where high school students can earn up to 32 college credits and participate in on-the-job, real-time career experiences, preparing them to become not only a skilled and reliable employee, but to become the professional at a managerial level in their chosen field.

Setting

Woodland Elementary is located in the Reynolds School District in Wood Village, Oregon. Woodland Elementary School has 410 students in grades K-5 with 12 Languages spoken in the school, Reynolds School District has 11,306 total students enrolled in the district.

Table 1, Oregon School Rating.

Oregon School Ratings
Woodland Rating

<table>
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Table 1: Oregon School Rating.
Table 2, Ethnicity / Race of Woodland Elementary School

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<th>ETHNICITY / RACE</th>
<th>ENROLLMENT 2012-2013</th>
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<td>White</td>
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<td>Multi-Racial / Multi-Ethnic</td>
<td>22</td>
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</table>

Chart 1, Ethnicity / Race of Woodland Elementary School by Percentages
Woodland Elementary School is 73.1% Free and Reduced lunch where as the Reynolds District as a whole is 68.1% Free and Reduced lunch. Woodland Elementary has 10.5% of the student population are students with disabilities and 46.1% English Language Learners.

The Problem Statement

Career development is a lifelong process though career development in lower elementary age schools is often viewed as a time of fantasy and play and often seen as unnecessary.

Statement of the Purpose

The purpose of the study was to increase career awareness of a second grade classroom and third grade classroom. through a four week guidance lesson plan centered on careers. Career awareness is defined by education.com as the appreciation
for and understanding of the variety of types of careers, and often refers to the initial phase of career education appropriate to the elementary school.

Research Questions

Will the result of a four week sequence of career education curriculum increase 2nd and 3rd grade students’ career awareness?

Review of Literature

Annotated Bibliography


Blackhurst and Auger explore the gender gap and the correlation between college enrollment and what children think about future careers. The authors found that women have begun to outpace men in higher education attainment. The authors note a change in gender roles over a number of decades, acknowledging the women’s movement of the 1970’s. The authors equally explored popular culture and the influence on boys, as a number of boys aspire to be professional athletes. This study found a connection between college enrollment and career ideas during elementary school. The authors are aware
that this study was preformed on a small sample group in a rural area and lacks racial and ethnic diversity as well as little socioeconomic diversity.


Hartung, Profeli & Vondracek studied the vocational development of children and the connection of career adaptability. In this study the authors explored life span development and that humans must adapt in order to survive. They found if children learn this adaptability, and connect the adaptability to career development, they will achieve a solid conceptual framework for future career interventions.


In this study, Howard and Walsh test a developmental model of children’s reasoning about careers. They found that children choose future careers based on the associations of perceived heroes and role models. The participants of the study showed no understanding on how to attain a career. The authors then checked to see if the children’s reasoning levels were associated with perspective
taking abilities. The study found that age was the main factor around children’s reasoning about career choices and attainment. They also found that children who exhibited perspective taking were more likely to have more career choices.


Palladino Schultheiss pointed out that children spend the majority of their waking hours in school or engaged in school related work, yet there is little investigation of children’s work behaviors while in school. The author agreed that it is generally acknowledge that career related concepts are formed in childhood, and claimed limited emphases on childhood career development. The author refuted the National Standards for School Counseling Program as it identified career development as an essential component of K-12 school counseling programs when career development needs of elementary students remain unmet.


In this study Profeli, Hartunk & Vondrack explored that childhood is an important period of career exploration and learning. The investigated the view
that children are incapable of comprehending the world of work due to childhood as a time of fantasy and play. The authors explored the life span model of career development, finding that in middle childhood children have emerging senses of work. In this study they found that children as young as four years old can accurately distinguish occupations by the sexes of people who tend to occupy them. The authors were able to show that counselors who understand that a playful, fantasy oriented child becomes a goal directed adolescent who remains in school, explores the working world and will obtain a career in which will be congruent with their vocational identity.


Porfeli and Lee found there are three developmental strands- career exploration, commitment, and reconsideration that appear to begin during childhood and extend into adulthood. The authors express the importance of children developing a strong sense of Erikson’s stage Industry vs. Inferiority in order to assist in the development of a vocational identity. The authors pointed out that the timing of career interventions need to happen early on, and there is an assumption that children are disconnected from the working world.

Prim, Nota, and Ferrari found there is little research about children’s anticipated occupations. The authors confirmed that occupational goals and variables are measured in adults, but not children. There are three variables that could also be correlated in children’s vocational identity. They are: a child’s anticipated occupation, self-assessment of competence, and their general interests. The authors asserted that Holland is the preferred model for conceptualizing the three vocational constructs.


Schenck, Anctil, Smith & Dahir asserted that school counselors have a difficult task of providing career counseling to their students due to state and federal mandates for standardized testing. The authors emphasized the importance for career guidance in relation to recent reports that suggest the need to prepare students for meaningful career and life roles. The authors compared the...
historical perspectives of career guidance in schools and the awareness of today’s career and technical education needs. The authors emphasized the findings from a 2004 study of school counselors from Florida, who claimed an alarming 79% of elementary counselors that reported spending less time on career guidance than they preferred. The authors asserted “many students will receive little or no career guidance support” if an integrated career development program was not implemented.


