

TEACHERS ACTIVITIES

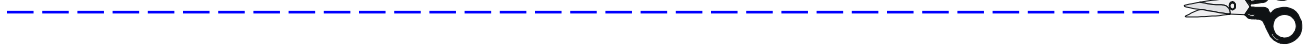


Theme:

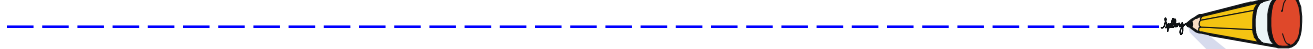
There are many jobs in the world and you have to try a few to find the one that's right for you.

Topics For Discussion:

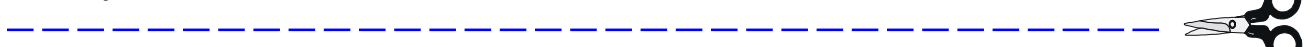
Invite students to share stories about opportunities they have had to earn money outside of their regular household chores.



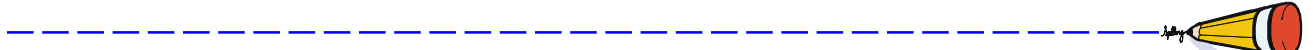
Discuss Fox's different jobs in the story. What happened at each job that caused him to have to leave? Why was Fox so successful at his last job?



Ask students why people need or want jobs. How do people use the money they earn in their jobs? Are there other reasons for wanting a job besides earning money? Invite students to tell why they personally might be saving money.



Discuss attributes that are needed in order to obtain and keep a job, e.g., being on time, dependability, doing good work, getting along with others on the job, etc.



It appeared from the program that the Lego® artist had a job that was more "play" than "work." Discuss other jobs in which people play at their work.

Curriculum Extension Activities:

Have a career fair in the classroom. Invite parents and others in to give brief presentations about their jobs. Those who cannot come in person could send a videotape of their presentation.



Bring in lots of Legos® and have students make Lego® creations.

Brainstorm a list of all the careers that students can think of. Have each student select a career that is most interesting to her/him to research. In addition to print resources, have them conduct an interview, write a letter, or use e-mail to ask questions about the career. As a group, generate a short list of questions they would like to have answered—questions that would be appropriate across all their chosen careers. Have each student start with this master list of questions and add one to it that is unique to the career she/he is researching. Provide an opportunity for students to share their findings and encourage them to be creative in their sharing (e.g., dramatize a person in that job at work, make a poster about the career, write a biography of someone in that job, dress up as someone in that career and tell about her/his work, etc.).



Have students think of (or invent) careers that would be fun to have, such as ice cream taster, creator of new ice cream flavors or candy bars, someone who decides on new colors for crayons, t-shirt designer, creator of new board games, someone who plays with puppies or kittens, etc. Give each student a sheet to complete as follows:

I am a _____.

At my job, I _____.

Here is a picture of me at work.

Bind all the pages into a class book entitled, "Jobs We Would Like to Have."



There are several books in the "Fox" series, including *Fox All Week*, *Fox and His Friends*, *Fox In Love*, *Fox On Wheels*, *Fox At School*, *Fox On Stage*, and *Fox Outfoxed*. Obtain some of these books to read to the class and make them available for students to read on their own. Discuss the characterization of Fox. As a class, write another story starring Fox. Take dictation of the students' ideas for the rough draft, edit the story together, and then put individual sentences from the story on sheets of paper for students to illustrate. Have them make a cover, title page, and dedication page, as well. Bind the pages into a book for the classroom library or put it on "loan" for a short while to the school library and ask the media specialist to shelve it with the other "Fox" books.



Students will likely notice that many of the "Fox" books were written by Edward Marshall. In reality, Edward Marshall and James Marshall were the same person. Allow students to speculate as to why James invented Edward as the author.

Have students, working in small groups, design a business. They will need to decide on the type of business they will have (e.g, Is it a service or will they have a product?), what jobs the workers will have, how they will advertise, where they will sell products (if there is one), what they will charge, and the like. Have them write advertisements for their business and design a business card. Provide opportunities for each group to share its business and explain why it is needed.



