



# Career Girls: Teachers Toolkit

Tips, Activities, and Ready-to-Use Printables

# Inspire. Educate. Empower.





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## About Career Girls

Do you have aspiring astronauts or architects in your classroom? How about writers, composers, or opera singers? Maybe your students wonder what it's like to be a veterinarian, a forensic scientist, or a federal judge. And what's an ichthyologist anyway?

Career Girls is a free, noncommercial, online platform that introduces girls to these careers and hundreds more, inspiring them to discover possibilities, improve their academic performance, and dream big about their futures.

Career Girls puts a face on wide-ranging careers—in STEM fields, medicine, business and finance, public service, media and communications, education, law, food and nutrition, sports, arts and entertainment, and more—connecting academic studies with a real world context and guiding girls in learning more about careers they may already be planning to pursue and many more they may not have known were even possible.

How does Career Girls do this? Career Girls brings together hundreds of accomplished women working in cities across the United States—Houston, Chicago, Philadelphia, Washington, D.C., St. Louis, Boston, New York City, Detroit, Atlanta, San Diego, Los Angeles, San Francisco, and more. Through a series of videos, each role model shares the story of her career, in her own words and in an easily accessible format. *What skills from her childhood does she still rely on today? What's a typical day like in her career? What are challenges she's faced and obstacles she's overcome? Who are her heroes?* Career Girls role models answer these questions and many others to provide an engaging and comprehensive look at wide-ranging careers. Role models also share favorite subjects in school, discuss the education they pursued to achieve their professional goals, suggest reasons to consider pursuing particular careers, and offer helpful advice.

Career Girls is dedicated to providing girls of all income levels and ethnic backgrounds with the academic tools and support they need to achieve their professional aspirations. We hope you find Career Girls educational resources helpful as you support your students in realizing their academic and career goals.

With sincere appreciation for the work you do,

## The Team at Career Girls

## Teaching With Career Girls

At Career Girls, we know the road to empowerment and independence for girls begins with education: *Girls need to start early building skills for their future careers.*

Research shows that women role models have a powerful and positive impact on girls, including their attitudes toward various careers, such as in STEM fields. Career Girls videos make it easy to bring these role models into the classroom, engaging and empowering girls to set and achieve academic and career goals and believe in their ability to succeed.

Career Girls provides:

- Thousands of short, informative videos that introduce girls to inspiring role models and their careers, with a search tool that lets you and your students search the video library by interest areas, such as Working With Numbers, Media and Current Events, Problem Solving, and Sports. Check the boxes that apply to particular interests to link directly to related Career Girls videos.
- Fact sheets that answer questions about each career, so that girls can set goals for getting there. Click on “How do I do this?” to learn more about what a particular job is like, the education and training it requires, skills to develop, even the job outlook.
- An Educator section that features the Empowerment Series, focusing on topics such as teamwork, confidence, leadership, financial literacy, and the importance of mentors. Each video in this series is paired with a Lesson Plan (suitable for presenting to groups), an Independent Learning Guide (suitable for groups, self-directed learning, and one-on-one mentoring), and a Fun Page Activity. (For more on using the Empowerment Series with your students, please see page 5.)
- An easy-to-use guide to college majors that lead to particular careers. Students interested in a career in computer science, for example, can click on the graphic for that program to learn about college courses they can take.
- An annotated list of additional resources.
- This Teachers Toolkit, which offers activities and additional resources to support more in-depth learning.

### **Connections to the Common Core State Standards (CCSS)**

Career Girls educational materials are designed to support students in developing lifelong learning skills such as critical thinking, creativity, and motivation, while also building competencies for meeting the Common Core State Standards. Please see pages 24–26 for correlations to the CCSS.

# Part 1: Teaching With the Empowerment Series Lesson Plans

In addition to featuring videos that explore a wide variety of topics, Career Girls has developed a special series of videos and teaching materials designed to support educators in integrating lessons that promote empowerment and independence.

Career Girls Empowerment lessons are based on two-minute video clips that feature accomplished, diverse, and inspiring women. (See samples, below.) These real-world role models share straight-to-the-point career insights and advice, making the videos an ideal jumping-off point for meaningful and lasting learning experiences.

Lessons in the empowerment series address a range of topics to build essential understanding across key areas of career development. For example, "Science Careers" helps girls realize that studying science is empowering, and that pursuing science can lead to many rewarding career choices. "Become a Leader" offers practical advice for leading a successful team. Additional lessons focus on integrity, diversity, teamwork, and more.

**career girls**

Teachers  
Group Leaders  
Mentors  
Counselors

**Educators**

## Classroom Teachers

We know that one of your many goals as a busy classroom teacher is to help girls explore careers and guide them on the path to a successful future.

Career Girls helps by providing you with a reliable, high-quality solution: video-based Empowerment Lessons focusing on career exploration and guidance.

