

Concepts:

[Learning For Justice Social Justice Standards:](#)

1. An introduction to a wide world of available jobs and careers to consider.
 2. Understand how to manage income and expenses and plan for future expenses.
 3. Understand how to plan for unexpected life events, and how to avoid financial pitfalls.
- **Identity:** I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings. (ID.6-8.5)
 - **Diversity:** I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture. (DI.6-8.10)
 - **Action:** I will work with friends, family, and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals. (AC.6-8.20)

Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around income, jobs, strategies for saving and making purchases can have on your students based on their families' access to opportunities and resources.
- Teachers should be sensitive to the differences of students' access to resources. Think about how questions about saving and spending will impact students such as discussing specific brands of clothes and shoes. It is helpful to use characters from books to have conversations around these topics to provide a level playing field of experience as well as being sensitive to the differences in economic circumstances of your students.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.
- Leverage the social capital of your students. Activate the various experiences of your students by including resources (books, posters, media etc.) that offer a range of jobs, budgeting, and strategies for saving. Resources and examples may not center your students and you will need to be intentional on finding representation. Every child in your class should receive an opportunity to be affirmed and feel like an expert.

Setting up Discussion Space-Community Agreements

Classroom discussions provide a great way for students to socially construct knowledge from a variety of experiences. It is important to set up discussions and the overall classroom climate with community agreements. Think about what "rules, norms, guidelines, agreements etc." will create a safe and brave space for conversation. Co-create this list of agreements with your students. Ideally you will already have community agreements in place and will just revisit them prior to discussions as a reminder of how we will care for each other. Some examples of agreements: "Listen when others are speaking." "Think about how your words will impact others." "Be present." "What is said in this space stays in this space?"

Discussion Questions

As you have conversations with students about available jobs and careers, you can have a conversation with students about how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture. We can be curious and want to know more about the histories and lived experiences of others, listening carefully and non-judgmentally. The suggested read aloud discusses the hidden figures in history and the career opportunities they had:

- How have career opportunities changed for people in our country based on their identity?
- What career do you feel you'd like to pursue? What helped you make your decision?
- What impact does our career have on our spending plans? Think about the impact career access has had on individuals based on their identity. What is going well? What still needs to happen?

Extension Activity

Talk about how available jobs and careers have changed over time. When individuals have new opportunities and are earning income, they can save even more money. Create a timeline out of a career you are interested in. Research and map how access to that career has changed over time. What about in other countries? Is there equal opportunity for these careers? Why? Is there an idea you have to be able to make an impact?

Journal Prompt

We have laws in our country to protect citizens' career opportunities. Why do you think we need laws to give equal employment opportunities? What do you think happened before we had these laws? Can you think of an additional law or revision that would be helpful to consider?

Suggested Read Aloud

- [Counting on Katherine](#) by Helaine Becker (Author), Dow Phumiruk (Illustrator) [click here for read aloud](#)
 - Have you been blocked from doing something you really wanted to do? How did you react?
 - During this time period, our country had segregation laws in place and students were separated into schools based on their skin color. How do you think Katherine felt? How would you feel?
 - Girls and women were (wrongly) not considered capable of doing mathematics or engineering. How did this impact their job opportunities?
 - Katherine persisted and overcame many obstacles. Have you been in a situation in which you had to overcome something that was unfair? Have you stepped up when something was unfair? What did you learn about yourself?

