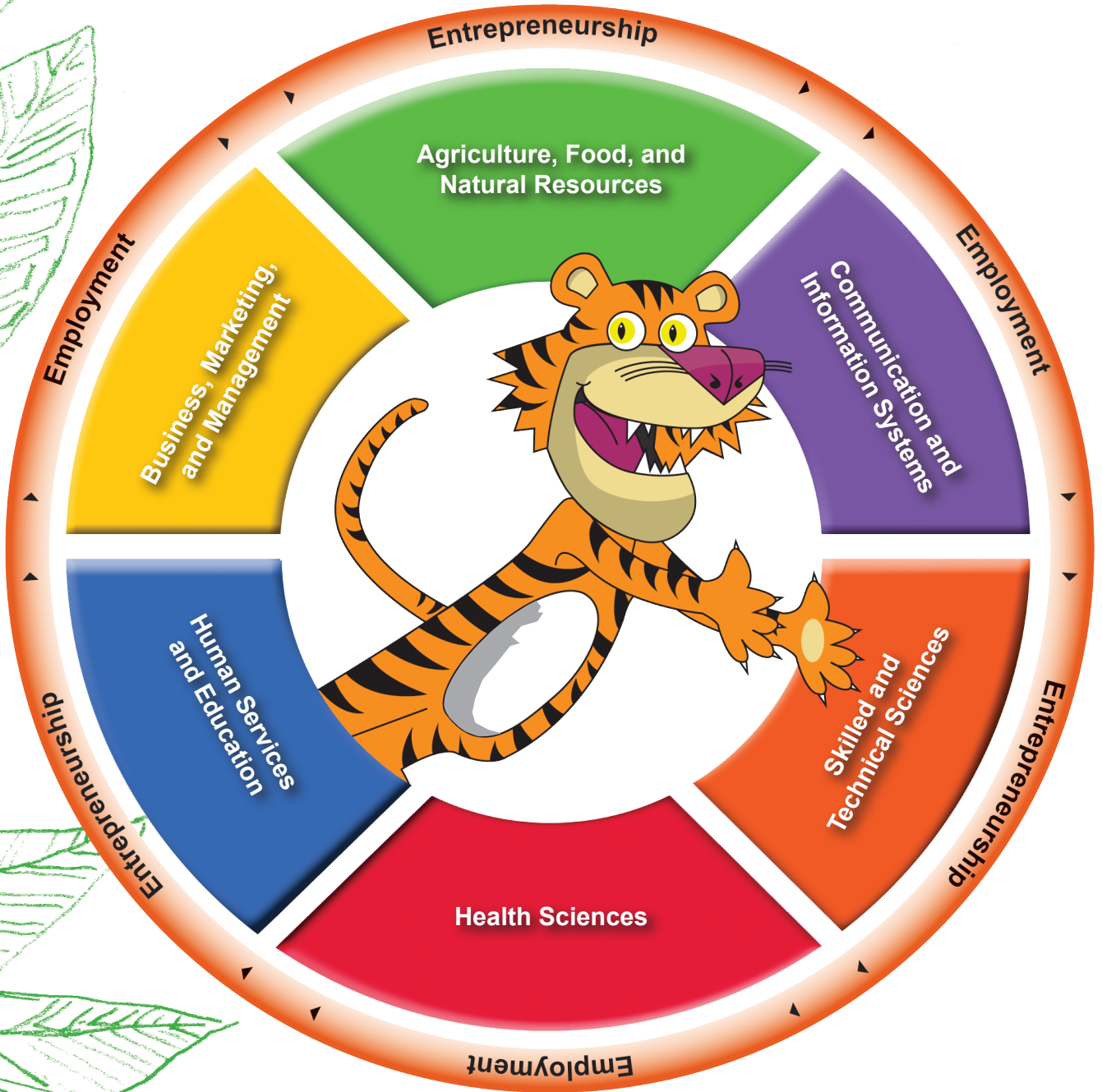




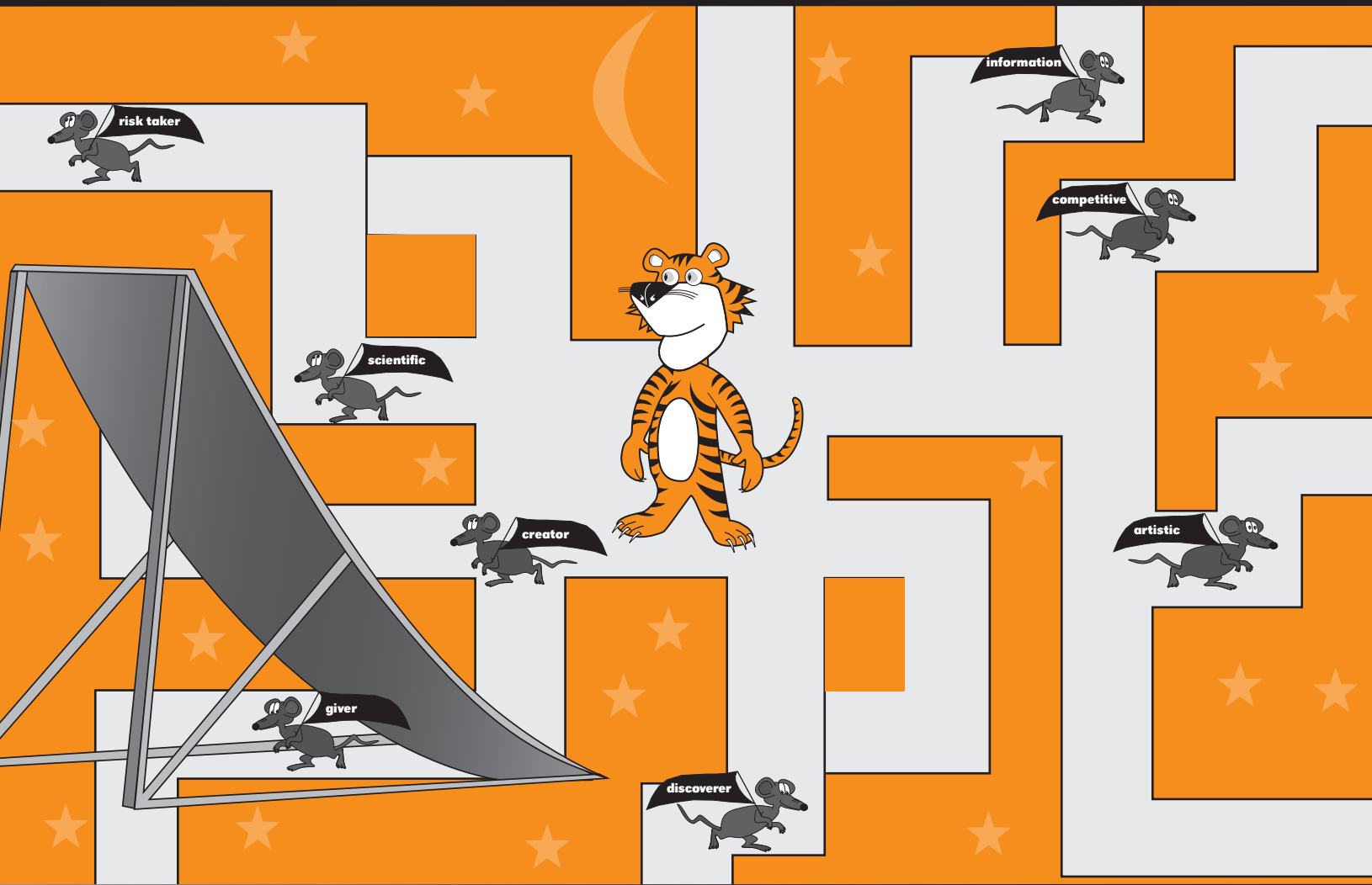
LEAP INTO CAREERS!

An activity book to help 3rd - 5th graders explore careers



How to Spell Entrepreneur

E Each **N** Neon **T** Tiger **R** Races **E** Eight **P** Plump **R** Rats **E** Each **N** Night **E** Even **U** Under **R** Ramps



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Introduction

LEAP INTO CAREERS!

To our students/learners ...

It's a jungle out there! Are you ready? Do you have what it will take to make the leap into a great job? In the next few years, you will grow and mature not only physically, but also mentally and emotionally. You'll learn many things along the path to adulthood and employment. The activities in this booklet are designed to help you LEAP Into Careers and discover some of the exciting opportunities that are waiting for you!

To our fellow educators/leaders ...

It's never too soon to encourage students to take the LEAP! The jungle they will face in the world of careers can be pretty overwhelming. How does one decide at age 8, 9, 10, or even 18 what career will be a good fit? How does one prepare for a future in which many professions aren't yet even a twinkle in somebody's imagination? The best backpack of skills we can send with young learners is the thirst for knowledge. In this information age, we can't hope to teach them everything they'll need to know for a future career. They'll need to continue to learn over their entire lifetime.