This series of lesson plans, suitable for formal classroom settings, focuses on helping girls build success while they're still in middle or high school.

**Empowerment Lessons:**

- Career Exploration 101** Accomplished women working in 30+ careers share why they love what they do. They encourage girls to work hard and dream big about their futures.
- Why Choose STEM** Why consider careers in STEM? This video has the answer, including that these exciting and rewarding careers are in demand and typically pay more.
- Science Careers** A Mars Rover Systems Engineer, a medical writer, and other women in rewarding science careers emphasize the importance to girls of pursuing science.
- Technology Careers** As the role models in this video point out, technology is all around us, and the need to understand technology is fundamental in everything we do.
- Engineering Careers** Why consider an engineering career? Engineers who work with space craft, computers, the environment, and more show this field is anything but boring!
- Importance of Math** Role models in this video help girls understand how the math they're learning right now can help them prepare for and succeed in rewarding careers.
- Financial Literacy** This one's all about money: how to make it, spend it, and save it. Role models offer practical advice on thinking about future finances and careers.
- Become a Leader** This video explores what it means to be a leader and offers tips for getting there, including how to lead a successful team and bring out the best in others.
- Importance of Integrity** What is integrity, and why does it matter? Role models in this video discuss what it means to do the right thing, even when there's nobody there to see.
- Be Confident** Girls learn the importance of working hard to achieve their goals from inspiring role models who stress a can-do attitude and the power of "you being you."
- Choosing Friends** Role models share what true friendships are—where to look for them and how to recognize them.
- Importance of Diversity** This video explores the value of diversity and the differences we all have—including how being multilingual can help girls succeed in exciting careers.
- Importance of Mentors** Role models in this video share their own experiences with mentors, and offer suggestions for helping girls connect with mentors in their community, too.
- Teamwork** Why is teamwork so essential in the workplace? And what does it mean to be an effective team member? This video explores these questions and offers practical tips.


## Tips for Using the Empowerment Series

### 1. Choose a Video.

Each Career Girls Empowerment video is about two minutes and focuses on a different topic. Review the video descriptions (or preview the videos), and introduce them in any order that best meets your students' needs.

### 2. Download the PDFs.

Each Empowerment video has a corresponding Classroom Lesson Plan and Fun Page Activity. Download these files from the Career Girls website, and print an activity page for each student. (See sample pages, below.) Independent Learning Guides are also available to support self-directed career exploration.

career  girls

**Career Girls: Choosing Friends**


Lesson Topic  
Choosing Friends

Lesson Objective  
To help students actively engage in thinking about how they choose friends, and what it means to be a friend

Preparation  
Preview the video (1 minute, 19 seconds) in advance of the lesson.

Warm-up Activity

1. Introduce the video topic (choosing friends).
2. Engage students in thinking about friendship:
  - a. Draw a word web on the board or on chart paper. Write the word Friend at the center.




- b. Invite students to think about what makes a good friend.
- c. Have students share their ideas (such as kind, loyal, listens to you). Record ideas on the word web.

3. Talk about what it means to choose something—to pick or decide on someone or something from two or more options or possibilities. Let students share their own choices, such as, "I choose to ride my bike to school instead of taking the bus." "I chose to try out for the play instead of the soccer team." Or, "We chose [student] as our group leader for the science project."

View the Video: Choosing Friends

1. Point out that in the video, six role models discuss things to think about when choosing friends.
2. View the video together. Encourage students to listen for the words friend, friends, and friendship as a way to focus their attention.

career  girls

**Career Girls: Choosing Friends**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The video "Choosing Friends" lets you know that "friendships are the things that build you up and make you feel good." Friendships can have their ups and downs. But a real friend is someone you can trust, no matter what.

Try This!  
Complete the chart to show what friendship means to you. For each statement, check  the box to show what you think.

**A Friend Is Someone Who . . .**

| A FRIEND IS SOMEONE WHO . . .                      | STRONGLY AGREE | AGREE | NOT SURE | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|----------|----------|-------------------|
| I can trust  |                |       |          |          |                   |
| Always agrees with me                              |                |       |          |          |                   |
| Will let me know if I do something that's not okay |                |       |          |          |                   |
| Always wants to do the same things as me           |                |       |          |          |                   |
| Will stand up for me                               |                |       |          |          |                   |
| Tells me the truth                                 |                |       |          |          |                   |
| Gets mad if I disagree with her                    |                |       |          |          |                   |
| Has some of the same dreams and goals as me        |                |       |          |          |                   |

### 3. View the Video.

Use the Classroom Lesson Plan as a guide to introduce the video and spark related discussions with students.

### 4. Use the Fun Page Activity.

Have students complete the activity page to deepen their understanding about the topic. Revisit information in the video as needed to provide support.

