Adapted by:
Delaware Department of Labor
Office of Occupational and Labor Market Information (OOLMI)
Delaware Career Resource Network

This publication was adapted from “Career Aware” by Oregon’s Partnership for Occupational and Career Information and “Career Heroes” by the Montana Department of Labor and Industry. Activities in this publication are based on “Careers are Everywhere!” by Texas Workforce Solutions, Labor Market and Career Information, and “Career Heroes” by the Montana Department of Labor and Industry.

Special thanks to:
Robert Marvin, Montana Department of Labor and Industry, OOLMI Staff, and the Delaware Department of Labor.

This publication is available for download at: https://lmi.delawareworks.com/Content/Publications/

Hard copies are available by request as funds allow.

Contact Kristie Manley at:
Delaware Career Resource Network
19 West Lea Blvd.
Wilmington, DE 19802
302-761-8064
kristie.manley@delaware.gov
INTRODUCING THE CAREER HEROES

Career Heroes is a set of career education tools designed around the theme of popular trading card games. The goal of Career Heroes is simple: to introduce elementary school children to the concept of career planning and to teach them the basics of using career information. Career Heroes consists of two main components:

The Career Heroes Workbook

The Career Heroes Trading Card Activities

TEACHER’S GUIDE
The Career Heroes Workbook is designed to show students that their future careers can and should suit their personality types. As such, the workbook is organized according to the Holland Codes.

### Holland Personality Types:

<table>
<thead>
<tr>
<th>Type</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>“Doers” practical, athletic, mechanical, persistent, systematic, stable</td>
</tr>
<tr>
<td>Investigative</td>
<td>“Thinkers” analytical, scholarly, scientific, curious, introspective, precise</td>
</tr>
<tr>
<td>Artistic</td>
<td>“Creators” expressive, intuitive, independent, imaginative, innovative</td>
</tr>
<tr>
<td>Social</td>
<td>“Helpers” friendly, cooperative, empathetic, patient, insightful, kind</td>
</tr>
<tr>
<td>Enterprising</td>
<td>“Persuaders” sociable, energetic, adventurous, inquisitive, assertive</td>
</tr>
<tr>
<td>Conventional</td>
<td>“Organizers” well-organized, systematic, accurate, efficient, structured</td>
</tr>
</tbody>
</table>

The Career Heroes Workbook is divided into two major sections. The first introduces students to specific careers that correspond to the Holland Codes. For each personality type, the workbook describes six occupations, two of which are highlighted with their own character cards. These cards list career information such as work activities, tools used, training required, and wages. (Note: The cards depicted in the workbook may not be identical to the actual trading cards.)

The first section also provides a number of activities that relate to the occupations described in each section. For instance, after students read about the Nutritionist, they are asked to draw a picture of a healthy meal that includes all the basic food groups. (Note: Students may need to discuss or research the food groups.)

The second section of the workbook (starting on page 23) provides an assortment of additional activities to get students thinking about the range of careers that exist, and how their personal interests and preferences can help them choose the kind of work they would like to do.

The Career Heroes Teacher’s Guide is also divided into two parts. Section one is a guide to the Career Heroes Workbook. It introduces each activity, and provides answer keys for the exercises that have specific answers. Section two provides instructions and resources for conducting the trading card activities. The Career Heroes Trading Cards are not currently available in print but can be downloaded from our website at https://dcrn.delawareworks.com/docs/Career-Hero-Cards-All.pdf.

The trading card activities are meant to be led by the teacher, and involve both small group work and whole class collaboration. These activities require that the teacher provide students with a set, or several sets, of Career Heroes Trading Cards. The trading cards can be downloaded and printed from our website as noted above. Please refer to page 12 to determine how many sets of cards you will need.

The Career Heroes activities call on students to use a wide range of knowledge and skills including reading, writing, mathematics, and art. It also requires research and interviewing skills.
SECTION ONE:  
CAREER HEROES WORKBOOK

The Career Heroes Workbook is designed to give students their first look at career planning. While most students will be aware that workers in different occupations do different kinds of work, they may not yet understand that people can choose the kind of work that best suits their personalities, and that they can use career information to help them decide which types of jobs are the best fit for them.

Try leading into the workbook by asking students to tell the class what their parents/guardians/neighbors/friends do for a living. Once everyone has had the chance to share, pose the following question: How did your father/mother/guardian/neighbor/close friend decide to become a (job title)? Chances are, most students will have no idea what led to these career decisions, and it may not have occurred to some that it was a choice at all. You might share with them the story of how you came to be a teacher. Tell them about other careers you might have considered, and why you decided against them. You might also ask them what jobs they would like to pursue, and why they think they would be good at that job. However you bring up the topic, you will want to pose the following question: How do people decide which job they want? The answer: They think about their own interests and talents, they get information on jobs that seem appealing, they find out how to prepare for the job they want, and they make a career plan. The Career Heroes Workbook will reinforce these ideas.

What is a Career Hero?

Have you ever noticed how average, ordinary workers are a lot like superheroes?

They might not wear spandex bodysuits (well, except for dancers and some athletes), but many do wear uniforms or distinctive clothing that marks them as someone who is there to help you.

Speaking of helping people, isn’t that exactly what both superheroes and workers do all day long? Whether it’s the man who paints your house or the lady who helps you get a loan to buy a house, people in careers are there to help you.

“But wait,” you say, “Superheroes have special abilities. They have been through rigorous training, and have an arsenal of highly-specialized equipment to fight the forces of evil.”

Exactly. And Career Heroes are no different. Performing each job takes a unique set of skills and knowledge. Some careers take years of training, and most require special tools that must be mastered.

In fact, we think Career Heroes are so special that they deserve their own set of trading cards. Each card features a different Career Hero and details the kinds of feats they perform on the job, the tools they have mastered, and the training they needed to qualify for their job.

This workbook introduces you to just a few of the hundreds of Career Heroes out there making the world a better place. It also describes the 6 different types of Career Heroes: Doers, Thinkers, Creators, Helpers, Persuaders, and Organizers. Maybe one of these types sounds a lot like you. Do you have what it takes to become a Career Hero?

Workbook Introductory Page

Either read this introduction to your students, or ask them to read it quietly to themselves.

Explain to your students that the six types of Career Heroes actually describe work personality types, which can be used to help them decide what type of jobs to pursue.
Anatomy of an Occupation Page

**REALISTIC CAREERS for "Doers"**

People in Realistic careers like to work with things more than with people. They are usually good at doing things with their hands or playing sports. Most of the time, they like to be outdoors and work with tools and machines.

Realistic Career Heroes Include:
- Automotive Mechanic
- Carpet Installers
- Echers and Engravers
- Farmers
- Fish and Game Wardens
- Roofers

**CARPET INSTALLERS**

Carpet installers cut and lay carpet on floors. They measure, cut, and lay the carpet on floors and use tools such as knives and saws to install the pieces. They may also use a ladder to reach higher areas in the room.

**CAREER HERO CHALLENGE**

In the space below, name five jobs that you think would be good to have in this profession.

**CAREER HEROES**

Holland personality type section header
Description of personality type and list of Career Heroes included in the section
Career Hero Challenges: Short activities relating to the careers discussed on the page.

**Occupation Pages:**

Introduce each of the six occupation sections (corresponding to the six work personality types) by reading aloud the description of the Holland Personality Type in the yellow box, as well as the listed occupations. Ask your students what other jobs might be included under that Career Hero Type.

