

**Using the KLWS chart:** Have students use this graphic organizer to indicate what they **K**now about the episode topic, what they **W**ant to know about the episode topic, what they **L**earned about the episode topic, and what they **S**till have questions about.

As optional extensions, consider including **I**mportance (why is this information important?), **A**ctions (what actions will I take?), and **R**esources (what resources do I need and how will I find them?).

### Steps:

- 1. Pre-viewing:** Share with students that they will be watching Episode 1 of The Career Center. Let them know that they will be using a KWLS chart to organize relevant information they gather from the episode and class discussions. Review how to use this organizer as needed. Have students complete the sections of the graphic organizer related to what they **KNOW**, and what they **WANT TO KNOW** about the topic of early childhood education. Invite students to turn and talk with a shoulder partner to share what they have recorded. After students have had time to discuss, have volunteers share items from their **KNOW** and **WANT TO KNOW** lists, and create a whole class artifact capturing these comments.  
Note: it's possible that students will have some misconceptions about the topic at this time. Accept all answers, and provide time for students to revisit these ideas after viewing the episode.
- 2. During viewing:** Have students add what they are **LEARNING** about early childhood education. Students may also find they **STILL HAVE QUESTIONS** during viewing, so encourage them to add those to their organizer.
- 3. Post-viewing:** Have students add any additional notes in the **LEARNED** and **STILL HAVE QUESTIONS** sections of their organizers. Invite students to discuss what they've recorded in pairs or small groups before sharing in a whole group discussion. Encourage students to revise any previously held misconceptions.  
Note: for any lingering questions, consider having students research answers on their own and bring back their findings to the whole group.



**KNOW**

**WANT TO KNOW**

**LEARNED**

**STILL HAVE QUESTIONS**

**Overview**

Early childhood educators provide both formal and informal learning experiences for children from birth to preschool age.

**Example Early Childhood Careers**

Childcare/Daycare worker, Child Development Teacher, Early Childhood Teacher, Group Teacher, Infant/Toddler Teacher, Preschool Teacher, Nursery School Teacher, Pre-Kindergarten Teacher (Pre-K Teacher), Head Teacher, Toddler Teacher, Center Administrator/Director, Program Officer, Early Childhood Consultant

**Useful Skills and Abilities**

- Communication
- Collaboration
- Critical Thinking
- Active Listening
- Patience
- Flexibility
- Service Orientation

**Common Responsibilities for an Early Childhood Educator**

- Create and implement educational activities that support the teaching of basic skills
- Set up materials and equipment
- Monitor the health, behavior, social development of children
- Communicate with parents/guardians/family members/caregivers
- Collaborate with other early childhood educators
- Attend training and other professional development sessions
- Provide for basic needs of children including helping them with the bathroom, serving meals and snacks, assisting with naps, etc.

**Career Pathways and Salaries**

Career opportunities within the field of early childhood education will vary based on education and training. Although some positions require a minimum of a high school diploma or equivalent, most require at least an associate's degree in child development or early childhood education.

It is highly recommended that individuals interested in early childhood education earn a Child Development Associate (CDA) credential. This can be obtained through a Career and Technical Education (CTE) program if you are still in high school. If you have graduated with a high school diploma or equivalent you can take a course and apply online for a fee.

Salaries will vary based on education level and experience:

- Childcare worker = \$11.13 per hour
- Preschool teacher - \$14.89 per hour
- Center Director = \$21.70 per hour
- Pre-K teacher = \$34.08 per hour

**Videos & Digital Resources**

[PBS Kids Career Chats - Early Childhood Education](#)

**Extension Activities**

- [Brainstorming Activity](#) (10 - 15 min)
- [Research](#) (60 - 90 min)
- [Community Connection](#) (45 - 60 min)

**Michigan and National Organizations**

- [Michigan Association for the Education of Young Children \(miaeyc\)](#)
- [Michigan HeadStart Association](#)
- [Michigan Council for Exceptional Children](#)
- [Michigan Department of Education](#)
- [National Association for the Education of Young Children](#)
- [Council for Exceptional Children, Division for Early Childhood](#)
- [Center on the Developing Child](#)
- [Council for Professional Recognition](#)
- [National Association of Family Child Care](#)

**Degree & Certificate Programs\***

- [Mid Michigan College](#)
- [Oakland Community College](#)
- [Washtenaw Community College](#)
- [Michigan State University](#)
- [University of Michigan](#)
- [Northwestern Michigan College](#)
- [Central Michigan University](#)
- [Eastern Michigan University](#)
- [Western Michigan University](#)

NOTE: this is not an exhaustive list, but rather a starting point for interested individuals.