Watson & McMahon confirmed the need of literature focusing on childhood career development. They claimed the current research of children’s career development literature is “both disport and generally lacking.” The author insisted the view of children’s career development is limited and there are opportunities to explore the theoretical framework to process dimensions, compared with the maturation of the career literature that has focused on later developmental stages.

Wood & Kaszubowski investigated the career developmental needs of 150 4th grade students. In this study the authors argued that the American School Counseling Associations national model’s domains of academic development and personal/social development are “inexorably entwined in support of student’s career development.” The authors reported a “lack of attention” to career development in elementary schools, and pointed out a disappointing result of searching for literature around childhood career development. The authors declared students begin to limit their career goals as early as elementary students, believing the job they would like would not be the job they would ultimately have as an adult.

**General Summary**

Professional School Counselor in Oregon are required to adhere to the Oregon Comprehensive Guidance and Counseling Framework as designed by the Oregon Department of Education. The purpose of the Oregon Framework represents what a school district’s program should include and serves as an organizational tool to identify and priorities the elements of a quality program. It describes four student development domains and fifteen components to guide districts and schools in designing, developing, implementing, and evaluating a comprehensive, developmental, systematic approach to school guidance and counseling programs. The four student development domains are: Learn to
Learn, Learn to Work, Learn to Live and Learn to Contribute. In the realms of Career Education, Learn to Work- which includes skills, knowledge, and attitudes that prepare students to plan their education and career paths and manage their careers and work life through personal transitional and economic change is the appropriate developmental domain.

The Oregon Department of Education graduation requirements explain that all students must demonstrate that they are proficient in the Essential Skills. The Essential Skills are diploma requirements transitioning from the Career Related Learning Standards. According to the Essential Skills and Career-Related Learning Standards Alignment and Transitions (2008) Like the ES, the CRLS are foundational skills that prepare students for post high school success. The Personalized Learning Requirement of Career-Related Learning Experiences is important during the Elementary age group; students are expected to participate in experiences that connect classroom learning with real-life experiences in the workplace, community, and /or school relevant to their education plan. The goal of this change, “to better prepare all students for success in post secondary education, work, and citizenship, students will be required to demonstrate proficiency in these skills to receive a diploma.” This change enhances the Career-Related Learning Experiences of students of all ages. By exploring the personal and career interests at an elementary school level,
students are able to: “develop self-knowledge; raising students’ awareness of the work world and education; using the decision making process & goal setting in the classroom; and developing personal management and interpersonal communication skills (The Oregon Diploma: What Every Elementary School Educator Needs to Know).” By teaching career education at an elementary level, students will obtain valuable information about careers awareness, their interests, and skills, and how this information will assist each student as they continue through their education career. This literature review will consider the current trends in career development for elementary school students, by addressing the human development aspect of adolescents, gender roles and how they affect choosing a career, and specific approaches that may successfully involve students in the career process.

Childhood is often perceived as a period of fantasy and play. Children, as early as in the grade school years, establish a worker orientation and a coherent view of the world of work (Porfeli, Hartung and Vondracek, 2008, p.25). Children must learn to imagine, explore, and problem solve in order to construct a viable work future consistent with cultural imperatives reflected in family and community contexts (Hartung, Porfeli and Vonderacek, 2008, p. 63). Howard and Walsh (2009) agreed and added that younger children (Grade K) were more likely to used reasoning strategies associated with fantasy and magical thinking
and older children (Grade 6) were more likely to consider personal interests, abilities, and job requirements. Jordaan, Hartner, Schmitt-Rodermund and Holland and Patton emphasized that the exploratory process of learning about work in relationship to an emerging sense of self shapes the development of vocational identity and self-concept, values, and interests, and this exploratory process may begin as early as the grade school years (as cited in Porfeli, Hartung and Vondracek, 2008). Porfeli and Lee (2012) asserted that career development begins during the childhood period and extends across the life course.

Porfeli, Hartung, and Vondracek (2008) confirmed the findings of Hartung et al (2005) and Watson and McMahon (2005) suggesting five general findings that vocational development may be linked to an emerging sense of self as early as the grade school years. These findings also speak to some of the presumed theoretical mechanisms and functions influencing development through the adolescents years. Finding 1. Children learn much more about the world of work than many assume, and 4-year olds can accurately distinguish occupations by the sex of people who tend to occupy them. 2. Career aspirations are relatively stable and become more so across the grade school years. These aspirations are influenced by gender-based occupational stereo types throughout grade school and beyond. 3. Career aspirations tend to be influenced by occupational stereotypes and a circumscription mechanism that channels girls away from
math and science careers and boys away from female-dominated professions. 4. Economically impoverished and African American and Hispanic children tend to maintain less prestigious career aspirations, and African American children exhibit a greater difference in the prestige of career aspirations and expectations, than do their wealthier Caucasian peers across the grade school years. 5. Children tend to move away from sensational or glamorous career aspirations (e.g., professional athlete) and toward a sharper focus on realistic aspirations and aspects of careers related to their self-identified talents and interests across the grade school years. Porfeli, Hartung and Vondracek (2008) emphasized that increased career exploration in adolescence is clearly associated with more favorable vocational development. Adolescents who actively explore career choices obtain occupations that are more congruent with their emerging sense of self. This ultimately leads to more satisfaction during the early adult years.