### 5. Download the Positively Empowered! Certificate (for completing 10 Empowerment lessons; see template, page 21.)

Prefill the printable Certificate with 10 Empowerment topics you'll be teaching, and print a copy for each student. Students can decorate a star for each Empowerment topic they explore. You might plan a simple ceremony to award the certificates upon completion.

career  girls

**Positively Empowered! Certificate of Completion**

Awarded to \_\_\_\_\_ on \_\_\_\_\_  
for exploring 10 Career Girls Empowerment topics. Congratulations!

"Be exactly who you are. Know that who you are is awesome!"  
— Jamila Glass  
Dancer and Filmmaker



\_\_\_\_\_  \_\_\_\_\_   
 \_\_\_\_\_  \_\_\_\_\_   
 \_\_\_\_\_  \_\_\_\_\_   
 \_\_\_\_\_  \_\_\_\_\_ 

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## Part 2: Teaching With the STEM Series Lesson Plans

Your students may be hearing a lot about STEM (Science, Technology, Engineering, Math). What can they do with a STEM career?

The answer is, “all kinds of cool things!” Help your students learn more about STEM with Career Girls videos that feature more than 100 inspiring women who work in diverse STEM careers.

As role models in these videos explain, careers in STEM fields are growing, and the good news is that these exciting and rewarding careers typically pay well and are more secure than many other jobs.

Following are basic guidelines for teaching with STEM videos and resources.

### 1. Where to Begin

A good place to start is with videos and lesson plans in the Empowerment series that introduce STEM disciplines:

- *Why Choose STEM?, Science Careers, Technology Careers, Engineering Careers, and Importance of Math*
- In addition, Career Exploration 101 offers a snapshot of numerous careers, including in STEM fields

Use the guidelines on page 5 to teach with these videos.

### 2. Explore Specific STEM Careers

Following an overview of each STEM discipline, explore STEM careers. Use the suggestions provided on pages 9–10 (Teaching With Any Career Girls Video) to guide the process. There are several options to get started:

- Search STEM careers by keyword (choose **Search: 7,000+ Videos**). For example, a search of “Space” turns up dozens of options, including interviews with Ellen Ochoa, current director of the Johnson Space Center, and Betty Sanders, Ph.D., who works with NASA scientists to create better tasting space food!
- Choose **Explore by Interest** to search for STEM careers in 12 categories. Girls will discover that whether they’re interested in building things, being creative, or helping animals, there are STEM careers to match.
- Click on **Search All Role Models** to choose from more than 100 role models with careers in STEM fields.

Introduce your mentees to data scientist [Tara Maddala](#), and learn why her STEM career has been called “the hottest job of the 21st century!”



### 3. Learn More

Use Career Girls resources to dig deeper into STEM fields. After viewing a video, click on **How do I do this?** to learn more about the particular career, including academic preparation, pay, and job prospects. Select **College Majors** to take a look at courses that help prepare students for various STEM careers.

What is this job like? What does it pay? Click on **How do I do this?** for answers to these and other questions.

The screenshot shows the Career Girls website interface. On the left, a vertical sidebar reads 'Explore Careers'. The main content area features the 'career girls' logo at the top left. Below it, the title 'Applications Engineer' is displayed. A video player is embedded, showing a woman (Deepta Sampath) with a play button overlay. To the right of the video, there is a text block describing her role as an Applications Engineer at Jasper Design Automation, mentioning her background in electrical engineering and her work with software verification tools for integrated chips. Below the text is a pink button labeled 'How do I do this?'. At the bottom of the page, there are navigation links: 'My Career', 'My Education', 'My Story', and 'My Advice', along with a link for 'All my videos'.

### 4. STEM Certificate of Completion (See template, page 22)

Set a goal with students to explore careers in each STEM discipline to earn this certificate.

The certificate template is titled 'Smart About STEM Certificate of Completion' and is awarded to a student for exploring 10 STEM careers. It features the 'STEM' acronym with 'Science+Technology+Engineering+Mathematics' underneath. Below this is a row of ten stars. A section titled 'Check each STEM career you explored.' contains a grid of checkboxes for various careers: Astronomer, Astronaut, Biological Scientist, Chemist, Chemical Engineer, Computer Programmer, Computer Scientist, Database Administrator, Environmental Engineer, Geneticist, Geologist, Materials Engineer, Mathematician, Medical Physicist, Medical Scientist, Mechanical Engineer, Meteorologist, Petroleum Engineer, Physicist, Software Developer, Statistician, and Other. There are also blank lines for 'Other' entries.



## Part 3: Teaching With Any Career Girls Video

Although the Empowerment Series lesson plans offer a simple and easy way for educators to integrate lessons supporting empowerment and independence, you can teach with any Career Girls video or video playlist in your classroom. Following is a basic lesson plan outline for teaching with any of the Career Girls videos.

### 1. Preparation

Preview the video in advance of viewing it with students.