## Brainstorming

**Purpose:** To have students begin thinking about the various careers associated with the field of early childhood education.

**Overview:** Students will work in pairs/trios to brainstorm as many careers as they can that are associated with early childhood education.

**Materials:**

- [Brainstorming Graphic Organizer](#).
- Chart paper for class list of careers.

**Procedure:**

1. Have students work in pairs/trios for the first part of this activity.
2. Emphasize that there are many career options to choose from within the field of early childhood education. Invite groups to work collaboratively to think of as many early childhood-related careers as they can. Have them add these to their Brainstorming Graphic Organizer. Students shouldn't feel limited by the number of circles on their organizer; if they need to add more branches to their web, they can!
3. After about 5 - 7 minutes, bring the class together for a whole group discussion. Invite each group to share one of the careers from their graphic organizer. Begin generating a class list on chart paper or on the board as groups share out. After each group has shared a career, invite each group to share another career that hasn't been mentioned yet. Do this until there are no new careers to add to the list.
4. Save the class list of careers for the [Research Activity](#).

Adapted from RealityWorks RealCare Program for Career Exploration

## Research Activity

**Purpose:** To have students learn more about careers in early childhood education through research.

**Overview:** Students will work in pairs to research two careers in early childhood education and present their findings to the whole class in a brief presentation.

**Materials:**

- Class-generated list of early childhood careers.
- Library and internet resources.
- [Career Exploration Graphic Organizer](#).

**Procedure:**

1. Have students work in pairs for this activity.
2. Using the class-generated list of early childhood careers from the brainstorming session, have pairs select two of the early childhood careers to research further. It's alright if more than one group shares a career, but make sure each career is represented at least once.
3. Using the [Career Exploration Graphic Organizer](#), have pairs research their career choices. Helpful online resources include:
  - a. [U.S. Bureau of Labor Statistics](#)
  - b. [U.S. Bureau of Labor Statistics Occupational Outlook Handbook](#)
  - c. [CareerOneStop](#)
  - d. [O\\*NET OnLine](#)
4. Have pairs complete their research in class or for homework before having them prepare and present a short, 5 - 7 minute presentation. Their presentations should include, but not be limited to, the information from their graphic organizer.

Adapted from RealityWorks RealCare Program for Career Exploration

## Community Connection

**Purpose:** To hear first-hand from professionals who work in early childhood education in various capacities.

**Overview:** Arrange a panel discussion or short-term interactions with local business and community leaders in early childhood education.