Career counselors who take a developmental perspective realize that children must accrue an array of experiences that promote foundational attitudes, beliefs, and competencies for envisioning a future, making career decisions, exploring self and occupations, and shaping their life careers (Hartung, Porfeli and Vondracek, 2008, p.63).

Santrock (2006) wrote of Erikson’s Industry versus inferiority stage; the 4th stage of development, occurring approximately in the elementary school
years. Children’s imitative brings them in contact with a wealth of new experiences. As they move into middle and late childhood, they direct their energy toward mastering knowledge’s and intellectual skills. At no other time is the child more enthusiastic about learning than at the end of early childhoods’ period of expansive imagination. The danger in the elementary school years is that the child can develop a sense of inferiority- feeling incompetent and unproductive. Ericson believed that teachers have a special responsibility for children’s development of industry. Teachers should “mildly but firmly coerce children into the adventure of finding out that one can learn to accomplish things which one would never have thought of by oneself” as cited by Santrock, 2006, p 44). The author also reported that Piaget’s Concrete Operational Stage is a time when the child can now reason logically about concrete events and classify objects into different sets. Porfeli and Lee (2012) contended childhood tasks include learning about the world of work through the work experiences of others, establishing a sense of self, and matching the self with the world of work to establish a budding worker identity. Establishing a strong sense industry, or the capacity to derive pleasure from work and the worker role, readies children to establish a vocational identity during the adolescent period and predisposes them to exhibit improved well-being during early adulthood thus establishing a vocational identity which is a crucial developmental task (Porfeli and Lee, 2012).
Children develop their interests and values through interaction with family members, teachers, the media, and peers, which in turn has an impact on their broad ideas about work, their career interests, and decisions in later life (Porfeli and Lee, 2012). Porfeli, Hartung and Vondracek (2008) emphasized that research done by Gottfredson and Erikson in 1964 and 1968 respectfully provided deeper insight into certain aspects of vocational development, such as the processes by which sex roles shape career aspirations and when and how children establish an orientation to the worker role. Porfeli, Hartung and Vondracek (2008) confirmed the findings of Hartung et al (2005) and Watson and McMahon (2005) Children learn much more about the world of work than many assume, and 4-year olds can accurately distinguish occupations by the sex of people who tend to occupy them. Boys identify a narrower range of career choices than girls and are more sex–typed in their choices. There is a need for postsecondary options and the benefit of postsecondary education. Given that the male-dominated jobs requiring only a high school diploma (e.g. truck driver, construction worker) pay much higher wages than the female-dominated jobs requiring only a high school diploma (e.g. customer service, day-care provider). Glenn reported girls may see a financial incentive to college that is not immediately apparent to boys (as cited in Blackhurst and Auger, 2008).
Hartung et al and Watson & McMahon expressed the majority of this theoretical work has gone unexplored in the empirical literature devoted to children and yielded a largely unappreciated and unexplored model of how children are socialized to become members of the workforce, as a means of placing the childhood period along a developmental continuum that leads to adolescence and beyond (as cited in Porfeli, Hartung and Vondracek, 2008). Trice, Huges, Odom, Woods, & McClellan, and Watson & McMahon suggested there are two factors that may contribute to this belief. First, researchers and practitioners commonly view childhood as a period of fantasy and play that is cognitively disconnected from the world of work. Second, the existing literature of more than 200 articles is largely disconnected from developmental science and education and is limited to basic cross-sectional research designs and statistical models (as cited in Porfeli, Hartung and Vondracek, 2008). The gender gap in college enrollment originates long before high school and has its genesis in early developmental experiences (Blackhurst and Auger, 2008). With little empirical research to test this argument and increased evidence that career-related decisions made during the elementary school years may have lifelong consequences (Seligmanm, Weinstock, & Heflin, 1991), most studies of career development have focused on high school students. Porfeli, Hartung and Vondracek (2008) noted research focusing on early and middle childhood may
help parents and practitioners understand how to prevent children and adolescents from unwisely choosing a career based on socially structured factors such as sex roles, race and socioeconomic status. Blackhust and Auger (2008) suggest School Counselors include home-based projects for students to gain assistance from their parents. Parents are the most influential role models for elementary school children. Parents exert a powerful influence on their children’s early educational and career aspirations (Ramos & Sanchez, 1995; Trice & Tillapaugh, 1991). Because parents may be unaware of their influence in this area, they may need education about their role in their children’s career development. (Whiston & Sexton, 1998).

Hamilton & Hamilton and Galassi & Akos agree there is a disconnect between school and work in U.S. Schools and between school counseling practices and developmental science (as cited in Porfeli, Hartung and Vondracek, 2008). The goal for career interventions should be to facilitate vocational identity development, which is basically helping youth understand who they are and finding what careers in the world could fit into their self-images (Porfeli and Lee, 2012). Blackhurst and Auger (2008) agreed and added that according to the American School Counselor Association [ASCA] that School Counselors have a responsibility to assist preK-12 students with their career development. They asserted the importance of ASCA’s implementing elementary and middle school
guidance programs designed to assist students with (a) developing a broad range of interests and abilities; (b) understanding the relationship between learning and work; (c) understanding how school success and academic achievement enhance future career and vocation opportunities; (d) developing an awareness of personal abilities, skills, interests, and motivations; (e) identifying postsecondary option consistent with interests, achievements, aptitude, and abilities; and (f) learning about a variety of traditional and nontraditional occupations. The authors added school counselors may need to intensify their efforts to educate boys about a range of career options and encourage boys to have high but realistic career aspirations. Beginning in elementary school, classroom guidance lessons can include activities that help reduce students’ fears, correct their misperceptions, and broaden their awareness of career options.
Methodology

For this study, I taught a four week sequence of career education curriculum in the TEAM Kids Guidance classroom to a second grade class and a third grade class. The second grade TEAM Kids time is every Monday at 8:35-9:05am; the third grade time is also Monday at 1:05-1:35pm. At the beginning of each class time the students enter the classroom, find their seat and we begin.

