

# SAFETY FIRST AT THE FAIR

## CAREER MATCH-UP ACTIVITY

### LEARN ABOUT LAW AND SAFETY CAREERS.

#### TIME

**Part 1:** 25–40 minutes

**Part 2:** 25–40 minutes

#### STRUCTURE

Whole group, individual

#### MATERIALS

- ✓ **Law and Safety Career Definitions** (Projection or Printout)
- ✓ **Career Images** (1 Printout for educator, preferably in color)
- ✓ **Dreamsville Fair Picture** (Projection or Printout)
- ✓ **Parking Lot Picture** (Projection or Printout)
- ✓ **Koi Fish Picture** (Projection or Printout)
- ✓ **Olive Green Fish with Teeth Picture** (Projection or Printout)
- ✓ **Geese and Lake Pictures** (Projection or Printout)
- ✓ **Career Creation** (1 Printout per child)
- ✓ Large Poster Board (optional)
- ✓ Paper
- ✓ Pencils
- ✓ Crayons
- ✓ Markers

#### PREPARE AHEAD OF TIME

**Note:** Part 1 (Steps 1–10) of this activity is suggested for kindergartners; Parts 1 and 2 (Steps 1–18) are suggested for first and second graders. For groups doing both parts, it is recommended that you do Part 2 within a week of doing Part 1.

- ✓ Review the ASL sign for **organize**: <https://youtu.be/2rhcl54OACs>
- ✓ Print or project the **Law and Safety Careers Definitions** handout.
- ✓ Print 1 copy of the 4 **Career Images**. Cut off the name of the career under each. Make sure the number is included in the image.
  - Tape them in order, 1–4, to a wall or a large poster board. Select an area that is open enough for children to walk up to.
- ✓ Print or project **Dreamsville Fair Picture, Parking Lot Picture, Koi Fish Picture, Olive Green Fish with Teeth Picture, Geese and Lake Pictures**
- ✓ Print 1 copy per child of the **Career Creation** handout.
- ✓ Have paper, pencils, crayons, and markers accessible.

#### CAREERS

Paramedic, Fish & Game Warden, Parking Attendant, School Bus Monitor

#### SUCCESS SKILL CONNECTION

Organize



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



Each time you say **organize** in this activity, please do the following as a corresponding ASL sign: Face the left and right palms towards each other and sweep from left to right.

ASL Video Link: <https://youtu.be/2rhcl54OACs>

## PART 1

### 5 MIN: INTRODUCTION (whole group)

1. Begin by introducing children to the word *career*. Ask children what they know about careers.
  - *What is a career?*
2. After acknowledging answers, explain to children that a career is a job that a person chooses and has special education and training for. Explain that there are many different types of careers people have.
  - *What careers have they heard of?*
  - *What careers are they interested in?*
3. **Say**, “We’re going to learn about four different law and safety careers today! Before we get started, let’s talk about Success Skills. All careers have important Success Skills that people need to do their work. Children and adults use Success Skills every day to do different tasks. Along with learning about new careers, we will learn about the **Organize** Success Skill and why it’s needed for law and safety careers. To **organize** means to keep track of different information and belongings and put them in an order that makes sense to you. If you have ever needed to decide what to pack for a trip or have a messy desk, you know you need to **organize**.”
4. Have a brief conversation about how they use the **Organize** Success Skill in their everyday lives.

### 15 MIN: LEARN (whole group)

5. Explain to children that they will play “Match the Career.” Share that you will read off a definition of the career and their responsibility is to match the definition to a career image. Before matching, they will first view the career images.
6. In small groups of 3–4, have children go up to the career images and take a close look at each image. Give groups about 2 minutes to observe the careers.
7. Ask children to share what they noticed about the career images. Have a few children share out loud:
  - *What did you notice?*
  - *What does it look like they are doing?*
  - *Where does it look like they are?*
  - *What makes you think that?*
8. Read one of the career definitions out loud (out of order, without naming the career). Ask children which career image they think it is, using the number assigned to each career. If there is more than one answer to a definition, have children vote for their selection by raising their hands. Name the career out loud once children have made their final selection.
9. Have a brief discussion about whether children have heard about those careers before. Repeat the career names as needed.
  - *Have you seen these careers in your community?*
  - *Do you know anyone with one of these careers?*
10. (Optional) Ask children the following and review Success Skill definitions as needed:
  - *How else do you think these careers use the **Organize** Success Skill?*  
(Prompts: A crossing guard needs to **organize** when deciding how many people can cross the street at once; a fish and game warden needs to **organize** when tracking information on animals; etc.)
  - *What other Success Skills do you think these careers use?*



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



## PART 2

**Note:** Please take time to review the **Law and Safety Career Definitions** handout if you are doing Part 2 on a different day than Part 1.

### 10 MIN: PRACTICE (whole group)

#### Create a career to solve the problem

11. **Say**, “Now that you know more about these law and safety careers, we are going to do a career mashup. We are going to “mash” a couple of these law and safety careers to create a new career to solve a problem. These problems need help from more than one career to solve them. Let’s try it out and see what we can come up with.”
12. Hold up a printout or display a projection of the **Dreamsville Fair Picture**. **Say**, “The people of Dreamsville have a big fair in their city. The entire city is participating, so there are people everywhere. It’s a bit crowded! They have all kinds of law and safety career professionals attending the fair to make sure it’s safe, but they can’t be everywhere at once. They have contacted us to come up with a solution. When problems come up, it’s up to you to create new careers that will keep everyone safe.”
13. Have a brief discussion with children about fairs and/or festivals.
  - Have you ever been to a fair, festival, or other big celebration where you live? If so, what kinds of things do you see and do there?
14. Explain to children that you will read the problems each area in the Dreamsville Fair has, and it is up to the group to name two careers that can be “mashed” to create a new career that will help solve the problems. Display the 4 **Career Images** during this time so children know which careers to choose from. Read each scenario for the people at Dreamsville Fair. (Repeat scenarios and display pictures as necessary.)