Review the first card aloud with the class, starting with the Occupation Title and Job Description. Point out the Career Information listed on the card, including the Wage Points. Explain that one way people choose their careers is by researching this type of information. The information provided on the cards is explained below.

**Feats Performed** are the work activities. This information provides an overview of the day-to-day tasks involved in the job.

**Back of Cards:**

- **Skills** are what you actually do on the job. It is your ability to use your knowledge and apply it in a work context.
- **Knowledge** is what you learn from books, teachers, media, and other sources. It is in your head.
- **Tools Mastered** describes the tools and technology the workers must learn to use.
- **Training** lists the minimum education level need to qualify for the job.
- **Employment** shows how many people in Delaware hold that particular job.
**ANSWER KEY: OCCUPATION PAGES**

**REALISTIC CAREERS for “Doers”**

**AUTOMOTIVE MECHANIC**
Automotive mechanics repair automobiles, trucks, buses, and other vehicles. They talk to customers, test drive vehicles, and use diagnostic equipment to determine the problem. They also perform routine maintenance on vehicles.

**CAREER HERO CHALLENGE**
List three businesses in your community where you would find an Automotive Mechanic.
1. 
2. 
3. 

**CAREER HERO STORY**
Farmworkers care for live farm, ranch, or aquatic animals that may include cattle, sheep, swine, goats, horses and other equines, poultry, rabbits, chickens, and birds. They attend to animals produced for animal products, such as meat, fur, skins, feathers, eggs, milk, and honey.

**INVESTIGATIVE CAREERS for “Thinkers”**

**VETERINARIAN**
Veterinarians diagnose and treat animals with diseases or injuries. They help both pets and farm animals. They may also do research to help find better treatments, and advise pet owners and farmers how to care for their animals.

**CAREER HERO CHALLENGE**
Draw a picture of a part that you like or would like to have.

**FORENSIC SCIENCE TECHNICIANS**
Forensic Science Technicians help police investigate crimes. They collect, identify, and analyze evidence from crime scenes. They may specialize in areas like fingerprinting or handwriting.

**CAREER HERO CHALLENGE**
Can you identify the fingerprint that matches the one in the evidence box? Remember, the position of the fingerprint on the evidence may be different than its position when you made it. Identify from the box.

**INVESTIGATIVE CAREERS for “Thinkers”**

**COMPUTER SYSTEMS ANALYSTS**
Computer Systems Analysts design and plan ways that computers can do work for businesses and people. They study the kind of work to be done, then they find or make computer equipment and software that can do the job. They test the finished system to make sure it works correctly.

**CAREER HERO CHALLENGE**
List three things that computers can do for people that used to be done by hand.
1. 
2. 
3. 

**SOIL-PLANT SCIENTISTS**
Soil and Plant Scientists research plants to see in what conditions they thrive. They may work with agricultural plants, studying what makes the soil, and also how plants grow in different soils.

**CAREER HERO CHALLENGE**
Circle the animals that you think a Farmer might care for.

**FLORAL DESIGNERS**
Floral Designers use flowers to make bouquets, sprays, and wreaths. They make up dish gardens and flower arrangements. They arrange flowers in the way their customers want, using the colors and types of flowers they choose.

**CAREER HERO CHALLENGE**
List five careers for which you might like a floral designer.
1. 
2. 
3. 
4. 
5. 

**ARTISTIC CAREERS for “Creators”**

**PHOTOGRAPHERS**
Photographers produce and preserve images that paint a picture, tell a story, or record an event. They may take pictures of people, subjects, merchandise, or other commercial products. They may work in a studio or on location.

**CAREER HERO CHALLENGE**
Photograph work with both objects and people. Fill in the word listed below in the word search puzzle.

**FLORAL DESIGNERS**
Floral Designers use flowers to make bouquets, sprays, and wreaths. They make up dish gardens and flower arrangements. They arrange flowers in the way their customers want, using the colors and types of flowers they choose.

**CAREER HERO CHALLENGE**
List five careers for which you might like a floral designer.
1. 
2. 
3. 
4. 
5. 

**TEACHER’S GUIDE**
**Social Careers for “ Helpers”**

*People in Social careers like to help, teach, and give people advice more than they like to work with things. They like to be around other people, are interested in how people get along, and like to help other people with their problems.*

**Social Career Heroes Include:**
- Child Care Workers
- Medical Assistants
- School Counselors
- Training Specialists

**Training Specialists**

Training and Development Specialists manage and carry out training and development programs for employees. They study how adults learn and help workers gain skills to make them better at their jobs.

**Career Hero Challenge**

List three jobs that you could teach others to do.

1. 
2. 
3. 

**School Counselors**

School Counselors help evaluate students’ abilities, interests, and talents to set goals for school, work, and life. They work with individuals and with groups of students. They also work with teachers to help classroom activities meet children’s needs.

**Career Hero Challenge**

Name three skills that a School Counselor should have to do their job well.

1. 
2. 
3. 

**Emergency Medical Technicians**

Emergency Medical Technicians, or EMTs, provide emergency medical care at the scene of an accident or in people’s homes after someone calls 911. EMTs find out the patient’s condition and decide the immediate treatment needed. They give emergency care following strict rules. When needed, they transport the patient to a hospital for further treatment.

**Career Hero Challenge**

In the box to the right, circle the things that could prevent an accident. Then, cross out the items that could cause an accident or health problem.

**Medical Assistants**

Medical Assistants help keep the offices of doctors and other health care providers running smoothly. They may answer telephones, greet patients, update and file medical records, and fill out insurance forms. They may also schedule appointments and handle billing. Some medical assistants may ask patients about their medical histories and record vital signs like heart rate, blood pressure, and body weight. They may also prepare patients for examination and help doctors during exams.

**Career Hero Challenge**

Circle the tools or medical assistant materials in a doctor’s office.

**Conventional Careers for “Organizers”**

**Mail Carrier**

Mail Carriers sort mail for delivery. They deliver mail to residences and business establishments along specified routes by walking or driving, using a combination of vehicles, carts, cars, and small trucks. They also deliver packages. When they finish their route, they return to the post office with mail collected from the homes, businesses, and public mailboxes.

**Career Hero Challenge**

Unscramble the following real words:

mail
tuck
post
office
envelope
package
stamp
delivery
information
route
mailbox
barcode

**Bank Tellers**

Bank Tellers work directly with the public in banks and other financial workplaces. They cash checks, accept deposits and loan payments, and help customers withdraw money from their accounts. They may also sell savings bonds and traveller’s checks, accept payments for customers’ utility bills, and process paperwork.

**Career Hero Challenge**

Suppose you are a bank teller. A customer deposits $109.28 and withdraws $57.97 (Cash from her account, how much total cash will she get)?

$109.28 + $57.97 = $167.25

**LIBRARIANS**

Librarians work in a variety of settings, including public libraries, schools, museums, law firms, corporations, and non-profit and government agencies. They select, acquire, catalog, circulate, and maintain library materials. They perform research and work with databases and information systems. They often teach customers how to use library resources.

**Career Hero Challenge**

1. The city mayor is to the left of the librarian. What are important for a librarian to have?
2. The city mayor is to the right for which characteristics that you have.

- Walking speed
- Memory
- Reading
- Organized
- Strong
- Speaking
- Math

**Loan Officers**

Loan Officers determine whether or not a bank can lend money to specific borrowers. Officers meet with loan applicants to answer their questions, to explain the different types of loans that are available, and to work out the terms and conditions for paying off the loan. They review loan applications and research the credit history of the applicant.