After I implemented my study the routine of the classroom stayed the same except I was teaching the lesson. The sequence of the second grade lessons were: Week 1: Pre-Test- Make a Match Career Clusters, Week 2: Workers in the Community and Career Clusters. What is a Community? What jobs are in the School Community? What jobs are in the Helping Community? What jobs do you see in the Community you live in?, Week 3: Career Count Coloring book: one career I think is fun, two careers that help someone, three careers in town I see, four careers that would be good for me, Week 4: Post Test- Make a Match Career Clusters.

The sequence of the third grade lessons were: Week 1: Pre-Test Make a Match Career Clusters, Week 2: Personal, Ethical and Work habit Skills: identify what skills are Personal Skills, Ethical Skills and Work Habit Skills, share with a partner, Week 3: Guess the Job- Groups of two; choose an action for a job and draw a picture representing the job. Share with the group next to you and guess the job, Week 4: Post Test- make a Match Career Clusters.
Before students took their pre-tests I wrote all of the career clusters on the white board with a short definition of what workers in the cluster do; example: Information Technology Services- I wrote Computers. I would then have the students repeat it out loud with me.

**Description of Intervention**

I taught career education curriculum to a 2\textsuperscript{nd} grade and a 3\textsuperscript{rd} grade class the TEAM Kids Guidance Curriculum class 30 minutes per week for four weeks to improve the students’ career awareness. At the completion of the four weeks students will be able to describe various opportunities, options and roles that interest them in their communities, family and the world of work. They use adult role models and other resources to learn more about different occupations and gain awareness of the importance of personal responsibility and good work habits. Children will understand how people work together and depend on each other to accomplish work in their community.

**Population and Sample**

The 2\textsuperscript{nd} grade class I will work with consists of 18 male and 10 female students all receiving the lessons. The 3\textsuperscript{rd} grade class I will work with consists of 14 male and 17 female students all receiving the career education lessons.
Data Collection Procedures

I collected data via a pre and post test to check for career awareness. I used a Career Cluster Make a Match as the pre and post test, please see the test in the Appendixes.

Data Analysis

The data in this study has shown a lack of support of the literature and resources for Elementary Career Awareness as an effective tool in the learning and knowledge of careers available to students.

After compiling the pre-tests, Career Match, the scores were recorded for twenty six students in the second grade and twenty two students in the third grade. These scores were then later compared to the post-test scores of twenty eight students in the second grade and twenty eight students in the third grade to compile my quantitative data. The difference between each of the two tests given: pre-test and post-test, were used to analyze the success or failure of this project.

For every student through the duration of this project, the level test they completed for each test day was recorded. This record provided an overview of what career clusters students had less knowledge about.

I produced a chart and graph for each of the two grades used in the study, second and third grade, with the data collected. The first chart is the pre and post-test results for the second grade class, the first graph is a quantitative analysis between the
scores of the pre-test and post-test in the second grade class. The second chart is the pre and post-test results for the third grade class, the second graph is a quantitative analysis between the scores of the pre-test and post-test in the third grade class. On the X-axis, the number of matches made. Y-axis, the students in the TEAM Kids class are represented. The first bar is representative of the difference between the scores of the pre-test, the second bar is representative of the difference between the scores of the post-test. As shown by this graph the scores of all students increased from the pre to the post-test.

Chart 1. 2nd grade pre and post-test results

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<td>Total</td>
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<td>28</td>
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Graph 1. 2nd grade Cluster Clues make a match per numbers of matches made

Chart 2. 3rd grade pre and post-test results

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<th>Number of Matches</th>
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<th>Post</th>
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<td>1</td>
</tr>
<tr>
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<td>4</td>
</tr>
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<tr>
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</tr>
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<td>2</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>
Graph 2. 3rd grade Cluster Clues make a match per numbers of matches made

Research Findings/ Data / Results

Introduction

Overall, the data from this project shows an increase in students career awareness due to the implementation of the four week sequence of career education curriculum in the TEAM Kids guidance classroom.
The data in this study shows an overall increase in students career awareness. I categorized the pre-test versus post-test data by number of matches made 0-1, 2-3, 4-5, 6-7, 8-9 matches made.

The second grade class 0-1 produced a decrease of six matches from pre to post, indicating that six students increased their awareness of careers. 2-3 produced an increase of four matches, 4-5 produced an increase of one match, 6-7 remained equal, and 8-9 produced an increase of three matches.

The third grade class 0-1 had an increase of one match from pre to post test, 2-3 produced an increase of one match, 3-4 produced an increase of two matches, 5-6 produced a decrease of 2 matches, and 9-9 produced an increase of four matches indicating four students increased their awareness of careers.

