

E-WOW

ADMINISTRATOR'S GUIDE

EXPLORE THE WORLD OF WORK

MISSION STATEMENT: E-WOW is an awareness and exploration activity for young students to identify and explore their interests in work activities. E-WOW is designed as an awareness and exploration-learning activity with a game-like format, which helps students become aware of important career related information. After completing E-WOW, students will be able to identify work activities that they like and dislike, work interests, and jobs related to their work interests.

BACKGROUND: E-WOW is designed as a career awareness and exploration learning activity to help students become aware of work activities, grouping jobs according to one's work interests, job titles, and the process of exploring, researching and comparing jobs. E-WOW was developed with these major premises in mind:

There is a need for comprehensive career awareness and exploration activities that can be used by young elementary school students.

Career awareness and exploration activities should employ kinesthetic, visual, and auditory learning features so that all elementary students, including learning disabled students, can benefit.

Career awareness and exploration activities should involve parents, the community and workers on the job.

Career awareness and exploration activities should use standard job titles, job clusters, and job information that tie in with national labor trends and projections.

Career awareness and exploration activities should encourage students to look at jobs in their future and take careful consideration in making occupational choices.

With these points in mind, E-WOW was developed as an elementary and special education program to fit in with other products that have been developed to help students develop career and educational planning skills. Field-testing E-WOW has indicated that elementary school and special education students can complete all the performance objectives of this instrument. Students and teachers have reported a high degree of satisfaction with the process and results of the E-WOW activity.

DESCRIPTION OF E-WOW

FORMAT: E-WOW consists of an 8.5 by 11 inch six page folder that contains a game-like activity. Students write all responses on pages 1, 2, 3, and 4 of the folder. All necessary directions are contained in the folder. The four objectives of the program are: (1) The students color illustrations of job activities according to their work interests; (2) The students match their work interests with job clusters and jobs related to the clusters; (3) The students choose one job to explore and answer questions about that job; and (4) The students share results with parents, teachers, and counselors.

Specific activities required to complete the objectives are:

ACTIVITY 1: The students indicated their interest in work activities by coloring or outlining the work activities **GREEN** (activities liked), **YELLOW** (not sure of), or **RED** (activities not liked). **Color crayons, markers, or pencils must be furnished for this activity.** There are six rows of six drawings each, and each drawing depicts a specific work activity. The drawing is also defined with a simple job title and direct work activity. The six work activities in each row are illustrations that make up the components of jobs related to that work interest.

ACTIVITY 2: There are three steps in this activity. In **STEP ONE** the students add up the colors in each row and put the totals in blanks. In **STEP TWO** the students color the number of sectors of the circle that represents their work interest in that work activity. These six clusters represent Holland's six work environments that can be connected with personal work interests to indicate which jobs would be most fulfilling. In **STEP THREE** the students are asked to underline, in green, the jobs that they like. The job titles are grouped in the cluster according to similar work interests. The job titles are taken from the Standard Occupational Classification system. Job titles were selected on the basis of familiarity to young students and prospects for employment and growth. Young students should be aware that there are many more jobs than listed in the E-WOW program. References for research, such as *Reflections of Your Future*, should be available to students for research activities.

ACTIVITY 3: The students select a job to explore (page 4). This activity is devised to make the students aware of job activities, abilities and skills necessary to do the job, and education and training to prepare for the job. Field-testing indicates that some students don't want to stop with questions asked in the folder; they want to devise some of their own questions and do further research about the job. That kind of initiative adds to the creative aspect of the E-WOW activity, and should be encouraged.

ACTIVITY 4: The culminating activity is to share the results with parents, teachers, counselors and others. The goal of the E-WOW activity is to facilitate auditory feedback; to encourage the students to "hear" from adults who can share experiences about the jobs and the world of work. Ideally, the students will contact workers in the field and hear directly from them what a job is really like.

Time For Administration: The reading level and the directions of E-WOW are sufficiently easy to enable students to complete the self-assessment in one to two class periods of 40 minutes. The exploration activity may be done as a homework assignment.

ADMINISTRATION OF E-WOW

ADMINISTRATION: To administer the E-WOW it is necessary to have the following items:

1. One E-WOW folder for each student in the class or group.
2. Crayons or markers. A green, yellow, and red crayon, marker, or pencil for each student.
3. A sufficient number of reference materials, such as *Reflections of Your Future*, to use for students research activities as required on page 4 of the E-WOW folder.

There are three main activities in administering E-WOW. :

Activity 1: Explain Goals and Objectives

1. Distribute E-WOW folders and crayons or markers and a pencil to each student.
2. Instruct the students to write their name, teacher's name, and date on page 4 of the folder.
3. Discuss with students the goals and objectives of the E-WOW activity.

Activity 2: Self Assessment of Work Interests

1. Read aloud the instructions on page 1 and page 2. Encourage students to be creative in ways to color the drawings. Students may want to trace the frame of the drawing, color the background, or color each individual picture with the colors of their choice. The dominant color must reflect their work interest.
2. When students have completed coloring each picture, on page 1 and 2, Add up the colors in each row and record the totals of each color in the blanks on page 3.

Activity 3: Work Interests

1. Add up the colors in each row and place the total of each color in the blanks.
2. Color the sectors of the pie chart in each row according to the number of frames colored Green, Yellow, and Red.
3. After students have completed coloring each pie chart in rows A to F, they will notice that their work interest varies from one job group to another.

Activity 4: Selecting Job Titles to Explore

1. Students are requested to underline in Green those job titles they like best.

Activity 5: Exploration of a Job

1. Students are asked to select a job title to explore. Students may choose a job title that was illustrated in a picture, one that was underlined in Green, or a job title that is of special interest to the student.
2. Students should be encouraged to research the job by finding reference material in a library or career center, visiting someone who has the job, and talking to parents, teachers, and counselors.

DEFINITION OF TERMS

Job Awareness: To have knowledge of job tasks

Job Exploration: To search for and examine Job activities.

Related Jobs: To identify jobs that has similar work tasks

Research: To identify facts and knowledge that one needs to know (e.g., hobbies, sports, school tasks, work tasks)

Self Knowledge: To have knowledge of one's abilities, attitudes, interests, and values.

Work Interest: To identify work activities that one likes and dislikes (e.g., hobbies, sports, school tasks, work tasks)

World of Work: Include all groups of jobs

INSTRUCTIONAL REFERENCES

Reflections of Your Future: This resource is an introduction to career awareness for primary and elementary school students. Reflections of Your Future is an occupational (job) awareness and exploration dictionary. Reflections of Your Future is designed to show students various career options and start them thinking about choosing an occupation they will enjoy. This resource is especially designed for primary grades (e.g., grades 1 – 4).

Students' Occupational Outlook Handbook: This handbook is a resource for students who are researching information about occupations. The SOOH contains information for over 300 occupations covering a large percentage of all occupations nationwide. It is best used as a reference to learn about specific occupations that interest students. Elementary school students may use the SOOH to find out what an occupation is like; employment; employment growth; average earnings; skills needed; education, training and knowledge needed; worker interests and work values needed; and where to find sources for additional information

Job Jungle: A storybook consisting of twelve illustrated stories featuring a cast of animals learning to carry out a wide range of job activities.

Scouting the Job Jungle: A series of career awareness instructional activities.

Work Windows: A series of career related activities which teach positive work habits that reinforce basic academic skills.