**Career Hero Challenge**

Suppose a friend wants to borrow money from you. What questions would you ask your friend to help you decide whether you would loan the money or not?

- Size of loan
- Credit history
- Income
- Job stability
- Plans for the future

**Compliance Officers**

Compliance Officers examine permits, licenses, applications, and records to ensure that people comply with licensing requirements. They determine the nature of code violations, write violation notices, and participate in enforcement hearings. Compliance Officers prepare, organize, and maintain inspection records. They monitor follow-up actions where violations were found.

**Career Heroes**

**Organizers**

What other careers can you think of that might be in the Conventional group?
**ADDITIONAL WORKBOOK ACTIVITIES**

The second half of the *Career Heroes Workbook* provides additional activities to reinforce and expand upon what your students have learned. This section of the *Teacher’s Guide* will introduce the additional workbook activities and provide an answer key for each.

---

**WHICH TYPE ARE YOU?**

Here’s a list of the 6 Career Types and the things people in those career types like to do. Under each one, circle the items that you also like to do.

**Realistic**
- I like to...
  - work with things.
  - play sports.
  - use tools and machines.
  - be outdoors.

**Social**
- I like to...
  - help people.
  - teach others.
  - give advice.
  - be around people.

**Investigative**
- I like to...
  - solve problems.
  - explore.
  - learn new things.
  - use math and science.

**Enterprising**
- I like to...
  - persuade others.
  - give directions.
  - work with people.
  - be a leader.

**Artistic**
- I like to...
  - express myself.
  - do art projects.
  - create things.
  - use my imagination.

**Conventional**
- I like to...
  - follow instructions.
  - solve math problems.
  - organize things.
  - work indoors.

---

**Page 23:**

“Which Type Are You?” gives students a quick review of the work personality types and asks them to apply the concept to themselves. It’s okay if students choose more than one type. In fact, full interest inventories generally assign three Holland codes, allowing for a greater range of personality types.

---

**ADDITIONAL ACTIVITIES**

**TRUE/FALSE QUIZ**

Check the boxes to indicate whether each statement is true or false. On the blank lines, write why you chose true or false.

1. I need to know exactly what I want to be when I grow up.
   Right now, it’s more important to know what your interests are.
   **True**

2. Once I decide on a career, I have to stay in that career for the rest of my life.
   People switch careers all the time, but it’s still smart to plan.
   **False**

3. My job right now is being a student in school.
   And you do get paid for your work – not in money, but in education.
   **False**

4. Lots of good work habits begin when I am a student.
   For example, listening, following directions, being on time, etc.
   **True**

5. Kids my age don’t have jobs.
   Kids may get paid to do chores around the house, yard, or farm.
   **False**

6. The only place we learn things is in school.
   We are constantly learning – from our parents, friends, books, and even TV.
   **False**

7. Working in a group is easy because everyone always agrees with one another.
   Group members must learn to work together despite disagreements.
   **True**

8. People get hired for jobs just because they want them.
   To get hired you must be valuable to the employer (experience, ideas, etc.).
   **False**

9. I need information to make good choices.
   There can be a big difference between our ideas about a job, and reality.
   **True**

10. Positive thinking helps me take action; negative thinking causes me to stop.
    Self-confidence is the key to success. If you think you can’t succeed, you won’t.
    **False**

11. I can learn from my mistakes.
    The lessons we never forget most often come from our mistakes.
    **True**

12. It is important for me to have a plan of action when I decide on a career.
    When you take a trip, desire alone will not get you there. You need a map.
    **False**

---

**Page 24:**

“True/False Quiz” is designed to show students that they are already preparing for a future career in many ways. Questions emphasize positive work attitudes and behaviors.
Page 27:
“Word Search” introduces more career-related vocabulary words. For an extra challenge, ask students to define each term.

Page 28:
“Career Hero Secret Identity Scramble” introduces additional job titles, as well as some familiar ones. For an extra challenge, ask students what tasks are involved in each occupation.
Page 29:
“Equipment Challenge” gets students thinking about the types of tools used in different jobs.

Page 30:
“Firefighter Maze” asks students to consider which tools are used in a specific occupation to get through the maze.
These activities were designed for a classroom size of 24 to 28 students, but can be adapted to fit the unique needs of your classroom. The activities are most engaging for the students when they are allowed to collect and keep a number of cards. Our recommendation is that each student be allowed to keep 5-6 cards. Each set contains 32 cards, so you’ll want to obtain 1 set for every 5 students in your class. We are no longer able to provide the cards in print, but they are still available for download as a printable PDF from our website (see contact information on page 2).

ANATOMY OF A CAREER HEROES CARD

Some of the trading card activities ask students to find specific career information listed on the Career Heroes Trading Cards. The diagrams on this page show where you and your students can find the information you will need.
PREPARING FOR THE ACTIVITIES

**Step 1:** Break the class into groups of 5 (number can be adjusted according to class size).

**Step 2:** For each group, choose one student to act as the Dealer. Give the Dealer in each group one complete set (32 cards) of Career Heroes Cards.

**Step 3:** Ask the Dealer to shuffle the cards, then deal out three cards to each student in his/her group, including him/herself.

**Step 4:** Instruct the Dealer to set the remaining cards aside.

**Step 5:** Give the students a few minutes to read each of their cards carefully.

**Step 6:** Play Career Heroes Bingo (instructions below).

ACTIVITY 1: CAREER HEROES BINGO

This activity will acquaint your students with the Career Heroes Trading Cards, and with the occupations they represent, in a fun way that offers rewards for participation. The following pages contain 3 sets of clues. Each set includes 32 clues, each corresponding to one of the 32 Career Heroes Cards. These clues are presented in random order, so you can read straight down the list, or you can choose clues randomly. (Tip: Photocopy the clues pages and check off each clue as you read it to prevent repetition.)

**Step 1:** Read the first clue aloud, and ask the students to look at their cards to see if the clue matches one of the cards in their hands.

**Step 2:** Students who find matching cards should lay them on the table in front of them.

**Step 3:** Continue reading clues, one by one, until one of the groups has five cards laid on the table. The first group to lay down five cards should yell BINGO.

(Note: It is okay if more than one group wins, since the reward will work for multiple groups)

**Step 4:** Ask the students to name the five Career Heroes Cards on the table, and check to make sure they match the clues you read. If they don’t, keep playing; if they do, award the prize.

**Step 5:** The prize for winning is the chance for each student in that group to exchange his/her cards for different ones. They may keep their cards, or they may exchange for up to three randomly dealt cards from the remainder of the deck. The group’s Dealer should conduct the exchange.

**Step 6:** When the exchange is over, have the Dealer shuffle the exchanged cards back into the deck. Each student should still have 3 cards.