The LEAP curriculum was developed to help youth understand various career opportunities in the Nebraska Career Education Career Fields and Clusters. The model upon which the curriculum is based is on Page 57. In Part A, we've included a concrete activity for each of the 12 foundation skills.

An introduction to entrepreneurship is the focus of Part B, "What Is an Entrepreneur?" We see this as an "umbrella" unit because it can apply to every possible career. Entrepreneurs will ultimately develop careers that may not yet exist.

In Part C, students will delve into the Career Fields. For each field, students will explore career opportunities and the skills necessary to be successful in that field.

Preparing to LEAP culminates the curriculum in Part D. Students design a Learning Experiences Action Plan (L.E.A.P.). They'll create a road map to follow that will help them take full advantage of the many learning opportunities along the path to employment.

Ready? Set? Encourage them to LEAP!

Becky Moock
Shelly Mowinkel
LEAP authors

Acknowledgments

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Building a Foundation for your LEAP

Building a Foundation for Your LEAP

The importance of building a strong foundation to help you LEAP high toward your future career goals cannot be overstated. Any building needs a strong foundation to stand strong and tall. In the same way, students learning to launch into future careers need a sturdy launch pad from which to LEAP toward their future career choices.

In this first section of the LEAP curriculum, you will discover and work with skills that will build a strong foundation for any career path. You will experience a series of activities that were designed to give you a peek at each of the foundation skills.

These are not one-time activities. They all will help develop your ability to make successful career choices in the future, but it will also take practice to perfect them. You should think of the activities in Section A as repetitions that will help you develop and someday flex your career-ready muscles.

Be sure to keep a journal to record your thoughts as you go through the activities and develop your skills along the way. You'll find that some skills come naturally while others will take much more time to develop. You also will probably find that you are better at some things than others are, and, likewise, that others are better than you in some other areas. That's life, and, of course, you're going to add a career to your life's path one of these days.

What a great opportunity you have by growing and developing skills that will help you succeed in your future career years before you really need to choose what that career might be! By learning about and understanding your strongest skills (we call these your Strengths) at your age, you will really have a competitive advantage when it is your turn to LEAP toward a career.

As you finish each activity in this section, you will see a tiger jumping through a series of three fiery hoops. Think of your skill level as that tiger's ability to jump through the hoops. Your tiger is trying to develop enough skill to LEAP through all of the hoops. After you do the activity, you need to determine how many hoops your tiger is able to LEAP through. If your tiger can hop through the first hoop, it means that you have discovered something about the new skill in the activity but that you still don't feel comfortable using the skill. If your tiger can jump through two of the hoops, it shows that you understand the skill even though you still need some practice to use it well. Finally, if your tiger can LEAP through all three hoops, you've mastered the skill.

Ready, Set, LEAP into Part A: Foundation Skills!!!

Academic Foundations

Part A

Unit 1

Academic Foundations — Count It Back

Success Indicator

You will learn to count back change in a customer-friendly way.

Life Skills Practiced

Communication; Marketable Skills; Wise Use of Resources

Project Skills Practiced

Counting Back Change

Foundation Skills or Concept

Academic and Technical Literacy

Supplies Needed

Coins and bills of various denominations totaling at least \$50.00
Cash box or other container
Scissors to cut price cards

Time Needed

10-15 minutes per person



Introduction

Your customer hands you \$10.00, but the item only costs \$7.25. You owe some change — but how much? In this activity you'll learn to count back the change you return. This method helps you and your customer know you're giving back the right amount.

Activity: Making Change

1. Set up a cash box using either real money or play money. Include both coins and dollar bills. It will be easier if you organize the money by value, putting all the pennies together, nickels together, etc. The cash box can be any box or even a cupcake pan.

Count your cash and list the amount here.

2. Cut out the "price cards" on Page 9 to use for practice. You will collect these cards as cash to keep in your cash box.
3. Have one person play the cashier and another be the customer.
4. When you count back change, you'll be counting up from the cost amount to the amount the customer gave you. To count back change to a customer, follow these steps:
 - a. Count the change into your own hand first.
 - b. Start with the amount the customer must pay. (Using the example above, the cost is \$7.25.)
 - c. Then use coins to get to the nearest dollar amount. As you pick up the coins, add them to the starting amount. (Pick up 25¢ and add it to get \$7.50. Pick up two more quarters to get \$8.00.)
 - d. Next pick up dollar bills to get to the amount the customer gave you. (Pick up two \$1.00 bills. Add them to get \$10.00)
 - e. Now follow the same steps counting back the amount to the customer. Count out loud beginning at the cost. As you give the customer each coin, say the new amount. Then count back the bills until you get to the amount of money that was given to you.
5. Take turns practicing with each of the "price cards."
6. Count back the cash in your box and the dollar amount of the price cards.
7. List that amount.