**Materials:**

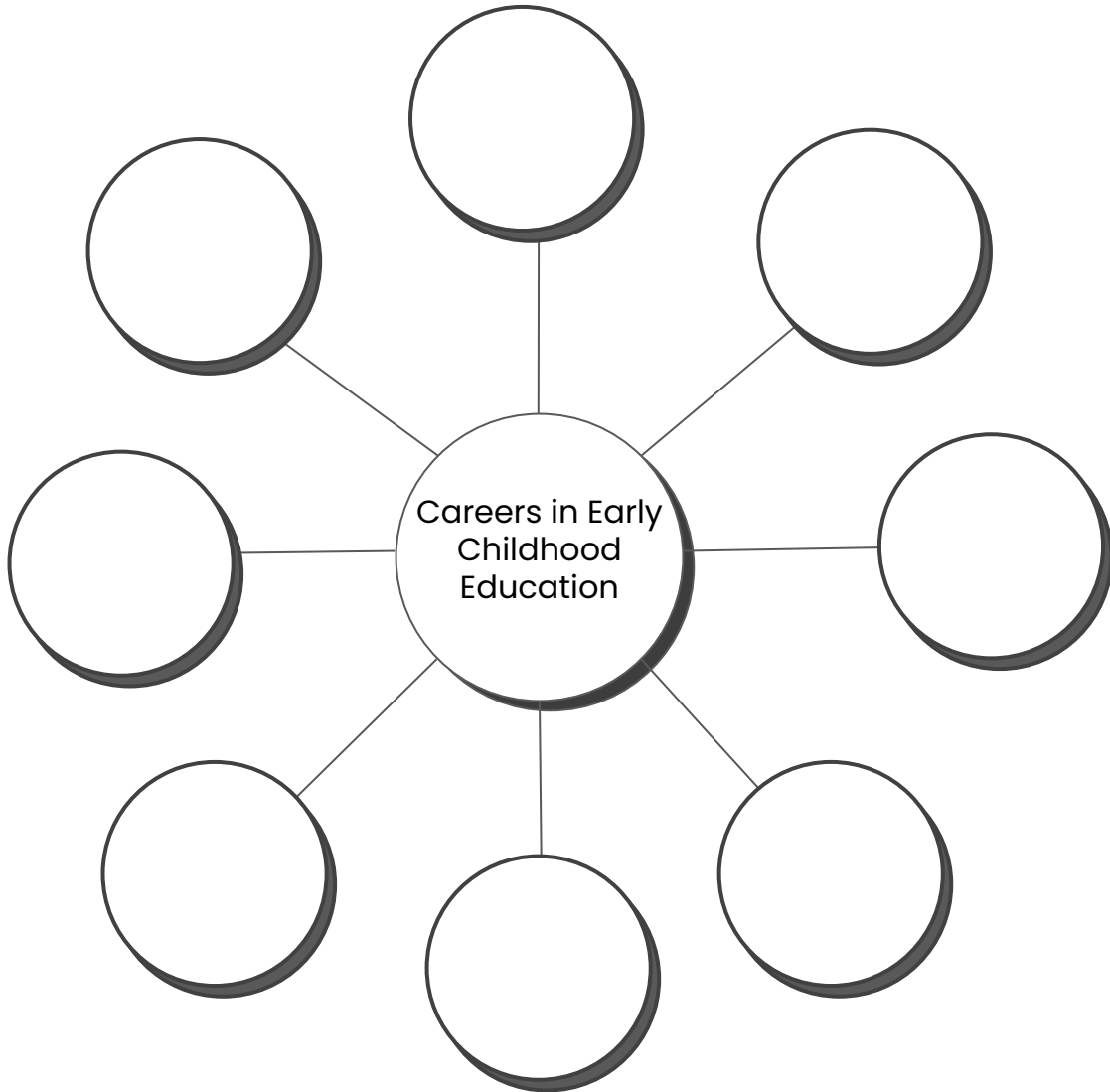
- 3 - 5 local professionals who work in a variety of early childhood education careers.
- Student-derived questions.

**Procedure:**

1. Reach out to local professionals from various aspects of early childhood education (e.g. childcare worker, early childhood teacher (head teacher and/or assistant teacher), childcare center director, occupational therapist, parent educator, etc.), inviting them to attend a Q & A discussion in your class (in person or virtually).
2. Prior to the discussion, have students compile a list of relevant questions to ask the panel of guests. You can find some [sample questions here](#) to help students get started in generating a list.
3. On the day of the guest speaker event, invite students to ask questions of the panel members.
4. After the guest speaker event, provide space for students to reflect and debrief. Sample student [reflection questions can be found here](#).

Adapted from RealityWorks RealCare Program for Career Exploration

**Brainstorming Graphic Organizer**





**Career Exploration Graphic Organizer**

	Career 1	Career 2
Degree or licenses required		
Length of time to complete training or earn degrees		
Average starting salary per year/average hourly wage		
Job outlook		
5 skills needed for this job		
Description of the job setting		
What are the primary job duties?		
Do you work alone or with people?		
What needs or wants does this occupation fill?		
What is one thing an employer would expect from someone in this position?		
What kinds of people are likely to be successful in this career?		

**Sample questions for a guest speaker:**

- Describe some of the kinds of decisions you have to make on a day-to-day basis.
- What are some misconceptions about your work?
- What makes your job exciting?
- What makes your job challenging?
- What are the biggest opportunities in this field right now?
- What advice do you have for someone who wants to get into this field?

**Sample student reflection questions:**

- How has your understanding about this career changed?
- What did you realize about yourself as you learned about this career?
- What have you learned about your community as it relates to opportunities in this career area?
- In what ways did learning about this field give you a new perspective, challenge your point of view, or introduce you to new ideas, skills, or information?
- What has this experience taught you about your criteria for an ideal job or career that you hadn't realized previously?
- How do you think what you learned will be useful for you in a professional setting (whether related to this particular career or another career)? Why do you think it will be useful in these ways?