**Step 7:** Play again, using the second set of clues. Then play again, using the third. Play as many times as desired before moving on to the next activity. The more times you play, the more familiar the students will become with the information on the cards, and the more chances they’ll have to find and keep Career Heroes in the occupations that interest them.
<table>
<thead>
<tr>
<th><strong>Career Heroes Bingo - Clues Set #1 - Job Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ One of my jobs is to help my clients make good food choices so that they will stay healthy.</td>
</tr>
<tr>
<td>☐ My clients come to me with projects for the computer. I organize their ideas and then I write a computer program to make the project work.</td>
</tr>
<tr>
<td>☐ I provide for public safety by maintaining order, responding to emergencies, protecting people and property, and enforcing the laws.</td>
</tr>
<tr>
<td>☐ I instruct groups or individuals in the fundamentals of sports. I also help improve athletes' techniques and prepare them for competition.</td>
</tr>
<tr>
<td>☐ I drive a truck in your neighborhood to collect your trash and recyclables. I take these materials to the proper disposal site.</td>
</tr>
<tr>
<td>☐ I am responsible for accurately processing routine transactions at a bank, such as cashing checks, depositing money, and collecting loan payments.</td>
</tr>
<tr>
<td>☐ I make things look good so that people will be interested in them. I like working on magazine covers and book jackets the most of all.</td>
</tr>
<tr>
<td>☐ I love to make people look their best! My favorite job activity is to style a bride's hair and do her makeup for her special day.</td>
</tr>
<tr>
<td>☐ My job is to treat the injuries and illnesses of pets and other animals. I provide treatment for animals that is similar to the services a physician provides to treat humans.</td>
</tr>
<tr>
<td>☐ You will very often find me under a car performing routine maintenance. Sometimes I test drive vehicles to find out what's wrong with them.</td>
</tr>
<tr>
<td>☐ I like to make everything run smoothly in the kitchen. I order food, I manage cooks, I estimate the cost of ingredients, and most fun of all, I decide how to present the food beautifully to our diners.</td>
</tr>
<tr>
<td>☐ My job is to dispense prescription medications to patients and offer expertise in the safe use of prescriptions. I sometimes provide immunizations, oversee the medications given to patients.</td>
</tr>
<tr>
<td>☐ When I was young, I always had my nose in a book. Now, it is my job to teach students. I prepare course materials, give lectures, and evaluate students' work.</td>
</tr>
<tr>
<td>☐ I don't mind having my hands in people's mouths all day. I get satisfaction from helping my patients maintain healthy and beautiful teeth.</td>
</tr>
<tr>
<td>☐ I always wear a mask to protect my eyes when I am joining metal pieces together. The flame-cutting equipment is very dangerous but I know how to use it safely.</td>
</tr>
<tr>
<td>☐ I love my job because I get to study the chemical and physical principles of living things and of biological processes. It's fun to work in a laboratory.</td>
</tr>
<tr>
<td>Occupation</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Firefighter</td>
</tr>
<tr>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Pilot</td>
</tr>
<tr>
<td>Photographer</td>
</tr>
<tr>
<td>Carpet Installer</td>
</tr>
<tr>
<td>Fitness Trainer</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>Librarian</td>
</tr>
<tr>
<td>Judge</td>
</tr>
<tr>
<td>Bus Driver</td>
</tr>
<tr>
<td>Travel Agent</td>
</tr>
<tr>
<td>Mail Carrier</td>
</tr>
<tr>
<td>Training Specialist</td>
</tr>
<tr>
<td>Architect</td>
</tr>
<tr>
<td>Cashier</td>
</tr>
</tbody>
</table>
### Career Heroes Bingo - Clues Set #2 - Personality Type and Cluster

<table>
<thead>
<tr>
<th>Description</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job is considered <strong>Enterprising</strong> because I am required to make a lot of difficult decisions. My job is in the Law, Public Safety, Corrections &amp; Security cluster.</td>
<td>Judge</td>
</tr>
<tr>
<td>I am <strong>Investigative</strong>; I like to solve problems using science. My job is in the Health Science cluster.</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>I am a good fit for this job because I am <strong>Realistic</strong>. I know policies and strategies to promote public safety. I am in the Law, Public Safety, Corrections &amp; Security cluster and make $33/hr.</td>
<td>Police Officer</td>
</tr>
<tr>
<td>This job requires me to teach others how to do something. It’s good that I’m a <strong>Social</strong> person! I work in the Education &amp; Training cluster.</td>
<td>Coach</td>
</tr>
<tr>
<td>I have a <strong>Realistic</strong> career in the Architecture &amp; Construction cluster and I make $43/hr. planning and designing projects.</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>In this <strong>Investigative</strong> career in the Information Technology cluster, I write computer programs that meet my client’s needs.</td>
<td>Computer Programmer</td>
</tr>
<tr>
<td>Customer service is very important in my <strong>Conventional</strong> job because I talk to a lot of people. I like working in the Marketing, Sales &amp; Service cluster.</td>
<td>Cashier</td>
</tr>
<tr>
<td>I work in the Education &amp; Training cluster. In this <strong>Social</strong> career, it’s a good thing I love spending my days helping students or I would not be happy in my job.</td>
<td>Elementary School Teacher</td>
</tr>
<tr>
<td>My job is <strong>Artistic</strong>. I’m a good match for this work because I love using mathematics to solve problems. I work in the Architecture &amp; Construction cluster.</td>
<td>Architect</td>
</tr>
<tr>
<td>I make $22/hour responding to emergencies when people, property or the environment are at risk. I have a <strong>Realistic</strong> career in the Law, Public Safety, Corrections &amp; Security cluster.</td>
<td>Firefighter</td>
</tr>
<tr>
<td>In my <strong>Social</strong> career, I conduct and supervise training programs. I love this work because I am providing a service to others. My job is in the Business Management &amp; Administration cluster.</td>
<td>Training Specialist</td>
</tr>
<tr>
<td>I’m a good match for this job because I love to plan and carry out projects. I like helping my clients make good travel decisions. <strong>My Enterprising</strong> career is in the Hospitality &amp; Tourism cluster.</td>
<td>Travel Agent</td>
</tr>
<tr>
<td>I have a <strong>Realistic</strong> career in the Manufacturing cluster. I love that I get to work with my hands. I make $23/hr.</td>
<td>Welder</td>
</tr>
<tr>
<td>I have a lot of responsibility in my <strong>Conventional</strong> job! Mathematics and customer service are a big part of my job. I work in the Finance cluster.</td>
<td>Bank Teller</td>
</tr>
<tr>
<td>I use my <strong>Artistic</strong> talents to make my client’s products look good. Not surprisingly, my job is in the Arts, Audio/Visual Technology &amp; Communications cluster. I make $22/hr.</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>I like to use my hands in my work and be “on the road.” This <strong>Realistic</strong> career is considered part of the Agriculture, Food &amp; Natural Resources cluster.</td>
<td>Trash Collector</td>
</tr>
</tbody>
</table>
- **My Investigative** career requires that I know techniques to diagnose and treat injuries and diseases. I work in the Health Science cluster.

- I usually travel an established route either by foot or vehicle. This is a Conventional career and I use logic and reasoning to get my job done. I work in the Government & Public Administration cluster.

- In this Conventional career, I catalogue books and teach people to use all of our resources. I work in the Education & Training cluster.

- I never get tired of my Health Science cluster job because it is Investigative. Every day is interesting as I try to find ways to help my clients' maintain oral health.

- If you are Artistic, you might like my job. I use my creativity every day in this Human Services cluster career.

- When you think of my Enterprising job, do you think all I do is cook? You probably don't know that I lead and manage people and make lots of decisions. My career is in the Hospitality and Tourism cluster.

- I am Artistic and work in the Arts, Audio/Visual Technology & Communications cluster. I express myself with every click of the shutter.

- I like my Realistic job because I get to watch gauges and dials to make sure everything is working properly. In my Transportation, Distribution & Logistics cluster career, I get to control the operations of equipment and systems.