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Posttest</th>
<th>Diff(pre-post)</th>
<th>Dev (Diff- M)</th>
<th>Sq.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>-2</td>
<td>-2.2</td>
<td>4.84</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
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<td>-2.2</td>
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</tr>
<tr>
<td>4</td>
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<td>2</td>
<td>4</td>
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<td>3.24</td>
</tr>
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<td>0.04</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-1.2</td>
<td>1.44</td>
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<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>-0.2</td>
<td>0.04</td>
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<td>0</td>
<td>3</td>
<td>3</td>
<td>2.8</td>
<td>7.84</td>
</tr>
<tr>
<td>M:0.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S: 23.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Difference Scores Calculations

Mean: 0.2
\[ \mu = 0 \]
\[ S^2 = SS/df = 23.60/(10-1) = 2.62 \]
\[ S^2_M = \frac{S^2}{N} = \frac{2.62}{10} = 0.26 \]
\[ S_M = \sqrt{S^2_M} = \sqrt{0.26} = 0.51 \]

T-value Calculation

\[ t = \frac{(M - \mu)S_M}{S_M} = \frac{(0.2 - 0)0.51}{0.51} = 0.39 \]

P value and statistical significance:
The two-tailed P value equals 0.7052
By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:
The mean of 2nd Grade Pre-test minus 2nd Grade Post-test equals -0.20
95% confidence interval of this difference: From -1.36 to 0.96

Intermediate values used in calculations:
\[ t = 0.3906 \]
\[ df = 9 \]
standard error of difference = 0.512

Review your data:

<table>
<thead>
<tr>
<th>Group</th>
<th>2nd Grade Pre-test</th>
<th>2nd Grade Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>SD</td>
<td>2.12</td>
<td>1.32</td>
</tr>
<tr>
<td>SEM</td>
<td>0.67</td>
<td>0.42</td>
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<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
### 3rd Grade

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Posttest</th>
<th>Diff(pre-post)</th>
<th>Dev (Diff- M)</th>
<th>Sq.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>1</td>
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<tr>
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<td>0.36</td>
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<tr>
<td>2</td>
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<tr>
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<td>-0.6</td>
<td>0.36</td>
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<td>0.36</td>
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<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>-0.6</td>
<td>0.36</td>
</tr>
</tbody>
</table>

| M:0.6 | S: 20.40 |

### Difference Scores Calculations

- **Mean**: 0.6
- \( \mu = 0 \)
- \( S^2 = SS/df = 20.40/(10-1) = 2.27 \)
- \( S^2_M = S^2/N = 2.27/10 = 0.23 \)
- \( S_M = \sqrt{S^2_M} = \sqrt{0.23} = 0.48 \)

### T-value Calculation

\[ t = (M - \mu)S_M = (0.6 - 0)0.48 = 1.26 \]
P value and statistical significance:
The two-tailed P value equals 0.2393
By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:
The mean of 3rd Grade Pre-Test minus 3rd Grade Post-test equals -0.60
95% confidence interval of this difference: From -1.68 to 0.48

Intermediate values used in calculations:
t = 1.2603
df = 9
standard error of difference = 0.476

Review your data:

<table>
<thead>
<tr>
<th>Group</th>
<th>3rd Grade Pre-Test</th>
<th>3rd Grade Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>2.8</td>
</tr>
<tr>
<td>SD</td>
<td>1.4</td>
<td>1.14</td>
</tr>
<tr>
<td>SEM</td>
<td>0.44</td>
<td>0.36</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Results

According to this study, the results show that the implementation of a career education curriculum did increase students overall career awareness.
Conclusions

As described in my Data Analysis, the implementation of the Career Education Curriculum for the Second Grade TEAM Kids Monday class and the Third Grade TEAM Kids Monday class was successful. This success is evident by the quantitative results collected between the pre-test and post-test.

Recommendations

The results of this Action Research Project suggest that the implementation of the Career Education Curriculum can be beneficial to the student awareness of careers around them.
References


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Reynolds School District. *Reynolds School District Policy Online; Guidance Program Code IJ.*


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Appendix A - Action Research Proposal

Kim Anderson
Action Research Proposal
October 15, 2012

1. Area of Focus Statement:

The research topic I have chosen is the career awareness in the 2nd and 3rd Grades in Elementary Students. I am currently completing my internship experience at an Elementary school and believe that career awareness is a lifelong process and can be started as early as elementary school. With Oregon Department of Education diploma requirements transitioning from the Career Related Learning Standards and aligning with the new Essential Skills I feel there is a need to connect career awareness. I am in agreement of the goal of this change, “to better prepare all students for success in post secondary education, work, and citizenship, students will be required to demonstrate proficiency in these skills to receive a diploma.” This change enhances the Career-Related Learning Experiences of students of all ages. By exploring the personal and career interests at an elementary school level, students are able to: “develop self-knowledge; raising students’ awareness of the work world and education; using the decision making process & goal setting in the classroom; and developing personal management and interpersonal communication skills (The Oregon Diploma: What Every Elementary School Educator Needs to Know).” I believe by teaching career awareness at an elementary level, students will obtain valuable information about careers, their interests, and skills, and how this information will assist each student as they continue through their education career.

2. Research Question:

Will a 4 week sequence of career development curriculum increase 2nd and 3rd grade students knowledge of career language and their overall career awareness.

3. Description of innovation/intervention:

I will be teaching career awareness in the TEAM Kids Guidance Curriculum class 30 minutes per week for 10 weeks to improve the classes career awareness.