- **Scenario 1**

Display the **Parking Lot Picture**.

**Say**, “It’s so crowded at the fair! There are so many cars and people in the parking area. Because there are a lot of cars all over the place, people are getting lost and need to safely enter and exit the fair. And because there are so many people, cars are having a hard time finding where to park. What two careers can we mash together to help them get there?”

(Possible Answer: Parking Attendant and Crossing Guard)

- **Scenario 2**

Display the **Koi Fish Picture** and the **Olive Green Fish with Teeth Picture**.

**Say**, “The Dreamsville Fair has a large pond for people to feed colorful koi fish. A few staff at the fair were getting ready to put the koi fish in, but they noticed these fish looked different. These fish are an olive green color and they have sharp teeth! They must have the wrong fish tanks. The staff don’t know anything about these fish or how to get them back to where they’re supposed to go. They also don’t know if these fish are dangerous. Do they bite? They will need to safely move these fish back to where they belong and have some backup in case someone gets hurt. What two careers can we mash together to come up with a solution?”

(Possible Answer: Fish & Game Warden and Paramedic)

15. Children may have more than one answer to each scenario. This is an opportunity to discuss why they selected their answers.

### 15 MIN: ON YOUR OWN (individual)

16. Explain to children that they will now mash two or three careers on their own based on the following scenario:



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



- **Scenario 3**

Display the **Geese and Lake Pictures** and the **Parking Lot Picture**.

**Say**, “Some geese and their goslings (baby geese) made their nests inside the fair near the fish pond. People at the fair have started getting close to the geese to feed them, but they’re not supposed to be fed by people. And the geese are very protective of their goslings, so getting too close could get someone bitten. It’s probably a good idea to find a new home for these geese, but the career person will need to lead them across the street to the nearby lake since the goslings can’t fly yet. Create a new career that leads the geese safely out of the fair and through the parking lots to the nearby lake without anyone getting hurt.”

(Possible Answers: Fish & Game Warden and Crossing Guard; Crossing Guard and Paramedic; Fish & Game Warden and Parking Attendant)

### 5 MIN: REFLECTION (whole group)

17. (Optional) Children may use the **Career Creation** handout to arrange their thoughts. On the handout, children may draw a law and safety career to lead the geese to safety. Lay out all materials for children to access, or equally distribute them. Every child should be given one sheet of paper and a pencil. Encourage creativity and review information on the **Law and Safety Career Definitions** as needed to help children complete the task.
18. Have children share out loud what new law and safety career they created (what careers they mashed) based on what they know. Ask children how this new career would use the **Organize** Success Skill.

### SUCCESS SKILLS

Use these words when talking with children. Listen for children to use these words.

Success Skill	Definition
Focus	Pay attention to something, even when distractions happen around you.
Organize	Keep track of different information and belongings and put them in an order that makes sense to you.
Think Differently	Try new things and find creative ways to solve a problem. Learn from your mistakes and make changes.
Remember	Hold new information in your mind to use when you need it.
Feel	Check and show your emotions.



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



## Law and Safety Career Definitions

Please use the career name as often as possible. Only use the child-friendly career name to initially explain the career to children if they are unfamiliar with or confused by the career name.

Law and Safety Career	Definition
<b>Paramedic</b>  <i>Child-friendly career name:</i> Emergency Helper	Responds to medical emergencies and checks any injuries and illnesses people may have.  They use the <b>Organize</b> Success Skill to make decisions on what type of medical care people will need first.
<b>Fish &amp; Game Warden</b>  <i>Child-friendly career name:</i> Wildlife Officer	Protects native wildlife, plants, and their habitats and investigates any harm done to them.  They use the <b>Organize</b> Success Skill when they put together reports about their animal investigations.
<b>Parking Officer</b>  <i>Child-friendly career name:</i> Parking Watcher	Watches over a parking area and helps people park according to local rules to maintain safety.  They use the <b>Organize</b> Success Skill when they keep track of how many cars enter and exit the parking lots each day.
<b>Crossing Guard</b>  <i>Child-friendly career name:</i> Street Safety Lookout	Guides people across streets and stops traffic when it's needed.  They use the <b>Organize</b> Success Skill to keep track of traffic flow and find where people can safely cross the streets.



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





## Career Images



1

### Paramedic



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



## Career Images



**Fish and Game Warden**



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





## Career Images



**Parking Officer**



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





## Career Images



4

**Crossing Guard**



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





# FAIR PICTURE

## DREAMSVILLE



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





# PARKING LOT PICTURE

## SCENARIO 1



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





# KOI FISH PICTURE

## SCENARIO 2



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.





# OLIVE GREEN FISH WITH TEETH PICTURE

## SCENARIO 2



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



# GEESE AND LAKE PICTURES

## SCENARIO 3



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.



# CAREER CREATION

## HANDOUT

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

Draw your **NEW** law and safety career here:



The contents of this document were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PR/Award Number S295A200002. The U.S. Department of Education is the funding agency.