- Note potentially challenging vocabulary that you may want to pre-teach.
- Get a sense of key ideas and details. Use these to guide viewing of the video and follow-up discussions.

### 2. Warm-up Activity

Introduce the video with a brief activity.

- Share the video topic, such as Marine Biologist. Invite students to share what they think someone in this career does. Encourage them to use the meaning of individual words they're familiar with, such as *marine*, to tell about this career.
- Pre-teach essential vocabulary, focusing on those words that relate most directly to the video topic and will enhance students' understanding. Use visuals as possible to promote language development.
- Use graphic organizers such as word maps to stretch students' thinking about language that relates to particular careers or topics.

### 3. View the Video

Promote active listening of each video by directing students' attention to particular details, such as with the following:

- Point out highlights of a particular video that are likely to relate to students' lives. For example, if you're viewing the "Coder" video in the STEM section, you'll want to mention that Sasha, at age 14, is the youngest Career Girls role model! (Background information such as this is provided on the Career Girls website when you select each role model.)
- Suggest something in particular to listen for—such as related vocabulary or particular advice. (*Listen to find out how you can . . .*)
- Consider viewing the video a second time to reinforce understanding of key points.

### 4. Video Follow-up

Follow-up with a discussion that invites students to share their thoughts—questions they have, connections they made, something new they learned.

- Revisit potentially confusing or challenging language in the video, such as expressions and figurative language. Guide students to recognize literal and figurative meanings.
- Use questions to review key details in the video, such as why a role model chose to pursue a particular career, skills she learned in her childhood that she still uses, what the best parts are of that career, and so on.
- Discuss obstacles a role model has overcome. Guide students in discussing what it means to persevere in achieving their own goals.

## 5. Extension Activity

Plan a short activity to engage students in taking their learning further.

- Students can use a “turn and talk” strategy to discuss particular aspects of a career, or what they think about pursuing that career themselves.
- Create concept maps to represent what students learn about each career. Display the growing collection of concept maps to encourage students to revisit careers options.
- Use newspaper employment sections, online job sites, and other resources to research actual job postings for particular careers. What new information can students find?
- Review the skills and education required for particular careers. Discuss related skills students are already developing to strengthen the connection between what they do in school and how this helps prepare for a career. Brainstorm steps students can take to prepare for that career.
- Have pairs of students each write a quiz question to go with a set of videos. Have students take turns quizzing the class (or a small group) about the career.
- See pages 11–14 for additional activities you can use with any video.

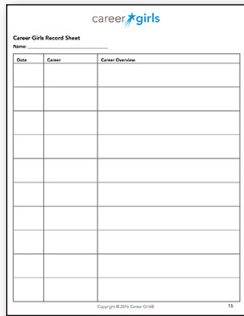
## 6. Questions to Guide Further Exploration

Use questions to spark curiosity about careers.

- Encourage girls to imagine themselves in the careers they are exploring. After viewing a video, ask: *Can you picture yourself in this career? What interests [skills, abilities] do you have that are a good match? What academic strengths do you have that would be useful in this career?* (For a related activity, see page 19, “Is This a Career for Me?”)
- Notice opportunities in the videos to connect students to positive traits they share with role models. For example, Alma Tapia, a Materials Engineer at NASA, advises girls to be persistent, and explains the importance of this characteristic in her own life. You might ask: *How did Alma show the importance of persistence in her own life?* (For example, the first time she interviewed for a job with NASA, she didn’t get it. She kept working hard and trying, and was interviewed four times before getting her job at NASA.) *How do you show persistence in your own life?* (Alma points out, for example, if you don’t get an A the first time in class, you can keep working hard and get it the next time.)
- Take time for students to share reactions to careers they are exploring. You might ask: *What do think might be interesting [challenging, etc.] about this career? What is surprising to you about this career?*
- Continue to guide students in recognizing connections between school and careers. Ask: *What subjects are you studying in school that would be helpful in this career?*
- Compare similar careers that students have explored. Ask: *What is the difference between [career] and [career]?*
- Discuss skills required of the particular career in a video. Ask: *What skills do you think are important, whatever career you pursue?*
- Discuss the concept of “preparing today’s students for tomorrow’s careers.” Ask: *What do you think that means? What are some jobs that you think will always be in demand? Why? How have occupations changed over time?*

# Activities to Use With Career Girls Videos

## 1. Career Girls Record Sheet (See template, page 15.)



The image shows a 'Career Girls Record Sheet' template. At the top, it says 'career girls' with a star icon. Below that, it says 'Career Girls Record Sheet' and 'Name:'. The main part of the sheet is a table with three columns: 'Date', 'Career', and 'Career Overview'. There are 10 rows for recording information. At the bottom, it says 'Copyright © 2016 Career Girls' and '15'.

Setting college and career goals can motivate students to improve their academic performance. Make copies of this record sheet and have students keep track of career videos they view as well as an overview of each career. This visual record will remind students of the active role they are taking in their futures and provide them with a handy resource to revisit the various careers they're exploring.

