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TULLINILIARA
EXTENSION ACTIVITIES



Level 13: The Career Fair

- Activity worksheet: Job Questions

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

BOOK TITLE
The Career Fair

LENGTH
1 lesson
(40 minutes)



Essential Question

How do we learn about different jobs?



Lesson Overview

In this lesson, students will practise asking questions about different jobs to learn more about them. This will build on their understanding of the book *The Career Fair*. Students will then consider a specific job they want to learn more about.

REQUIRED MATERIALS

- *The Career Fair*
- Activity worksheet: **Job Questions**
- Sticky notes
- Writing utensils

LEARNING ACTIVITIES



Class discussion about thinking and learning about jobs.



Pairs activity about asking questions about jobs.



Complete the **Job Questions** activity worksheet.

LEARNING CONNECTION

Students will learn about different types of jobs and consider what jobs they might like to do in the future, building on their understanding of the book *The Career Fair*.

READING VOCABULARY

career, career fair, nervous, RCMP officer, pilot, nurse, construction worker, uniform, mayor, hotel, chef, air traffic controller

PRE-LESSON PREPARATION

1. Photocopy one **Job Questions** activity worksheet for each student.

LESSON PLAN: THE CAREER FAIR

Lesson Plan

1. Begin the lesson by reading *The Career Fair* out loud to students.
2. After reading, have a whole-class discussion about Manasie's feelings about jobs before and after he goes to the career fair. Ask students how Manasie feels about jobs before he goes to the career fair. Talk with students about how Manasie felt nervous because he didn't know what he wanted to be when he grew up. Ask students how Manasie feels about jobs after the career fair and about what causes him to feel differently. Talk with students about how talking to Leesie made him feel better.

Possible answers:

- Leesie tells Manasie that he doesn't have to decide on a job yet.
 - Leesie tells Manasie that there are jobs that connect to the things that he likes to do, such as being a video game developer.
3. Have a whole-class discussion with students to brainstorm different jobs that they could do in the future. Ask students if they have ever thought about the different jobs that they could do when they grow up. Ask students how they feel about jobs. Allow students to share any experiences and information they may have. Explain to students that thinking about their future jobs can be scary, but it can help them find a job that they will like doing. Ask students about how the adults at the career fair feel about their jobs. Talk with students about how the different adults are proud of their jobs.
 4. Have a whole-class discussion about the career fair that takes place in the book. Ask students what the purpose of the career fair was. Talk with students about how a career fair is a place for students to learn about the different jobs that they can do in the future. Explain to students that a career fair is a good place to ask questions about jobs, and that asking questions is a good way to learn if a certain job would be good for you. Tell students that they are going to practice asking questions about different jobs.
 5. Ask students to identify any jobs that they know, including jobs that they read about in the book or other jobs they know about. Record 6–8 different jobs on the board at a height that students can reach them. Tell students that they are going to work in pairs to think of questions to ask about the jobs on the board. Explain to students that they are going to write each question down on a sticky note and place the question next to the job that the question is asking about. Choose one of the jobs on the board and model the activity for students using think-aloud statements. Write down the question on a sticky note and place it next to the corresponding job.

Example:

- The nurses at the health centre give people medicine when they get sick. How do they know what kind of medicine is the right kind?

LESSON PLAN: THE CAREER FAIR

6. Organize students in pairs. Provide each pair of students with 8–10 sticky notes. Tell students when they can begin the activity. Note that some pairs of students might come up with general questions that may apply to several different jobs on the board, such as “How do you get this job?” Other pairs may come up with questions that are more specific to each job. Remember that all questions are acceptable and that the point of the activity is to encourage students to be curious about different jobs.
7. After students have placed their sticky notes on the board, have a whole-class discussion about the questions that they asked about the different jobs on the board. Choose different questions that pairs of students asked and give positive praise about the questions.
8. Tell students that they are to work together as a class to identify questions that a student could ask about any job, such as “Do you like doing this job?” Choose different questions from the board and ask students if you could ask the question about any job. Write a new heading on the board, “Any job,” and place these questions under that heading.
9. Tell students that they are going to work independently to think about a job they want to learn more about. Distribute the **Job Questions** activity worksheet. Tell students that they are going to draw a picture of a job they want to learn more about and think of questions that they can ask about that job. Tell students that they can come up to the board to look at the sticky notes to get ideas about the types of questions that they can ask.
10. **Optional:** Once students have completed the **Job Questions** activity worksheet, give students the opportunity to share the questions they have written.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

Optional: Invite someone from the community to come into the classroom to talk about their job. Prepare questions for the community member beforehand and have different students volunteer to ask each question.