Sum It Up!

Share What You Did

1. How did it feel to count back money for change?
2. Which problems were the easiest to figure out? The hardest?

Process What's Important

1. Why is making change an important skill to have?
2. How did you practice communication in this activity?

Generalize to Your Life

1. What key points have you learned about counting back change?
2. How will you use this skill in other learning situations?

Apply What You Learned

1. How will you use this skill in the work world?
2. How can you use this skill as a customer?

More Challenges

Go to FunBrain.com and complete the Change Maker game.

Figure out your total sales for the day:

Total cash in box at the end of the day (6) ____
minus starting cash (1) = ____

Profit _____

How high did you LEAP?

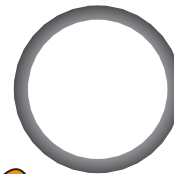
Grrrrrreat!



Better



OK



Skill Learned:
Handling Money

Academic Foundations

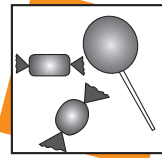
Additional copies of this page can be found in the Appendix on pages 87-88.

Price Cards



Item #1

Cost of Item: \$.65
Amount customer gives you: \$1.00



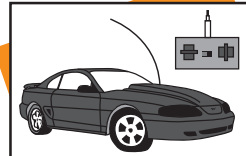
Item #2

Cost of Item: \$.87
Amount customer gives you: \$1.00



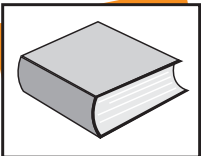
Item #3

Cost of Item: \$2.75
Amount customer gives you: \$5.00



Item #4

Cost of Item: \$4.25
Amount customer gives you: \$5.00



Item #5

Cost of Item: \$3.27
Amount customer gives you: \$5.00



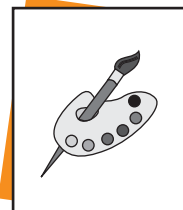
Item #6

Cost of Item: \$2.69
Amount customer gives you: \$5.00



Item #7

Cost of Item: \$6.60
Amount customer gives you: \$10.00



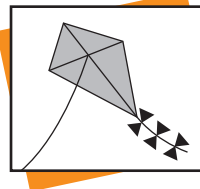
Item #8

Cost of Item: \$8.36
Amount customer gives you: \$10.00



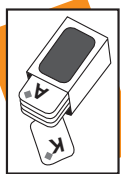
Item #9

Cost of Item: \$2.17
Amount customer gives you: \$10.00



Item #10

Cost of Item: \$4.38
Amount customer gives you: \$10.00



Item #11

Cost of Item: \$3.23
Amount customer gives you: \$5.23



Item #12

Cost of Item: \$5.23
Amount customer gives you: \$10.25

School Standards and Teachers Guide

Bringing 4-H to the Classroom – An Introduction to School Standards

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade, and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting. In addition, as the curriculum is adapted, standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska–Lincoln Extension publication, the materials found in this curriculum have been aligned with the Nebraska State Education Content Standards. Alignment of the Nebraska standards is in compliance with national educational standards, which are also listed in this manual. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

LEAP Activities: Aligned with American School Counselor Association Student Standards, Nebraska STARS Standards, Nebraska State Education Content Standards, and National Content Standards for Entrepreneurship Education.

Count It Back

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Earning/Career Development: Standard C

Nebraska STARS Standards

Math 4.1.3 – Compute fluently and accurately using appropriate strategies and tools

Language Arts 4.1.6.g – Apply knowledge of text features to locate information and gain meaning from a text

National Content Standards for Entrepreneurship Education

G.04 – Recognize types of currency (paper money, coins, bank notes, government bonds, treasury notes, etc.)

Pass It On

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Living/Personal/Social Development: Standard C

Nebraska STARS Standards:

Science 5.1.1 – Ask testable scientific questions

National Content Standards for Entrepreneurship Education

D.01 – Explain the nature of effective communications

D.26 – Participate as a team member

When You Believe It, You Can Achieve It

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Earning/Career Development: Standard C

Nebraska STARS Standards

Language Arts 4.1.6.g – Apply knowledge of text features to locate information and gain meaning from a text

Science 5.1.1 – Ask testable scientific questions

National Content Standards for Entrepreneurship Education

B.17 – Maintain positive attitude

Choices, Choices!