- In my Social job, I work closely with groups and individuals. It is important for me to help people so this is a good career match. I work in the Human Services cluster.

- I have a Realistic career in the Architecture & Construction cluster. It’s a good fit for me because I like to work with my hands and make my customer’s rooms look nice. I make $23/hr.

- In my Investigative job, I love to figure out solutions to problems so that my clients stay healthy. My Health Science cluster job is just the right work for me.

- My career is Investigative. I’ve always known that I love to search for clues and solve problems so this is a good job match. I work in the Science, Technology, Engineering & Mathematics cluster.

- My job is Realistic. You know what that means; I love to work with my hands to solve practical problems. I work in the Transportation, Distribution & Logistics cluster and make $20/hr.

- I work in the Health Science cluster. In this Social job, I actively look for ways to help people. I have knowledge of human behavior, which is vital to my work.

- In this Realistic career, I help people get from one place to another. I work in the Transportation, Distribution & Logistics cluster.

- I am a Career Hero who is Social. If I couldn’t help people in my work, I would not be happy. I work in the Law, Public Safety, Corrections & Security cluster.
<table>
<thead>
<tr>
<th>Clue</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a Bachelor's Degree and know how to use a glucose monitor and a calorimeter. There are 180 people in Delaware who do this job.</td>
<td>Nutritionist</td>
</tr>
<tr>
<td>I learned how to use money counters, printers, and scanners in less than a month on-the-job. There are 1,550 of us in the state of Delaware.</td>
<td>Bank Teller</td>
</tr>
<tr>
<td>I am 1 of 380 in Delaware who has completed a Master's Degree + 2 more years of school to do this job. I have a strong knowledge of English and computers.</td>
<td>Librarian</td>
</tr>
<tr>
<td>I am the Career Hero who has a Bachelor's + related work experience. There are 120 of us who have a thorough knowledge of laws, legal codes, and court procedures.</td>
<td>Judge</td>
</tr>
<tr>
<td>There are 11,620 of us working in Delaware! I earned a Bachelor's Degree to do this job. I'm good at customer service and I can use a blood pressure monitor properly.</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>I learned how to use glue guns, power saws, and utility knives in less than a year on-the-job. There are 130 of us in the state of Delaware.</td>
<td>Carpet Installer</td>
</tr>
<tr>
<td>I have the experience necessary for this job because I have worked at local restaurants since I was 18 years old. There are 520 of us who have the skills to manage staff and assess their work performance so that our standards remain high.</td>
<td>Chef</td>
</tr>
<tr>
<td>It took me 8 years to get my Professional Degree. My job is done by 380 in Delaware. I use drills and am also skilled at using logic and reasoning to make good decisions.</td>
<td>Dentist</td>
</tr>
<tr>
<td>I have knowledge of customer service, education and training, and human behavior. I went to vocational school and am joined by 1,040 others in this career.</td>
<td>Fitness Trainer</td>
</tr>
<tr>
<td>There are 1,310 of us ready to help Delawareans. My vocational education taught me how to use a stretcher, a syringe, an oxygen mask, and many other medical tools.</td>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>It took me more than a year on-the-job to begin to master digital cameras, scanners, and light meters. You can choose from 110 of us to record your special event.</td>
<td>Photographer</td>
</tr>
<tr>
<td>Along with customer service, geography is a very important mental power in my career. There are 160 of us who completed the vocational education necessary.</td>
<td>Travel Agent</td>
</tr>
<tr>
<td>In my vocational education I learned to use blow torches and arc welders safely. Six-hundred and thirty of us do this job in Delaware.</td>
<td>Welder</td>
</tr>
<tr>
<td>In vocational school, I learned mechanics, engineering, and computers. I also learned how to provide good service to my customers so they will want to return. There are a lot of us in Delaware! And remember, women can do this job, too!</td>
<td>Automotive Mechanic</td>
</tr>
<tr>
<td>In Delaware, 470 creative people have their Bachelor's Degree so they can do this job. I am skilled with computers and digital cameras. I have also learned to listen carefully to my clients so I can be sure to meet their needs.</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>There are nearly 440 of us in Delaware. It took me more than a year training on-the-job to learn the necessary skills. I ride in a large truck with a big ladder and a loud siren.</td>
<td>Firefighter</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>My mental powers include <em>knowledge of plant and animal organisms and the environment</em>. There are 220 of us who hold a <em>Doctoral Degree</em> to be qualified for this job.</td>
</tr>
<tr>
<td>Architect</td>
<td>I have a Bachelor's Degree and I also completed an Internship. There are less than 150 of us in the state but you can be sure that we all love to use <em>drafting machines</em> to create technical plans and models.</td>
</tr>
<tr>
<td>Training Specialist</td>
<td>Nine-hundred and fifty of us do this job. We all have a <em>Bachelor's Degree</em>, and our super powers include <em>speaking effectively</em> and <em>teaching others</em>.</td>
</tr>
<tr>
<td>Trash Collector</td>
<td>It took me only a <em>month of training</em> for my career, and now I'm one of 490 who keeps our state clean of trash. I like driving a <em>cargo truck</em> and providing <em>customer service</em> for my job. I am proud that I can contribute to keeping Delaware clean.</td>
</tr>
<tr>
<td>Hairdresser/Cosmetologist</td>
<td><em>Vocational education</em> prepared me for my job, which requires me to have basic principles of <em>chemistry</em> as well as good <em>customer service</em>. Lots of people must want to look good because there are 1,760 of us.</td>
</tr>
<tr>
<td>Coach</td>
<td>A little more than 600 other people in Delaware have the same job as I do. I earned a <em>Bachelor's Degree</em> for this job. I have developed the following skills: <em>teaching others how to do something</em>, <em>motivating and directing people</em> and <em>monitoring their performance</em>.</td>
</tr>
<tr>
<td>Biochemist</td>
<td>In my profession, I need to know a lot about <em>chemistry</em> and <em>mathematics</em>. That's why I got a <em>Doctoral Degree</em>. There are only 150 in Delaware. I have mastered using a lot of different kinds of <em>lab equipment</em>.</td>
</tr>
<tr>
<td>Police Officer</td>
<td>My mental powers include <em>laws and rules</em> and <em>personal service</em> which I learned while completing my <em>vocational education</em>. I now have the skills to <em>understand behavior</em>. There are 1,840 of us in Delaware.</td>
</tr>
<tr>
<td>Bus Driver</td>
<td>I listen carefully to others and <em>use logic and reasoning</em> so that I can effectively get people where they need to go. I have a special license and did <em>one year of on-the-job training</em>. There are 390 people who do this job in Delaware.</td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td>I went to school for four years to complete my <em>Bachelor’s Degree</em> so that I would be knowledgeable enough to teach my students. There are 4,060 of us in Delaware.</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>I like to <em>use scientific methods</em> to do my job. I have mastered label-making machines since I use them every day. I got a <em>Doctoral Degree</em> and studied very hard to get excellent grades. There are 1,010 people in Delaware who do this job.</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>I went to <em>college for 4 years</em> (Bachelor’s) and learned about <em>computers and servers</em>. My strongest super power is <em>writing computer programs</em>. There are 1,130 of us.</td>
</tr>
<tr>
<td>Mail Carrier</td>
<td><em>Short-term on-the-job training</em> gave me the <em>knowledge of policies and procedures to promote public safety and security</em>. I am very good at <em>talking to others to provide information</em> if I do say so myself. 1,120 of us provide this service.</td>
</tr>
<tr>
<td>Civil Engineer</td>
<td>I have a <em>Bachelor’s Degree</em> which provides me with a strong background in <em>engineering and technology</em>. I’m also well-versed in <em>design and building and construction</em>. There are 780 of us in Delaware.</td>
</tr>
<tr>
<td>Cashier</td>
<td>My job requires <em>short-term on-the-job training</em> and there are 12,560 of us in Delaware! I know a lot about <em>customer service</em> and <em>talking to others to provide information</em>.</td>
</tr>
<tr>
<td>Pilot</td>
<td>My job requires <em>vocational education</em>. I have knowledge of <em>machines and tools</em> and <em>geography</em> and most often use <em>communications systems</em> in my work. There are 270 of us in the state.</td>
</tr>
</tbody>
</table>
**Activity 2: The Wage Game**