## 2. Inspiring Words

Career Girls role models share advice to help girls discover their own interests and passions and instill in them the importance of believing in themselves. While viewing career role model videos with students, pay special attention to the My Advice and Overcoming Obstacles video clips. Use role models' inspiring words to create a motivational display that reminds girls each day, "You can do anything."

Find something you enjoy. Find something you have a passion for. Try to find a way to do it.

**Melanie Stiasny, Ichthyologist**

If you see something that you want to do, but you don't see someone who looks like you in that role, don't stop trying to do it. Maybe everyone has been waiting for you to show up. "Hey, you're it. We've been waiting for you. Come on in."

**Kate Scott, Sports Anchor**

You have to be persistent. If you really want something, you have to work hard to get it. If you do that every day, in your classroom or your career, you'll eventually achieve what you want.

**Alma Tapia, Materials Engineer at NASA**

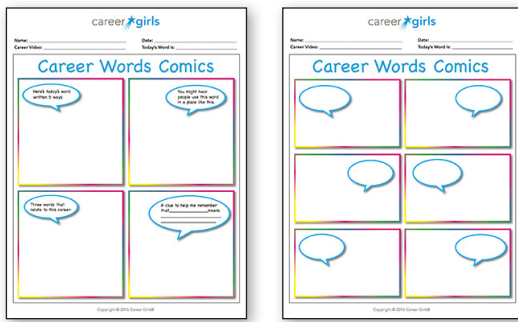
Be true to yourself. Don't let anyone tell you what you can't do. You can do anything. Know that your actions matter.

**Leah McGowen-Hare, Computer Scientist**

Work on just being you, and not anybody else.

**Jessica Care Moore, Poet**

### 3. Career Words Comics (See templates, pages 16 and 17.)

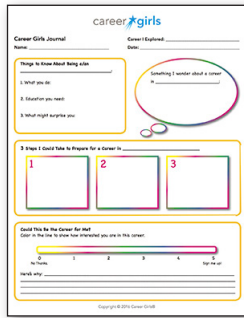


This comic strip format builds word-picture associations to support students' acquisition of key vocabulary. The fun, accessible format combines dialogue and context to actively reinforce vocabulary students encounter in the videos and in the corresponding classroom lessons.

Two templates are provided: a 4-panel template with pre-filled prompts and a 6-panel template without prompts. You can easily adapt either—using liquid eraser to revise existing prompts or adding prompts to the blank template—to support learning goals for your students and specific career vocabulary you're teaching. With academic and college/career goals in mind, consider using these reproducible activity pages to build vocabulary in a variety of ways, such as with the following:

- **Figurative Language:** Look for examples of figurative language in the videos, such as "stand up for" and "give your word." Have students use the blank comic strip frames to illustrate the literal and figurative meaning.
- **Multiple Meaning Words:** Choose target words that have more than one meaning. Have students use the blank comic strip panels to illustrate the multiple meanings, being sure to include the meaning as used in the career video. As an example, students might create a comic strip for the word *organic*, showing its meaning both as a branch of chemistry and, possibly more familiar, as used to describe produce and other foods grown, produced, or raised without the use of pesticides, synthetic fertilizers, and so on.
- **Word Relationships:** Use the Career Words Comics template with pre-filled prompts to encourage students to make connections among words, reinforce meaning, and broaden understanding. Students exploring the meaning of *diversity*, for example, are prompted in one panel to fill in three related words. Based on the video, the words *differences*, *valuable*, and *culture* may come to mind. After viewing a video featuring a scientist, students might use the blank template to create comics that look at content area words, such as those for different types of scientists. In the process, they may discover something about word parts—as with the prefix *-ist* in *biologist*, *physicist*, *geneticist*, *epidemiologist*, *immunologist*, and so on. (There are videos for all of these careers in science, and more!)
- **Serial Comic Strips:** Invite your young comic enthusiasts to create their own comic strip characters who star in a series of Career Words Comics. Share examples of published comic strips to teach common characteristics of this genre, such as dialogue and onomatopoeia.

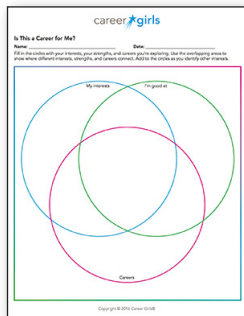
#### 4. Career Girls Journal (See template, page 18.)

The image shows a 'Career Girls Journal' template. It includes a header with the 'career#girls' logo, a name field, and a 'Career Explorations' section. The main body is divided into four numbered sections: 1. 'Things to Know About Being a Career Girl' with sub-points 'What you do', 'What you need', and 'What might surprise you'. 2. 'Something I wonder about a career' with a Venn diagram of three overlapping circles. 3. '3 Steps I Could Take to Prepare for a Career in \_\_\_\_\_' with three numbered boxes. 4. 'How This is the Career for Me?' with a scale from 1 to 5 and a 'Write why' section.