4. Annotated Bibliography:

Blackhurst and Auger explore the gender gap and the correlation between college enrollment and what children think about future careers. The authors found that women have begun to outpace men in higher education attainment. The authors note a change in gender roles over a number of decades, acknowledging the women’s movement of the 1970’s. The authors equally explored popular culture and the influence on boys, as a number of boys aspire to be professional athletes. This study found a connection between college enrollment and career ideas during elementary school. The authors are aware that this study was performed on a small sample group in a rural area and lacks racial and ethnic diversity as well as little socioeconomic diversity.


Hartung, Profeli & Vondracek studied the vocational development of children and the connection of career adaptability. In this study the authors explored life span development and that humans must adapt in order to survive. They found if children learn this adaptability, and connect the adaptability to career development, they will achieve a solid conceptual framework for future career interventions.

In this study, Howard and Walsh test a developmental model of children’s reasoning about careers. They found that children choose future careers based on the associations of perceived heroes and role models. The participants of the study showed no understanding on how to attain a career. The authors then checked to see if the children’s reasoning levels were associated with perspective taking abilities. The study found that age was the main factor around children’s reasoning about career choices and attainment. They also found that children who exhibited perspective taking were more likely to have more career choices.


In this study Profeli, Hartunk & Vondrack explored that childhood is an important period of career exploration and learning. The investigated the view that children are incapable of comprehending the world of work due to childhood as a time of fantasy and play. The authors explored the life span model of career development, finding that in middle childhood children have emerging senses of work. In this study they found that children as young as four years old can accurately distinguish occupations by the sexes of people who tend to occupy them. The authors were able to show that counselors who understand that a playful, fantasy oriented child becomes a goal directed adolescent who remains in
school, explores the working world and will obtain a career in which will be congruent with their vocational identity.


Porfeli and Lee found there are three developmental strands—career exploration, commitment, and reconsideration that appear to begin during childhood and extend into adulthood. The authors express the importance of children developing a strong sense of Erikson’s stage Industry vs. Inferiority in order to assist in the development of a vocational identity. The authors pointed out that the timing of career interventions need to happen early on, and there is an assumption that children are disconnected from the working world.


Prim, Nota, and Ferrari found there is little research about children’s anticipated occupations. The authors confirmed that occupational goals and variables are measured in adults, but not children. There are there variables that could also be correlated in children’s vocational identity. They are: a child’s anticipated occupation, self-assessment of competence, and their general interests. The authors asserted that Holland is the preferred model for conceptualizing the three vocational constructs.

Schenck, Anctil, Smith & Dahir asserted that school counselors have a difficult task of providing career counseling to their students due to state and federal mandates for standardized testing. The authors emphasized the importance for career guidance in relation to recent reports that suggest the need to prepare students for meaningful career and life roles. The authors compared the historical perspectives of career guidance in schools and the awareness of today’s career and technical education needs. The authors emphasized the findings from a 2004 study of school counselors from Florida, who claimed an alarming 79% of elementary counselors that reported spending less time on career guidance than they preferred. The authors asserted “many students will receive little or no career guidance support” if an integrated career development program was not implemented.


Schultheiss pointed out that children spend the majority of their waking hours in school or engaged in school related work, yet there is little investigation of children’s work behaviors while in school. The author agreed that it is generally acknowledge that career related concepts are formed in childhood, and claimed limited emphases on childhood
career development. The author refuted the National Standards for School Counseling Program as it identified career development as an essential component of K-12 school counseling programs when career development needs of elementary students remain unmet.


Watson & McMahon confirmed the need of literature focusing on childhood career development. They claimed the current research of children’s career development literature is “both disport and generally lacking.” The author insisted the view of children’s career development is limited and there are opportunities to explore the theoretical framework to process dimensions, compared with the maturation of the career literature that has focused on later developmental stages.


Wood & Kaszubowski investigated the career developmental needs of 150 4th grade students. In this study the authors argued that the American School Counseling Associations national model’s domains of academic development and personal/social development are “inexorably entwined in support of student’s career development.” The authors reported a “lack of attention” to career development in elementary schools, and pointed out a disappointing result of searching for literature around childhood career
development. The authors declared students begin to limit their career goals as early as elementary students, believing the job they would like would not be the job they would ultimately have as an adult.

5. Description of study participants:

The students in the class will be both male and female 2nd and 3rd grade students.

6. Description of negotiations necessary:

I will obtain permission from the School’s Principal, and School Counselor to teach this curriculum.

7. Timeline of study from implementation to completion:

The TEAM KIDS classes meet weekly on Mondays at 8:35 -9:05, and 1:05-1:35. There will be a 4 week sequence in April, 2013. Weekly topics to include:

Week One Pretest - identifying current awareness of careers.
Career Graph- finding the students Holland personality codes.
Week Two Do you like this or that?- A deeper look at the Holland personality codes and what fits each student.
Career Bash- engaging students in an activity that relates their interests to Holland’s personality codes.
Week Three Career Match-Connecting students to careers with in their Holland personality code by providing a list of related job titles.
Career Exploration- Exploring all aspect of a career with in the assigned Holland personality code.
Week Four Career Bingo- Discussion about a list of careers, job titles and what the person does if they have that job. Then play Career Bingo after the information has been discussed.
Post test- Checking for an increased awareness of Careers.