American School Counselor Association Student Standards

Skills for Earning/Career Development: Standard A

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

National Content Standards for Entrepreneurship Education

B.14 – Determine interests

H.04 – Select and use sources of career information

What's Your Decision?

American School Counselor Association Student Standards

Skills for Living/Personal/Social Development: Standard A

Nebraska STARS Standards

Language Arts 4.1.6.b – Identify and analyze elements of narrative text

Language Arts 4.1.1.g – Apply knowledge of text features to locate information and gain meaning from a text

School Standards and Teachers Guide

Social Studies 4.13 – Determine if laws have been broken

National Content Standards for Entrepreneurship Education

B.01 – Demonstrate honesty and integrity

B.19 – Make decisions

D.21 – Respect the privacy of others

D.22 – Explain ethical considerations in providing information

Nebraska Entrepreneurship Standards

Benchmark 1.1 – Analyze personal strengths, skills, and talents

Benchmark 3.4 – Explain legal issues affecting entrepreneurial ventures

You Be the Judge

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Living/Personal/Social Development: Standard C

Nebraska STARS Standards

Social Studies 4.13 – Determine if laws have been broken

National Content Standards for Entrepreneurship Education

B.01 – Demonstrate honesty and integrity

Nebraska Entrepreneurship Standards

Benchmark 1.1 – Analyze personal strengths, skills, and talents

Benchmark 3.4 – Explain legal issues affecting entrepreneurial ventures

Who's Listening to the Music?

American School Counselor Association Student Standards

Skills for Living/Personal/Social Development: Standard B

Nebraska STARS Standards

Math 4.4.1 – Organize, display, compare, and interpret data

Language Arts 4.1.6.g – Apply knowledge of text features to locate information and gain meaning from a text

National Content Standards for Entrepreneurship Education

D.02 – Apply effective listening skills

B.06 – Recognize others' efforts

E.01 – Use basic computer terminology

E.14 – Communicate by computer

K.12 – Demonstrate spreadsheet applications

Can You Build It?

American School Counselor Association Student Standards

Skills for Living/Personal/Social Development: Standards A & B

Skills for Earning/Career Development: Standard C

Nebraska STARS Standards

Math 4.2.5 – Apply appropriate procedures and tools to estimate and determine measurement using customary and metric units

Language Arts 4.1.6.g – Apply knowledge of text features to locate information and gain meaning from a text

National Content Standards for Entrepreneurship Education

D.26 – Participate as a team member

J.16 – Exhibit leadership skills

J.17 – Encourage team building

What's in the Bag?

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Living/Personal/Social Development: Standard A

National Content Standards for Entrepreneurship Education

B.19 – Make decisions

B.21 – Demonstrate problem-solving skills

B.27 – Demonstrate creativity

Nebraska Entrepreneurship Standards

12.2.3 – Personal management

Ideas for things to put in the bags: 1. hammer, nails, small square

2. pencil, paper, eraser

A Peek Into the Future

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

National Content Standards for Entrepreneurship Education

B.20 – Develop an orientation to change

B.21 – Demonstrate problem-solving skills

Nebraska Entrepreneurship Standards

Benchmark 3.3 – Recognize customer groups and develop a marketing plan to identify, reach, and retain customers in a specific target market

School Standards and Teachers Guide

One Time ...

American School Counselor Association Student Standards

Skills for Living/Personal/Social Development:
Standard C

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

National Content Standards for Entrepreneurship Education

N.10 – Establish safety policies and procedures

Let the System Be Your Guide

American School Counselor Association Student Standards

Skills for Learning/Academic Development:
Standard A

Nebraska STARS Standards

Math 4.1.1 – Represent and show relationships among positive rational numbers within the base-ten number system

National Content Standards for Entrepreneurship Education

M.03 – Document business systems and procedures

What Is an Entrepreneur?

