



Career Wax Museum

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District: Bowler
School District,
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Overview:

Students will research a career of their choice and present information about their chosen career in the form of a wax museum where they dress like the people would in that career and report basic facts about the chosen career path, such as education, salaries, and daily activities.

Featured Externship Business:

[Nueske's Applewood Meats](#)

Subject:

Guidance / Career Exploration
English Language Arts

Grade Level:

6th grade

Learning objectives:

After doing this activity, students should be able to:

- Report basic information about a chosen career
- Communicate effectively with people who want to learn more about their career

Workplace Readiness Skill:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Social Skills | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Teamwork | <input checked="" type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Attitude and Initiative | <input checked="" type="checkbox"/> Planning and Organization |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Media Etiquette |

Type of Activity:

- Individual
- Small Group
- Whole Class

Wisconsin Model Academic Standards for School Counseling:

Career Development Domain:

Content Standard G - Students will acquire the self-knowledge necessary to make informed career decisions.

- Core Performance Standard 1: Develop the ability to make informed career decisions based on self-knowledge.
- Core Performance Standard 2: Develop positive interpersonal skills necessary to be effective in the world of work.
- Core Performance Standard 3: Integrate personal growth and change into career development.

Common Core State Standards for English/Language Arts:

Speaking and Listening:

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

Time: 2-3 weeks

Materials:

- Research materials, such books and online career research sites (i.e. Career Cruising)
- Computer or notebook device
- Career questionnaire

Directions:

1. Students will individually research a career of their choice. Students can make use of a variety of research materials, including online career research websites such as Career Cruising.
2. As students research, they will take notes using their career questionnaires.
3. Students will use their notes to prepare a 1 minute speech about their chosen profession. Students should be instructed to write their speeches in the first person (as if they actually have this career and are talking about themselves). Students will work with a partner on peer reflection and revision of their speeches. Students should then transfer the final draft of their speeches or the notes they will use as they present onto a 4 x 6 card.

4. On presentation day, students will dress appropriate to their careers and share their speeches at the “wax museum.” If presentation day is in class, half the students should be the “wax museum” while the other half go around and listen to the speeches. Wax museum students could wear a button for a person to “turn on” the wax figure to begin their speech. After a given amount of time (10-15 minutes), students could reverse roles to listen to their classmates’ speeches.

Wrap-Up:

Have students reflect on their experience in their chosen career and discuss why they feel they will be successful in this career.

Extension Activity:

- The class could hold a discussion after the museum. Students could discuss a variety of topics:
 - The career they found most interesting besides their own
 - The career which was most popular among their classmates
 - The students who dressed most like their chosen careers
 - The students with the best prepared speeches
- Students could be required to take notes on an exit ticket as they listen to speeches. The teacher could require each student to listen to a certain number of career speeches as part of the exit ticket.
- Parents could be invited to the presentation event. In this case, ALL students would make up the wax museum, and parents and family would be encouraged to travel around the room, listening to career speeches.
- Teacher could create a rubric based on the standards being addressed (school counseling or ELA) and assess speeches as students are performing.



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Career Questionnaire
(Based on [Classroom Activities for Career Cruising](#))

1. Choose one career to research and answer the following questions:

What do people in this career do?

What skills do they have?

Where do people in this career work?

What kind of hours do they work? (Do they work days, nights, or shifts? Do they often have to work overtime? How many hours do they work per day/week?)

Write down three important work activities this person performs during the day.

What might a person with this career like about the job (benefits)?

What might a person with this career dislike about the job (drawbacks)?

Wax Museum Exit Ticket

For each career you visit, answer the following questions:

Career #1 _____

What is one thing that you like about this job? (e.g., interesting work activities, people interaction)

What is one thing that you dislike about this job? (e.g., long hours, some boring tasks, stress)

Could you see yourself doing this job in the future? Why or why not?

Career #2 _____

What is one thing that you like about this job? (e.g., interesting work activities, people interaction)

What is one thing that you dislike about this job? (e.g., long hours, some boring tasks, stress)

Could you see yourself doing this job in the future? Why or why not?