8. Statement of resources required:

I will be in need of a computer, printer, photo copying machine, color crayons, colored pencils, colored stickers for the Career Bash, and buttons or beans for the Career Bingo game.

9. Data collection methods:

I will be collecting data via a pre and post test to check for career awareness.
Appendix B- IRB Application

Human Subject Research Review Committee
Research and Strategic Partnerships
Portland State University

IRB Application

Section 1: Investigator’s Assurance

Principal Investigator (or faculty advisor) Lisa Aasheim__________ E-Mail aasheim@pdx.edu

Co-Principal Investigator Kim Anderson____________________ E-Mail Kim8@pdx.edu

Other Personnel (GA, Project Mgr., etc.) ______________________________ E-Mail _______________________

Dept. ____________________________ Campus Mail Code ________________ Preferred Phone # 503-464-6871

Title of Proposal: Elementary Career Education

Mailing Address 963 SE 30th Place Troutdale, OR 97060

Proposed Duration of Project (months/years) 1 month________ Anticipated Start Date February 25, 2013

Type of Funding (Federal/Federal pass-through/State/Foundation/Other/None) None

Funding Agency: ______________________________ PIAF #

If funded: Have the PI/co-PI completed the annual financial conflict of interest in research disclosure? yes no

Does this project create any changes to the current disclosure? yes no

PLEASE NOTE THAT DATA COLLECTION CANNOT BEGIN UNTIL APPROVAL IS GRANTED BY HSRRC.

Investigator’s Assurance

A. I will promptly report changes in the proposed study and any unanticipated problems involving risk to subjects, including adverse reactions, to the Human Subjects Review Committee. In case of DHHS supported activities, I will also report these problems to the Department of Health and Human Services (through the respective granting office).

B. I assure that documentary evidence of informed consent will be retained for at least three years after the proposed study has been completed or discontinued.

C. Since the Committee is obligated to review this activity at least on an annual basis, I will furnish it with a progress report approximately six weeks prior to the expiration of my project’s approval.
D. I, the undersigned, will be responsible for the ethical standards of this project, and for protecting the rights and welfare of the subjects.

________________________  ____________________
Signature of Principal Investigator or Faculty Advisor
Date

STUDENTS ONLY: ________________________________

Student ID # 926960288 Master’s Thesis PhD Dissertation (Approval Date: _____) Other *
*Projects and studies that do not meet the definition of human subjects research may not require HSRRC oversight.

Under advisement from the above faculty member, I verify that I will conduct this research in accordance with PSU’s Human Subjects Research Review Policy.

Student (print and sign) _____________________________________________
Email________________________

II. Project Title & Prospectus
Elementary Career Education
This research project explores career education in 2nd and 3rd Grade in Elementary Students. Career education is defined according to education.com as a comprehensive educational program that focuses on individual career development, beginning with grade 1 or earlier and continuing through the adult years.

The Oregon Comprehensive Guidance and Counseling Framework as designed by the Oregon Department of Education represents what a school district’s Professional School Counseling program should include and serves as an organizational tool to identify and priorities the elements of a quality program. It describes four student development domains: Learn to Learn, Learn to Work, Learn to Live and Learn to Contribute. Learn to Work, includes skills, knowledge, and attitudes that prepare students to plan their education and career paths and manage their careers and work life through personal transitional and economic change.

By exploring the personal and career interests at an elementary school level, students are able to: “develop self-knowledge; raising students’ awareness of the work world and education; using the decision making process & goal setting in the classroom; and developing personal management and interpersonal communication skills (The Oregon Diploma: What Every Elementary School Educator Needs to Know).” By teaching career education at an elementary level, students will obtain valuable information about careers awareness, their interests, and skills, a variety of careers, and how this information will assist each student as they continue through their education career.

Research Question: Will the result of a four week sequence of career education curriculum increase 2nd and 3rd grade students’ career awareness? (e.g., understanding of the variety of careers that exist around them)?
III. Type of Review
My research is exempt of review under the Exempt category:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

My research is a part of the TEAM Kids, classroom guidance curriculum, career education. The research that I plan to conduct is of no more than minimal risk to the vulnerable population.

IV. Subject Recruitment
The subjects for this research project were chosen after reviewing with my site supervisor the classrooms I have consistent contact with in the TEAM Kids room. The students chosen for this research project are from a low socio economic area of Multnomah County. The 2nd grade class I will work with consists of 18 male and 10 female students 7 and 8 years of age. The 3rd grade class I will work with consists of 14 male and 17 female students, 8 and 9 years of age.

V. Informed Consent
I plan to obtain consent from parents or guardians of underage subjects with a take home parental or guardian permission form.
See Appendix

VI. First-Person Scenario
In TEAM Kids class today, Mrs. Larsen said Mrs. Anderson had an announcement about our next class. Mrs. Anderson said she was going to be talking to our class about different careers we can have when we grow up. She asked us what we wanted to be when we grow up and how we knew what a career was. I raised my hand, I didn’t know what the word career was. Mrs. Anderson said that she would be teaching us the difference between a job and a career. She also said we would be playing some games, and coloring, it sounded like fun. I raised my hand again and told the class that I wanted to be a fireman because I watched a fireman on the tv saving people. I was excited to learn more about what a fireman does, and maybe a policeman or a army man. I like to help people, I think helping people would be fun.