Fox got a job at a pizza parlour, a shoe store, a haunted house, and a furniture store. Have students write "Help Wanted" ads for those jobs. Look at newspaper ads for ideas about the kinds of information that appear in ads of this type.

SUPPLEMENTARY BOOKLIST:

JOBS FOR KIDS: A GUIDE FOR HAVING FUN AND MAKING MONEY
by Carol Barkin, illus. by Roy Doty (Lothrop, Lee & Shepard)

LEO AND EMILY'S ZOO
by Franz Brandenburg, illus. by Yossi Abolafia (Greenwillow)

ARTHUR'S PET BUSINESS
by Marc Brown (Joy Street/Little, Brown)

A JOB FOR WITTILDA
by Caralyn & Mark Buehner (Dial Books)

A DAY'S WORK
by Eve Bunting, illus. by Ronald Himler (Clarion)

MARTIN AND THE TOOTH FAIRY
by Bernice Chardiet & Grace Maccarone, illus. by G. Brian Karas (Scholastic)

CRANBERRY AUTUMN
by Wende and Harry Devlin (Four Winds)

ARTHUR'S FUNNY MONEY
by Lillian Hoban (HarperCollins)

YUMMERS TOO: THE SECOND COURSE
by James Marshall (Houghton Mifflin)

THE PAPERBOY
by Dav Pilkey (Orchard Books)

MAMA BEAR
by Chyng Feng Sun, illus. by Lolly Robinson (Houghton Mifflin)

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Description:

Fox tries to earn the money for a new bicycle by trying several different jobs. He learns that jobs that match his skills are hard to come by. In exploring the world of work, LeVar shares his list of household chores. He also interviews a young man who has started his own business, a dog walker who manages to walk more than one dog at a time, an architect who designs large Lego displays, and a police officer who works on horseback.



Social Studies Concepts:

- ◆ goods and services
- ◆ economics
- ◆ change
- ◆ careers



Classroom Activities:

Goods and Services

Have students list each job Fox tries and why he ends up quitting. Then discuss the difference between goods and services before having them identify the purpose of each of the businesses where Fox was employed and determining whether it provided a good or a service. Have students form small groups. Ask half of the groups to generate a list of jobs that provide goods; ask the others to generate a list of jobs that provide services.



Goods and Services

Have students share their lists from the previous activity and compile them into one class list. Use the list to play a game of charades by having a student choose a job from the list, pantomime the worker on the job, and ask classmates to guess the name of the job that provides goods or services to the public.



Economics

Ask the class to brainstorm reasons why people need or want jobs. Then talk about ways people use the money they earn from their jobs. Do students think there are other reasons for wanting a job besides earning money? Invite students to share why they are saving money. Have them also describe to the class different ways they have learned to save. (For example: collecting aluminum cans, doing odd jobs for older people, saving part of their allowance, and so on)

Economics

Discuss how the reasons for saving money may change as we get older and have more responsibilities. Brainstorm with students reasons why their parents have a job and what their parents may save their money for (examples may include paying for a car or house, food to eat, retirement, family vacation, etc.) Discuss with them the safe places where money can be kept (bank savings account, mutual funds, IRA accounts). Remind students that Fox broke his bike and expected his mother to buy him a new one. Have students form small groups to talk about what happens when they break a toy and want to replace it.



Change

Changing jobs and routines, and learning a new skill is often a challenge. Have students fold a sheet of drawing paper in half. On one half have them draw a picture showing themselves learning how to do a challenging task for the first time, such as learning to ride a bike, swim, play soccer, putting together a model, figuring out a math problem, writing in cursive, and so on. On the second half of the paper, have the students draw a picture showing themselves once they learned to do the task.

Invite students to share their before-and-after drawings with the group. Talk about feelings they experienced in the beginning, while they were learning, and once they accomplished what they set out to do. Feelings might range from fear, worry, and disappointment to excitement, hopefulness, and pride.