**Step 1:** Select one student in each group to be the Recorder.

**Step 2:** Ask each student to choose one of their 3 cards, and set the remaining two aside.

**Step 3:** Instruct the students to read aloud to their groups the Occupation Title and Feats Performed section from the front of the cards. Instruct them not to reveal the wage points. When they are done reading each card, instruct them to place it face down on the table, so that the occupation details (such as Super Powers) are displayed.

**Step 4:** Ask each group to use the information on the backs of the cards to help them guess which of the selected Career Heroes earns the highest wages. Instruct the Recorder to write a list that orders them from highest to lowest wages.

**Step 5:** Discussion: Ask the class, as a whole, how they decided which jobs paid the most? On what factors did they base their decisions?

**Step 6:** After you have heard from each group, have all the students turn over their cards to reveal the Wage Points. Have the Recorder write a second list beside the first, ordering the Career Heroes by their actual Wage Points from highest to lowest. How did they compare?

**Step 7:** Discussion: “Why do some jobs pay more than others?” After hearing some ideas from students, instruct them to arrange the selected cards on the table in order of Wage Points from highest to lowest, then to flip the cards again so the back side is showing. Ask them if they notice any patterns that emerge in the information. There shouldn’t be a correlation between wage and skills, knowledge, or tools mastered. Some groups might find a correlation between wage and Number of Heroes in this Career, but generally they won’t. However, there should be a noticeable correlation between wage points and length of training. If none of the students picks up on this, you may have to point it out.  

*Note: Depending on the cards chosen by the group, this correlation might be weak or not show up at all, but taking into account wage data from all occupations, there is a definite correlation.*

**Step 8:** Discussion: Explain to the students that some occupations (like Dentists or Veterinarians) require very specialized training that takes a long time to complete, while other jobs (like Trash Collectors) use more general skills and knowledge that take only a short time to acquire. If jobs that took only a month to learn paid as much as jobs that require 8 years of college, how many people would want to spend all that time and money training? Introduce the concept of training as an investment that usually pays off in the form of higher wages. Also, introduce the concept of supply and demand. Most people have general skills and knowledge. Because a lot more people are qualified for those kinds of jobs, workers are easily replaced and can’t demand to be paid as much. Far fewer people are willing to spend years and years training for an occupation, so they can ask for higher wages simply because there aren’t as many people qualified to replace them.
ACTIVITY 3: NAME THAT SKILL

At this point, your students will have been exposed to the idea of skills as a Career Hero’s Super Powers. They have had the chance to see that different skills are needed for different occupations, but they may not yet understand what all the terms mean. The Name That Skill game will help them learn the definition of each of the skills listed on the Career Heroes Trading Cards.

Step 1: Ask the students to return all 3 cards to their hands.

Step 2: Read aloud one of the skills definitions in the right-hand column of the Skills Table on the following page. Tip: The skills in the Skills Table have been presented in alphabetical order to make it useful as a reference sheet. However, for the game, you may want to read the definitions in a random order.

Step 3: Ask the students to review the Super Powers sections on the backs of their cards. Do any of these skills match the definition? If so, ask the students to guess which skill matches the definition, and to lay all Career Hero cards that list that skill on the table.

NOTE: Column 1 provides the exact wording of the skills found in O*NET OnLine. Column 2 provides the same skills, but they are more descriptive to facilitate comprehension. The students will match the skills on their cards to Column 2.

Step 4: Reveal the skill that matches the definition. Ask the students to count the number of cards on the table that list the correct skill, and have the recorder write down the total score for their group.

Step 5: Repeat this process until 10 definitions have been read. Have the groups add their 10 scores together to come up with a total. The group with the highest total score wins. (In case of a tie, two winning groups is acceptable.)

Step 6: Instruct the winning team(s) to have their dealer deal out 1 additional card to each team member.

Step 7: Repeat steps 2-6. It is up to you whether to repeat the process until all the definitions have been read, or to set a limit on the number of rounds.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Skill Definitions from O*NET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills from O*NET (<a href="http://www.onetonline.org">www.onetonline.org</a>)</td>
<td>Skills from Career Hero Cards (more descriptive)</td>
<td></td>
</tr>
<tr>
<td>1. Active Learning</td>
<td>Learn new information and apply it</td>
<td>Understanding new information and using it to help make decisions.</td>
</tr>
<tr>
<td>2. Active Listening</td>
<td>Listen carefully to others</td>
<td>Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</td>
</tr>
<tr>
<td>3. Complex Problem Solving</td>
<td>Solve difficult problems</td>
<td>Identifying problems and using the available information to come up with solutions.</td>
</tr>
<tr>
<td>4. Coordinating</td>
<td>Coordinate your actions with others</td>
<td>Adjusting your actions in relation to the actions of others.</td>
</tr>
<tr>
<td>5. Critical Thinking</td>
<td>Use logic and reasoning</td>
<td>Using logic and reasoning to identify the strengths and weaknesses of ideas.</td>
</tr>
<tr>
<td>6. Equipment Selection</td>
<td>Select the best tools for the job</td>
<td>Picking the best tools to do the job.</td>
</tr>
<tr>
<td>7. Instructing</td>
<td>Teach others</td>
<td>Teaching others how to do something.</td>
</tr>
<tr>
<td>8. Judgment and Decision Making</td>
<td>Make good decisions</td>
<td>Weighing all the advantages and drawbacks in a given situation, and choosing the best option.</td>
</tr>
<tr>
<td>9. Learning Strategies</td>
<td>Know how to learn</td>
<td>Picking the best ways to teach or learn a new subject.</td>
</tr>
<tr>
<td>10. Management of Personnel Resources</td>
<td>Manage people</td>
<td>Deciding how best to assign work to employees, identifying the best people for the job, and keeping workers motivated.</td>
</tr>
<tr>
<td>11. Mathematics</td>
<td>Solve problems using Math</td>
<td>Using numbers and calculations to solve problems.</td>
</tr>
<tr>
<td>12. Monitoring</td>
<td>Assess your work performance</td>
<td>Keeping track of your work performance, and the performances of other people and organizations, to make improvements or correct mistakes.</td>
</tr>
</tbody>
</table>

(continued on page 16)
## Skills Table (continued)