Use this activity page as a follow-up to Career Girls videos. Each of four sections engages girls in examining careers more closely and making connections:

- *What are important things to know about this career?*
- *What questions do I have about this career or role model?*
- *What steps can I take to prepare for a career in \_\_\_\_\_?*
- *Is this the career for me? (rating scale)*

#### 5. Is This a Career for Me? (See template, page 19.)

The image shows an 'Is This a Career for Me?' template. It features a Venn diagram with three overlapping circles labeled 'My interests', 'My talents', and 'Careers'. Below the diagram is a section for 'Write why'.

Use a Venn diagram with three overlapping circles to have students assess careers they are considering. Students can add to their circles as they learn about new careers and think about how they intersect with their interests and abilities.

#### 6. Career Experts

Create authentic experiences for students to write about careers they're exploring by having them write for a younger audience.

- Discuss with students how learning about careers might help younger children, too. Encourage students to explain their thinking.
- Invite students to write about a career area of interest (for example, in picture book format) for a different audience—younger children. Discuss what it means to translate difficult concepts into understandable text for this age. Students might choose to work in groups as co-authors, reinforcing teamwork skills, or they may take on this project independently.
- Provide opportunities for students to share their nonfiction pieces with the intended audience—in the process, serving as role models themselves for younger children.

#### 7. Top Skills

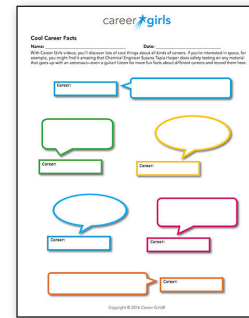
What skills do Career Girls role models use most in their careers? For Josie Castro, a Search Engine Analyst, it's math. "You have to be able to look at the numbers and read the story that they tell." Career Girls role models discuss the skills that are most important, many of which will be familiar to students. Help students see the skills they are already learning that they can bring to future careers.

- When viewing videos with students, encourage them to listen for skills that role models mention. Add these skills to a Career Skills chart or display.
- Guide students to notice when they are using these skills. (Or point out opportunities to do so.)
- Reinforce that the skills students are learning in the classroom are important in the workplace as well.

**8. Cool Career Facts** (See template, page 20.)

Career Girls videos are full of surprising and fun facts about widely diverse careers. Imagine this: Jaime Catchen, Mars Rover Systems Engineer at NASA's Jet Propulsion Laboratory (JPL), helps plan the Rover's driving—which rocks are safe to drive over and how to best position the Rover to carry out its mission for the day. No wonder Jamie says her job is "really fun!"

- Create opportunities to notice moments like this that might spark a student's interest. What makes a career stand out?
- Before viewing a video, give each student a sticky note (large enough to write on). Have students listen for something that captures their attention and write it on the sticky note. (You might make this optional, as different careers will appeal to different students.)
- Post mural paper on a wall and have students add their notes to it. (Have students write the career title on the sticky note first, or have them post in an area that you've sectioned off and labeled accordingly.)
- Encourage students to "read the wall" periodically to discover new fun facts about careers.



**9. Positively Empowered! Certificate** (See template, page 21.)



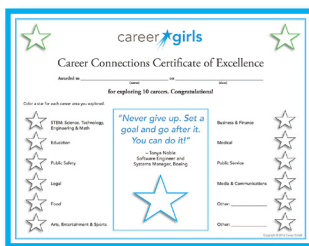
Use this certificate with each student to track completion of Career Girls Empowerment lesson, with a goal of having students complete 10. (See pages 5–6.)

**10. Smart About STEM Certificate** (See template, page 22.)



Use this certificate with each student to provide a focus on Career Girls STEM (Science, Technology, Engineering, Math) videos, with a goal of having students explore several careers in each STEM area.

**11. Career Connections Certificate** (See template, page 23.)



Use this certificate with each student to track Career Girls videos viewed in each category, with a goal of having students sample at least one career in each category.



## Career Girls Record Sheet

Name: \_\_\_\_\_

| Date | Career | Career Overview |
|------|--------|-----------------|
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |
|      |        |                 |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Career Video: \_\_\_\_\_

Today's Word Is: \_\_\_\_\_

# Career Words Comics

Here's today's word  
written 5 ways:

You might hear  
people use this word  
in a place like this.