VII. Potential Risks and Safeguards
There are minimal risks in this research, the subjects could feel bad that they do not know what their parent or guardian’s career or job is because of a unawareness or a lack of understanding of what the difference between a job and career is. This risk however, is so minor and would be addressed through the curriculum being delivered to the subjects.
VII. Potential Benefits
There are many benefits to the subjects of this study. Learning about careers available to them and how to research what their skills and interests are, or what subjects they are good at in school and how they can connect to a potential future careers. The anticipated benefits expected for the subjects of this research could potentially assist the subjects through out their lives.

IX. Confidentiality, Records & Distribution
The pre and post tests used to gage where the subjects knowledge of careers will be shredded upon completion of this study. Data used will be maintained on my protected personal computer that can only be accessed with a password.

Records and data will be safely stored and kept on file for three years after completion of my research and then destroyed. The manner in which the records and data will be destroyed will be by deleting analyzed data kept in my personal computer.

X. Training and Experience
Kim Anderson, the researcher, is qualified to implement this research project. She is in her third year of Portland State University’s Counselor Education Program. The program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). CACREP accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the counseling profession. She has taken ethics and assessment courses and is fully competent and able to minimize any potential risks while conducting research. She has been employed as a School to Work Liaison for the last four years in the David Douglas School District.

XI. Appendices
1. Parental or Guardian Permission Form
2. Pre/Post – Test
3. Class Topics

For students only:
• Graduate and/or undergraduate students cannot function as Primary Investigators. The faculty advisor overseeing the student research should complete and sign the Investigator’s Assurance form as PI, and the student should sign the bottom portion.
• PhD students must have committee approval of their dissertation prior to IRB submission.
• Include your student ID number for the Graduate Studies staff.
Appendix C - Cluster Clues Make a Match, Pre and Post-Test

CLUSTER CLUES

Use the word clues to match each job to the correct career cluster.

1. Information Technology Services
   Family Counselor

2. Construction
   Customer Service Representative

3. Legal and Protective Services
   Travel Agent

4. Human Services
   Computer Programmer

5. Retail Sales and Services
   Animal Scientist

6. Health Services
   Electrician

7. Hospitality and Tourism
   Pharmacist

8. Agriculture and Natural Resources
   High School Teacher

9. Education and Training Services
   Probation Officer
Appendix D- Second Grade Week Three Lesson; Working Together in Our Community

Career Path
Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.
Make your own book about careers. Draw, color, and cut on the dotted line when you are done to make your very own career book. What career do you think would be a lot of fun?? What do you like to do now? How do you have fun?

Who rescues people, protects the roads, keeps you safe, keeps you healthy? Many people have jobs that help others in school, at home, in sports, at the hospital, and more. When has someone helped you? How did you feel when they helped you? Would you like to have a job where you help others?

When you go to the store or school, what kinds of careers do you see? Who fixes the roads? Who takes money at the store? Who works in your school?

What careers do you like? Would you like to work with kids, pets, tools, or cars? Would you like to teach, build things, help others, work with numbers or books? You decide!
Appendix F- Third Grade Week Two Lesson; Personal, Ethical, and Work Habit Skills

### Personal, Ethical, and Work Habit Skills

**Please Note**: Skills will likely fit into more than one category.

<table>
<thead>
<tr>
<th>Personal Skills</th>
<th>Ethical Skills</th>
<th>Work Habit Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation – getting along</td>
<td>Integrity – doing the right thing</td>
<td>Self-advocacy – standing up for what you believe in</td>
</tr>
<tr>
<td>Mind your own business</td>
<td>Honesty – telling the truth</td>
<td>Assertiveness – saying what you believe in</td>
</tr>
<tr>
<td>Watch out for others</td>
<td>Loyalty – being true to your friends</td>
<td>Punctuality – being on time</td>
</tr>
<tr>
<td>Clean Bodies</td>
<td>Apologize for mistakes</td>
<td>Team Work</td>
</tr>
<tr>
<td>Clean Clothes</td>
<td>Consideration of others</td>
<td>Perseverance – sticking with something until you get it done</td>
</tr>
<tr>
<td>Listening</td>
<td>Respectful of other people’s property</td>
<td>Good Attendance</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Respectful of self</td>
<td>Giving Your Best Effort</td>
</tr>
<tr>
<td>Participating</td>
<td>Respectful of others</td>
<td>Communication</td>
</tr>
<tr>
<td>Willing to learn new things</td>
<td>Truthfulness</td>
<td>Neatness</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>Kindness</td>
<td>Meeting Deadlines</td>
</tr>
<tr>
<td>Good sport</td>
<td>Trustworthiness – can be trusted</td>
<td>Fully Completing Work</td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
<td>Learning From Mistakes</td>
</tr>
<tr>
<td>Keep your hands to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you can’t say something nice, don’t say anything at all.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G- Third Grade Week Three Lesson; Guess the Job

My Name: __________________________________________

The actions on this page are things you might do as part of a job. The one that is underlined is the one you will be:

1. Drawing
2. Acting out for the class

singing
lifting a stretcher
counting out money
driving
typing on the computer
building a wall
using a screwdriver
acting
talking on the telephone
cleaning up something messy
hammering a nail
making notes
mixing ingredients together
lifting a heavy box
taking a photograph
diving underwater
putting make-up on someone
painting a wall
using a microphone