<table>
<thead>
<tr>
<th>13. Operation and Control</th>
<th>Control operations</th>
<th>Controlling operations of equipment or systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Operation Monitoring</td>
<td>Monitor operations</td>
<td>Watching gauges, dials, or other indicators to make sure a machine is working properly.</td>
</tr>
<tr>
<td>15. Operations Analysis</td>
<td>Analyze needs and product requirements</td>
<td>Analyzing needs and product requirements to create a design.</td>
</tr>
<tr>
<td>16. Persuasion</td>
<td>Convince people</td>
<td>Convincing others to change their minds or behavior.</td>
</tr>
<tr>
<td>17. Programming</td>
<td>Write computer programs</td>
<td>Writing computer programs for various purposes.</td>
</tr>
<tr>
<td>18. Reading Comprehension</td>
<td>Understand what you read</td>
<td>Understanding written sentences and paragraphs in work related documents.</td>
</tr>
<tr>
<td>21. Social Perceptiveness</td>
<td>Be aware of others’ reactions</td>
<td>Being aware of others’ reactions and understanding why they react as they do.</td>
</tr>
<tr>
<td>22. Speaking</td>
<td>Speak effectively</td>
<td>Talking to others to convey information effectively.</td>
</tr>
<tr>
<td>23. Time Management</td>
<td>Manage your time</td>
<td>Managing one’s own time and the time of others.</td>
</tr>
<tr>
<td>24. Writing</td>
<td>Write well</td>
<td>Selecting the best words to clearly communicate with your audience using text.</td>
</tr>
</tbody>
</table>
ACTIVITY 4: CAREER CLUSTERS MATCH

**Step 1:** Make enough copies of the Career Clusters Match Worksheet for each student, or for each group.

**Step 2:** Explain the concept of Career Clusters to the class. (See below)

### What are Career Clusters?
Career Clusters are groups of occupations that go together because they share a common set of skills and knowledge. For instance, architects, carpenters, electricians, plumbers, and roofers all need to know how buildings are put together, so they have all been grouped in the Architecture & Construction Cluster. Organizing careers into clusters helps educators design programs of study for a whole group of related occupations and career specialties. Career Clusters also make it easier for students to learn which kinds of jobs match their skills and interests.

**Step 3:** Hand out the Career Clusters Match Worksheets. Students can complete the worksheets individually, or as a group. Instruct the students to write the number of the correct Career Cluster in the blank next to each clue.

**Step 4:** When the worksheets have been completed, read the first definition aloud to the students. Either reveal the correct cluster to your students or ask the students to give their answers. Now ask which students have Career Heroes that belong in that cluster. Have each person who has a Hero in that cluster say the name of the occupation aloud to the class. Discuss if questions arise.
CAREER CLUSTERS MATCH

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, Audio/Visual Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing, Sales & Service
15. Science, Technology, Engineering & Math
16. Transportation, Distribution & Logistics

Careers related to helping individuals and families, and providing for human needs.

Careers in producing, processing, marketing, and distributing agricultural products, including food, wood products, mineral resources, and other plant and animal products.

Careers related to scientific research and related services, such as laboratory and testing services, and research and development services.
<p>| Careers in the legal system, public safety, protective services, and homeland security. |
| Careers in designing, planning, managing, building, and maintaining the built environment. |
| Careers related to teaching, schools, and training programs. |
| Careers related to restaurants and other food services, hotels and lodging, attractions, recreation events, and travel-related services. |
| Careers related to governmental functions, including national security, tax collection, regulation, and management at the local, state, and federal levels. |
| Careers in designing, developing, providing support, and managing computers, software, networks, and multimedia. |
| Careers involved in the movement of people, materials, and goods by road, pipeline, air, rail and water, and related services. |
| Careers involved in processing materials into products. |
| Careers in planning, organizing, directing, and evaluating business operations. |
| Careers related to medicine, such as health care, public health information, and biotechnology research and development. |
| Careers involved in targeting and informing potential customers of products and services they would find useful, increasing sales, and building brands. |
| Careers in performing, producing, exhibiting, writing, and publishing multimedia content, including visual and performing arts, design, journalism, and entertainment. |
| Careers related to money management, investment planning, banking, insurance, and business financial management. |</p>
<table>
<thead>
<tr>
<th>Career Clusters Match</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers related to helping individuals and families, and providing for human needs.</td>
<td>10</td>
</tr>
<tr>
<td>Careers in producing, processing, marketing, and distributing agricultural products, including food, wood products, mineral resources, and other plant and animal products.</td>
<td>1</td>
</tr>
<tr>
<td>Careers related to scientific research and related services, such as laboratory and testing services, and research and development services.</td>
<td>15</td>
</tr>
<tr>
<td>Careers in the legal system, public safety, protective services, and homeland security.</td>
<td>12</td>
</tr>
<tr>
<td>Careers in designing, planning, managing, building, and maintaining the built environment.</td>
<td>2</td>
</tr>
<tr>
<td>Careers related to teaching, schools, and training programs.</td>
<td>5</td>
</tr>
<tr>
<td>Careers related to restaurants and other food services, hotels and lodging, attractions, recreation events, and travel-related services.</td>
<td>9</td>
</tr>
<tr>
<td>Careers related to governmental functions, including national security, tax collection, regulation, and management at the local, state, and federal levels.</td>
<td>7</td>
</tr>
<tr>
<td>Careers in designing, developing, providing support, and managing computers, software, networks, and multimedia.</td>
<td>11</td>
</tr>
<tr>
<td>Careers involved in the movement of people, materials, and goods by road, pipeline, air, rail and water, and related services.</td>
<td>16</td>
</tr>
<tr>
<td>Careers involved in processing materials into products.</td>
<td>13</td>
</tr>
<tr>
<td>Careers in planning, organizing, directing, and evaluating business operations.</td>
<td>4</td>
</tr>
<tr>
<td>Careers related to medicine, such as health care, public health information, and biotechnology research and development.</td>
<td>8</td>
</tr>
<tr>
<td>Careers involved in targeting and informing potential customers of products and services they would find useful, increasing sales, and building brands.</td>
<td>14</td>
</tr>
<tr>
<td>Careers in performing, producing, exhibiting, writing, and publishing multimedia content, including visual and performing arts, design, journalism, and entertainment.</td>
<td>3</td>
</tr>
<tr>
<td>Careers related to money management, investment planning, banking, insurance, and business financial management.</td>
<td>6</td>
</tr>
</tbody>
</table>
**Activity 5: Occupation of Choice**

By now, the students should begin to develop a sense of which careers are most interesting to them. This activity exposes them to additional occupations, and allows them to choose their favorites.

**Step 1:** Instruct the Dealer to deal out the remaining cards until everyone in the group has an equal number of cards (for groups of 5, this will be 6 cards per student, with 2 left over).

**Step 2:** Give the students a few moments to look over their new cards. Instruct them to read the Feats Performed summary on the front of each card to get a sense of what the job is all about.

**Step 3:** Ask students to choose one card that depicts the job they would most like to have when they grow up.

**Optional:** Allow students to trade cards in order to get the occupation that best suits their interests. (Skip this option if you feel it would create too much disorder in your classroom)

**Step 4:** After each student has chosen a favorite card, have them fill out the Occupation of Choice Worksheet.

**Step 5:** Ask the students to read their answers aloud to their groups.
OCCUPATION OF CHOICE

1) Occupation: ________________________________________________________________

2) What do you like about this occupation? ______________________________________

____________________________________________________________________________

____________________________________________________________________________

3) Where would you work? (office, shop, home, outdoors, etc.) _____________________

____________________________________________________________________________

4) How much would you get paid?  Hourly _______  Monthly _____  Annually _____

(Note: Monthly = Hourly x 160, Annually = Monthly x 12)

5) Read the Mental Powers section on the back of your selected Career Heroes card. Which school subjects are helping you gain the knowledge you’ll need? In the blanks below, list the knowledge from the card beside the school subject that will help you master it.