Three words that  
relate to this career  
and what they mean:

A clue to help me remember  
that \_\_\_\_\_ means  
\_\_\_\_\_  
\_\_\_\_\_:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Career Video: \_\_\_\_\_

Today's Word Is: \_\_\_\_\_

# Career Words Comics



## Career Girls Journal

Name: \_\_\_\_\_

Career I Explored: \_\_\_\_\_

Date: \_\_\_\_\_

### Things to Know About Being a/an \_\_\_\_\_:

\_\_\_\_\_:

1. What you do:
2. Education you need:
3. What might surprise you:

Something I wonder about a career  
in \_\_\_\_\_:

### 3 Steps I Could Take to Prepare for a Career in \_\_\_\_\_

1

2

3

### Could This Be the Career for Me?

Color in the line to show how interested you are in this career.



0  
No thanks.

1

2

3

4

5  
Sign me up!

Here's why: \_\_\_\_\_

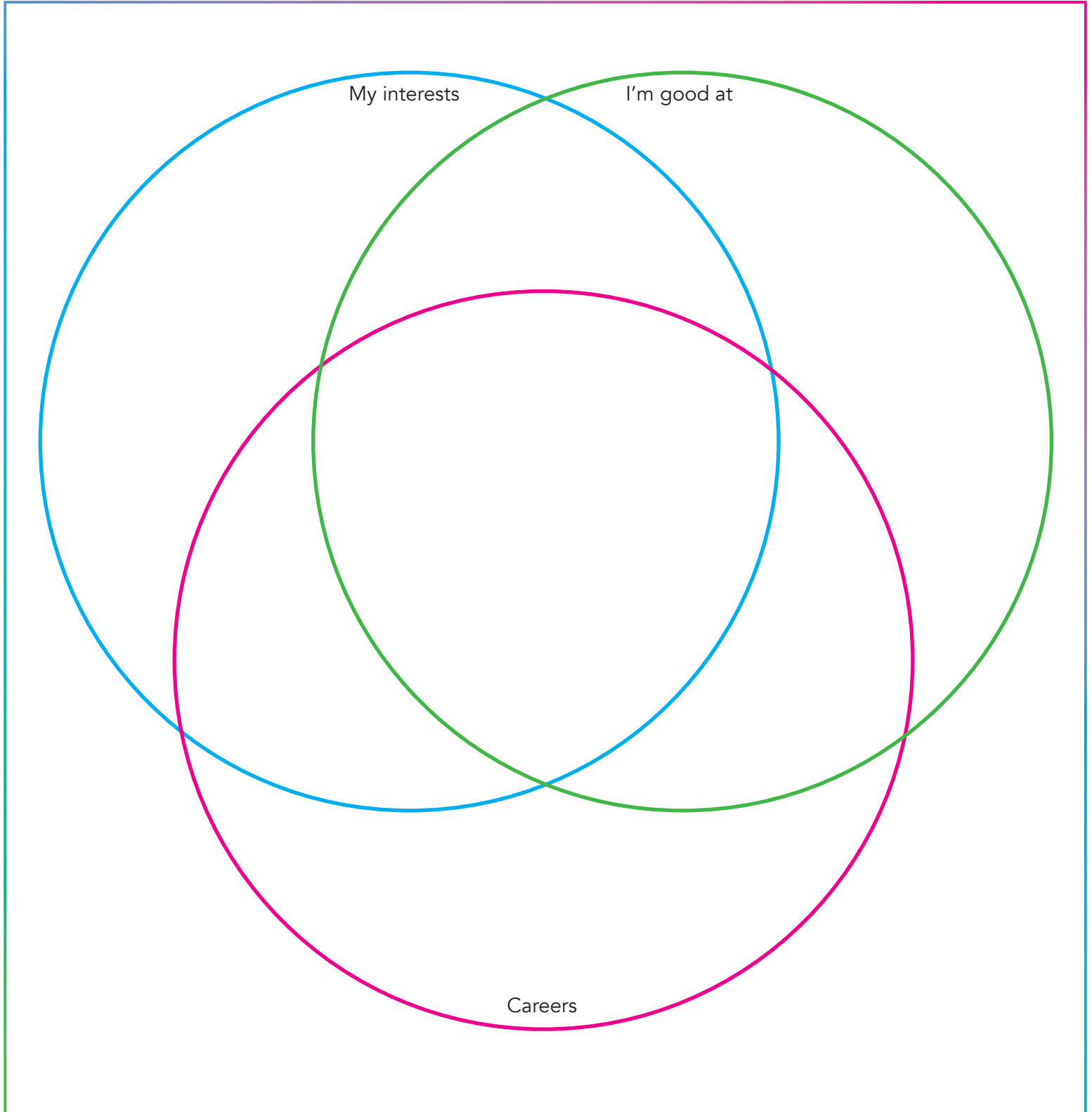
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Is This a Career for Me?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the circles with your interests, your strengths, and careers you're exploring. Use the overlapping areas to show where different interests, strengths, and careers connect. Add to the circles as you identify other interests.



## Cool Career Facts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

With Career Girls videos, you'll discover lots of cool things about all kinds of careers. If you're interested in space, for example, you might find it amazing that Chemical Engineer Susana Tapia Harper does safety testing on any material that goes up with an astronaut—even a guitar! Listen for more fun facts about different careers and record them here.