Change

Ask students if anyone has moved recently or remembers the last time they moved. Have them share their experiences with the class. Talk about how uncertain and scary it can feel when a person is new to a situation. Brainstorm a list of things students can do to make someone feel welcome when they are new to a group of people--whether it is in class, on the playground or in the neighborhood. Then role-play some of the suggestions.



Careers

After viewing the video, talk about how the dog walker and the Lego artist felt they had jobs that were more "play" than "work." Discuss other jobs in which people seem to play at their work. Talk about how important it is to enjoy what you are doing every day. After the discussion have the students think about what they would like to do as adults and draw a picture showing themselves at this future job.

Careers

As a class, create a list of the jobs from the episode. (You may want to watch the video again.) Brainstorm what qualities each of these jobs would require in order for the worker to do a good job. Examples may include being on time, dependability, doing good work, getting along with co-workers, etc. Have students come up with tips that would help Fox be more successful in each of his jobs. Then have volunteers role play a conversation with Fox, telling him what he should do to keep a job in the future.

Do-At-Home Activity:

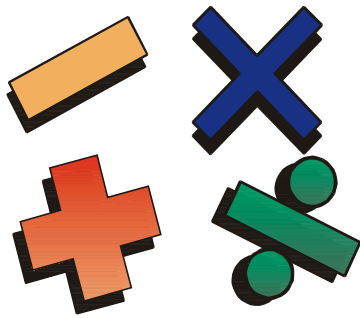
On The Job Survey

Invite parents to talk about their jobs with students. Students can survey one or two others from their family or friends. [Create a list on a sheet of paper for further discussion about jobs.]

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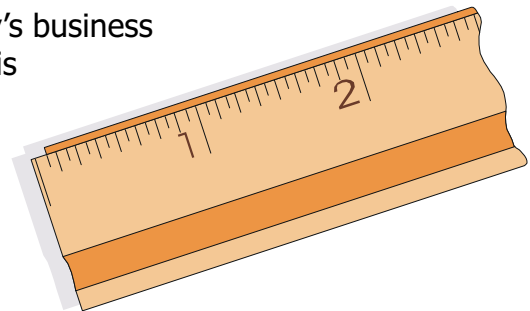
- **Symmetry & geometry.** Working in cooperative groups, have students design and then build a Lego creation that is symmetrical. Discuss with them how they might plan their design on paper so that the result will be symmetrical (e.g., work out from a center line; draw one side, fold the paper, and rub the design with a soft lead pencil or dark crayon to the other side). Display all creations and have students describe them. Encourage students to use the names of specific Lego shapes, such as “square” or “rectangle,” as they talk about the construction of their Lego creation.

- **Set up a class business.** This could be a mythical business; however, students will learn many practical skills by making their business operational. They will need to decide on a product. For a “real” business, the product needs to be within what the children can accomplish. A food product, such as popcorn, Kool-Aid™, or no-bake cookies, or inexpensive school supplies, such as pencils and erasers, are possibilities. The product could also be an item the children make, such as bookmarks or book jackets.

They will need to research the cost of supplies before setting a price for their product. They will need to plan and prepare their advertising material. Also, they might design a business card and make copies for everyone.

Early in the project, they should decide how they will spend the money they earn. Will it be something for the classroom, such as books or games; for a field trip; for the school, such as a tree for the school yard; or a donation to a charitable fund?

- **Money values & basic operations.** Teams of classroom “accountants” should maintain the “books” daily and review the day’s business activity for the whole class at the end of the day. This information can be recorded on a large chart pad set up in a simple ledger format. Daily sales can be graphed, so that students can see the progress of their business over time.



Do-At-Home Activity

- **Interview parents about their childhood jobs.** Have students design an interview with parents about the kinds of jobs that children had when their parents were young. What was their first job? How much were they paid? Did they have an allowance? How much? How did they earn it? How did they use their allowance? Have students bring their interview information to school so that they can compare then and now. Discuss how the amount of an allowance then might not be appropriate now.

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