Math: ______________________________________________________________________

Science: __________________________________________________________________

English: __________________________________________________________________

Social Studies: ______________________________________________________________

Physical Education: __________________________________________________________

Art: ______________________________________________________________________

Other: _____________________________________________________________________

6) How would you prepare to get a job in this occupation? (school, practice, volunteer work, etc.) Hint: Check the Training Section on the back of the card.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Activity 6: Career Heroes Community

This activity may require some inventiveness on the part of the teacher, since each school will have access to different resources. The activity involves making a large format map and having students populate it with Career Heroes.

Step 1: Decide what materials you will use in this activity. A large piece of poster-board, a section of large-format roll paper, or even several sheets of notebook paper taped together will be needed for each group. Additional art supplies, such as construction paper, paint, or markers may be used.

Step 2: Ask the students to think about all of the Career Heroes they have learned about. Have them make a list of some of the places these Heroes would work (examples would be grocery store, shopping mall, bank, hospital, etc.). Instruct each group to create a map of a small town (and possible surroundings) where their Career Heroes will work. Students should draw and label the buildings and/or outdoor areas on their map.

Step 3: Pose these questions: Who’s missing from the city? What other occupations are needed to keep a community working properly? Allow students to brainstorm and call out answers as they think of them. Tell them to also think about occupations that were not displayed on the trading cards.

Step 4: Have each student create a new Career Hero Trading Card for one of the new occupations they named. Photocopy the blank card template on the next page for students to use. For an extra challenge, students can research their occupations and fill in the missing information. Ask students to cut their cards out, and place them on the map where their new Career Hero will work.
Appendix A

Career Heroes Trading Cards

**Career Heroes: Automotive Mechanic**

*Skills:* converting 
*Wage Points:* $20/hour
*Tasks:* monitoring, diagnosing, and repairing vehicles, including engines, transmissions, brakes, steering, and electrical systems.

**Career Heroes: Carpet Installer**

*Skills:* installing and maintaining carpeting, including measuring and cutting materials to fit the space.
*Wage Points:* $23/hour
*Tasks:* selecting carpeting based on customer needs, measuring and cutting materials, and installing carpeting on floors.

**Career Heroes: Chef**

*Skills:* cooking and presenting food, managing kitchen staff, and working under pressure.
*Wage Points:* $28/hour
*Tasks:* planning menus, preparing meals, and managing the kitchen.

**Career Heroes: Biochemist**

*Skills:* conducting scientific research in the fields of biology and chemistry.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing experiments, and writing reports.

**Career Heroes: Coach**

*Skills:* leading teams, developing strategies, and motivating players.
*Wage Points:* $31/hour
*Tasks:* designing and implementing training programs, evaluating performance, and providing feedback.

**Career Heroes: Civil Engineer**

*Skills:* designing and planning structures, systems, and environments.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing structures, and preparing reports.

**Career Heroes: Computer Programmer**

*Skills:* writing and testing software programs.
*Wage Points:* $37/hour
*Tasks:* analyzing data, writing code, and debugging programs.

**Career Heroes: Architect**

*Skills:* designing and planning buildings.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing buildings, and preparing reports.

**Career Heroes: Information Technology**

*Skills:* analyzing and implementing computer systems.
*Wage Points:* $37/hour
*Tasks:* analyzing data, designing systems, and preparing reports.

**Career Heroes: Biochemist**

*Skills:* conducting scientific research in the fields of biology and chemistry.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing experiments, and writing reports.

**Career Heroes: Coach**

*Skills:* leading teams, developing strategies, and motivating players.
*Wage Points:* $31/hour
*Tasks:* designing and implementing training programs, evaluating performance, and providing feedback.

**Career Heroes: Civil Engineer**

*Skills:* designing and planning structures, systems, and environments.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing structures, and preparing reports.

**Career Heroes: Computer Programmer**

*Skills:* writing and testing software programs.
*Wage Points:* $37/hour
*Tasks:* analyzing data, writing code, and debugging programs.

**Career Heroes: Architect**

*Skills:* designing and planning buildings.
*Wage Points:* $43/hour
*Tasks:* analyzing data, designing buildings, and preparing reports.

**Career Heroes: Information Technology**

*Skills:* analyzing and implementing computer systems.
*Wage Points:* $37/hour
*Tasks:* analyzing data, designing systems, and preparing reports.

Appendix A Career Heroes Trading Cards
Appendix A

Career Heroes Trading Cards

Hairdresser/Cosmetologist

Super Powers (Skills):- Careers requires creativity, patience, people skills, and attention to detail.
Mental Power (Knowledge):- Requires knowledge of the human body, including anatomy and physiology.
Tasks: Maintains customer relationships, performs basic hairdressing and manicuring services.

Bus Driver

Super Powers (Skills):- Requires the ability to drive a vehicle, attention to detail, and the ability to follow instructions.
Mental Power (Knowledge):- Requires knowledge of traffic regulations and road safety.
Tasks: Operates a bus, maintains the vehicle, and greets passengers.

Police Officer

Super Powers (Skills):- Requires strong problem-solving skills, decision-making abilities, and the ability to handle stress.
Mental Power (Knowledge):- Requires knowledge of criminal law, evidence, and the judicial process.
Tasks: Enforces traffic laws, responds to calls for service, and investigates crimes.

Law, Public Safety, Corrections & Security Cluster

Judge

Super Powers (Skills):- Requires excellent communication skills, the ability to remain calm under pressure, and the ability to make quick decisions.
Mental Power (Knowledge):- Requires knowledge of legal principles, court procedures, and the judicial system.
Tasks: Adjudicates cases, interprets laws, and makes rulings.

Cashier

Super Powers (Skills):- Requires strong communication skills, the ability to handle money, and the ability to work under pressure.
Mental Power (Knowledge):- Requires knowledge of basic math, accounting, and retail practices.
Tasks: Operates a cash register, handles customer transactions, and gives change.

Marketing, Sales & Service Cluster

Photographer

Super Powers (Skills):- Requires creativity, a good eye for composition, and the ability to work with technology.
Mental Power (Knowledge):- Requires knowledge of photography techniques, lighting, and the use of photography equipment.
Tasks: Captures and edits photographs, creates digital images, and sells prints.

Audio/Visual Technology & Communications Cluster

Librarian

Super Powers (Skills):- Requires strong organizational skills, problem-solving abilities, and the ability to work with a wide range of materials.
Mental Power (Knowledge):- Requires knowledge of information management, library science, and the use of technology.
Tasks: Maintains the library's collection, provides research assistance, and creates instructional materials.

Human Services Cluster

Pilot

Super Powers (Skills):- Requires strong spatial awareness, excellent physical coordination, and the ability to make split-second decisions.
Mental Power (Knowledge):- Requires knowledge of aviation mechanics, weather patterns, and the use of technology.
Tasks: Operates aircraft, navigates through weather, and ensures passenger safety.

Transportation, Distribution & Logistics Cluster
Appendix A

Career Heroes Trading Cards

Appendix A Career Heroes Trading Cards

35

Career Heroes Trading Cards

Teacher’s Guide