Career:

Career:

Career:

Career:

Career:

Career:



# Positively Empowered! Certificate of Completion

Awarded to \_\_\_\_\_ on \_\_\_\_\_  
(name) (date)

for exploring 10 Career Girls Empowerment topics. Congratulations!



*“Be exactly who you are. Know that who you are is awesome!”*

– Jamila Glass  
Dancer and Filmmaker

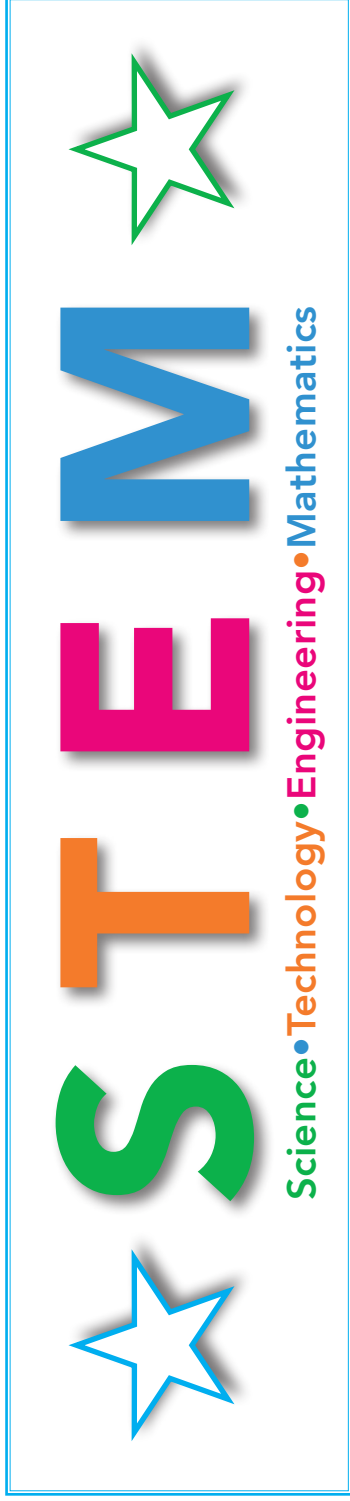
A large green outline star with a drop shadow, centered in the box.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Smart About STEM Certificate of Completion

Awarded to \_\_\_\_\_ for exploring 10 STEM careers. Congratulations!

(name)



(Color a star for each STEM career you explore.)



Check each STEM career you explored.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Astronaut              | <input type="checkbox"/> Environmental Engineer | <input type="checkbox"/> Meteorologist      |
| <input type="checkbox"/> Astronomer             | <input type="checkbox"/> Geneticist             | <input type="checkbox"/> Petroleum Engineer |
| <input type="checkbox"/> Biological Scientist   | <input type="checkbox"/> Geologist              | <input type="checkbox"/> Physicist          |
| <input type="checkbox"/> Chemical Engineer      | <input type="checkbox"/> Materials Engineer     | <input type="checkbox"/> Software Developer |
| <input type="checkbox"/> Chemist                | <input type="checkbox"/> Mathematician          | <input type="checkbox"/> Statistician       |
| <input type="checkbox"/> Computer Programmer    | <input type="checkbox"/> Mechanical Engineer    | <input type="checkbox"/> Other: _____       |
| <input type="checkbox"/> Computer Scientist     | <input type="checkbox"/> Medical Physicist      | <input type="checkbox"/> Other: _____       |
| <input type="checkbox"/> Database Administrator | <input type="checkbox"/> Medical Scientist      | <input type="checkbox"/> Other: _____       |



# Career Connections Certificate of Excellence

Awarded to \_\_\_\_\_ on \_\_\_\_\_ (name) \_\_\_\_\_ (date)

for exploring 10 careers. Congratulations!

Color a star for each career area you explored.



STEM: Science, Technology, Engineering & Math



Education



Public Safety



Legal



Food



Arts, Entertainment & Sports



Business & Finance



Medical



Public Service



Media & Communications



Other: \_\_\_\_\_



Other: \_\_\_\_\_

*"Never give up. Set a goal and go after it."*

*You can do it!"*

– Tonya Noble  
Software Engineer and  
Systems Manager, Boeing



## Connections to the Common Core State Standards (CCSS)

Career Girls educational materials are designed to support students in developing lifelong learning skills such as critical thinking, creativity, and motivation, while also building competencies for meeting the Common Core State Standards in the following areas:

### English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language

#### Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### English Language Arts Standards » Speaking & Listening

#### Grade 4

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Grade 5

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Grade 6**

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### **Grade 7**

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### **Grade 8**

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

## **English Language Arts Standards » Writing**

### **Grade 4**

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Grade 5**

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Grade 6**

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Grade 7**

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Grade 8**

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.