American School Counselor Association Student Standards

Skills for Learning/Academic Development:
Standard C

Skills for Living/Personal/Social Development:
Standard B

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

Social Studies 4.8 – Market system

National Content Standards for Entrepreneurship Education

E.16 – Operate computer-related hardware peripherals

K.10 – Demonstrate presentation applications

Nebraska Entrepreneurship Standards

Benchmark 1.2 – Explain entrepreneurial profile

Benchmark 2.3 – Identify and evaluate the methods of entering an entrepreneurial venture

Benchmark 6.1 – Research career opportunities in entrepreneurship

Examining the Career Fields

American School Counselor Association Student Standards

Skills for Living/Personal/Social Development:
Standard A

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

Social Studies 4.8 – Market system

National Content Standards for Entrepreneurship Education

B.14 – Determine interests

B.16 – Conduct self-assessment to determine entrepreneurial potential

H.01 – Evaluate career opportunities based on current/future economy

Nebraska Entrepreneurship Standards

Benchmark 1.1 – Analyze personal strengths, skills, and talents

Benchmark 1.3 – Develop a personal entrepreneurial profile

Benchmark 6.1 – Research career opportunities in entrepreneurship

L.E.A.P. (Learning Experiences Action Plan)

American School Counselor Association Student Standards

Skills for Learning/Academic Development: Standard A

Skills for Earning/Career Development: Standard C

Nebraska STARS Standards

Language Arts 4.1.6.k – Identify and explain purpose for reading

Language Arts 4.1.5.e – Determine meaning using print and digital references

National Content Standards for Entrepreneurship Education

B.28 – Set personal goals

Nebraska Entrepreneurship Standards

Benchmark 6.1 – Research career opportunities in entrepreneurship

L.E.A.P. Standards Chart

Lesson Name	American School Counselor Association Student Standards	National Content Standards for Entrepreneurship Education	Nebraska Entrepreneurship Standards	Science	Math	Lang. Arts	Social Studies
Count It Back	Skills for Learning/ Academic Development: Standard A	G.04			4.1.3	4.1.6.g	
	Skills for Earning/ Career Development: Standard C						
Pass It On	Skills for Learning/ Academic Development: Standard A	D.01		5.1.1			
	Skills for Living/Personal/ Social Development: Standard C	D.26					
When You Believe It, You Can Achieve It	Skills for Learning/ Academic Development: Standard A	B.17		5.1.1		4.1.6.g	
	Skills for Earning/ Career Development: Standard C						
Choices, Choices!	Skills for Earning/ Career Development: Standard A	B.14				4.1.6.k	
		H.04					
What's Your Decision?	Skills for Living/Personal/ Social Development: Standard A	B.01	Benchmark 1.1			4.1.6.b	4.13
		B.19	Benchmark 3.4			4.1.6.g	
		D.21					
		D.22					
You Be the Judge	Skills for Learning/ Academic Development: Standard A	B.01	Benchmark 1.1				4.13
	Skills for Living/Personal/ Social Development: Standard C		Benchmark 3.4				
Who's Listening to the Music?	Skills for Living/Personal/ Social Development: Standard B	D.02			4.4.1	4.1.6.g	
		B.06					
		E.01					
		E.14					
		K.12					

L.E.A.P. Standards Chart

Lesson Name	American School Counselor Association Student Standards	National Content Standards for Entrepreneurship Education	Nebraska Entrepreneurship Standards	Science	Math	Lang. Arts	Social Studies
Can You Build It?	Skills for Living/Personal/Social Development: Standards A & B	D.26			4.2.5	4.1.6.g	
	Skills for Earning/Career Development: Standard C	J.16					
		J.17					
What's in the Bag	Skills for Learning/Academic Development: Standard A	B.19					
	Skills for Living/Personal/Social Development: Standard A	B.21					
		B.27					
A Peek Into the Future	Skills for Learning/Academic Development: Standard A	B.20	Benchmark 3.3			4.1.6.k	
		B.21					
One Time ...	Skills for Living/Personal/Social Development: Standard C	N.10				4.1.6.k	
Let the System Be Your Guide	Skills for Learning/Academic Development: Standard A	M.03			4.1.1		
What Is an Entrepreneur?	Skills for Learning/Academic Development: Standard C	E.16	Benchmark 1.2 Benchmark 2.3			4.1.6.k	4.8
	Skills for Living/Personal/Social Development: Standard B	K.10	Benchmark 6.1			4.1.3	4.8
Examining the Career Fields	Skills for Living/Personal/Social Development: Standard A	B.14	Benchmark 1.1			4.1.6.k	4.8
		B.16	Benchmark 1.3				
		H.01	Benchmark 6.1				
L.E.A.P. (Learning Experiences Action Plan)	Skills for Learning/Academic Development: Standard A	B.28	Benchmark 6.1			4.1.5.e	
	Skills for Earning/Career Development: Standard C					4.1.6.k	