

Career Dress-Up day

www.careerday.co.za

BACKGROUND TO CAREER-UP DAY

Career Dress-up day is an initiative of the Department of Education and PACE Career Centre. Career Dress-up day is held in October every year and is set as an annual event in the primary school calendar. Career Dress-up day is a fun event designed to encourage career awareness amongst Grade 7 learners as part of the Life Orientation curriculum, learning outcome 5.

DRESS REQUIRED

Come to school dressed as the career you want to be.

Or, design a hat required for this job, for example, mine worker, chef; policeman/woman, fire fighter etc.

Or, bring a tool or implement that is commonly used in this career, for example, a plumber's wrench, a baker's tray or an accountant's ledger book. .



GIVE A REPORT BACK

Prepare your reporting session, either individually or in a group.

If working in a group, allocate a different reporting section to each one in the team. Cover the following in your report:

Requirements for this career / job; Which sources have you consulted? What are the activities required for job that you have chosen? Know and share the reason for dressing up in this manner; The reporting (verbally or written format) will be done on dress-up day in October where the learners will be dressed up appropriately.



CORE LEARNING OUTCOMES

Refer to the Policy document for Life Orientation – Grade 7 and Learning Outcome 5 AS 4: Reports on an initiated or simulated career-related activity. AS1: Discusses interests and abilities related to career and study opportunities.

Related & Cross-field Outcomes: LO3 Personal Development
AS5: Demonstrates and reflects on decision making skills

AS1: Reports on the implementation of strategies to enhance own & others self-image through positive actions.

LO 2 Languages (AS4), LO 1 Arts and Culture (AS1, 2, 3)

SUGGESTED ACTIVITIES (for the year)

Lesson / Activity	Form of Assessment	Duration	Completion
1. Career exploration	Investigation	1 Hour	1st week September
2. Career essay	Written piece	1 Hour	2nd week September
3. Career presentation	Reporting	1 Hour	3rd week September
4. Dress-up day			October

ASSESSMENT

Unpack this assessment standard so that you know which skills, knowledge and values are embedded in the assessment standard

Skills: "reporting "- using a variety of methods – in this instance researching, unpacking; simulating - dressing-up

Knowledge – What will be shared? "...on an initiated or simulated activity"

Values: Enhancing long life learning; responsibility, creativity, confidence, appreciation (add on). Use the assessment rubric (provided below).

RESOURCES

Pace Career Directory, Career Dress-up day poster, Websites, Newspapers etc. www.careerday.co.za , www.gostudy.co.za , www.gostudy.mobi, www.pacecareers.com

ACTIVITIES

There are thousands of careers out there from which to choose.

Learners in grade 7 should be encouraged to explore a broad range of careers without being tied down to any one career. The question is:

Where do learners start?

Activity: Learners should write an essay on the career they have chosen. They should write about the career and their reasons for choosing this career.

BEST ESSAY COMPETITION

Teachers should select the best essay(s) to the *best essay competition*. The aim of the competition is to create some excitement around career dress-up day and provide an opportunity for recognising exceptional achievement amongst schools throughout the country.

- Essays should be no longer than one page
- Essays will be judged on content and motivation
- Learners should present their essays to the class
- There should be a presentation awards ceremony for the winners of the competition

Activity: Learners present their career in front of the class or in small groups as part of career dress up day. In this presentation learners should explain why they selected their career. A career - portfolio or poster could also be prepared to present in conjunction with the presentation. The poster could include pictures, drawings, newspaper or magazine articles.

SUGGESTIONS

Instruct learners to dress or bring an item to school which represents the career in which they have an interest in. As an alternative, learners can make hats required for their career. Learners may bring implements such as, stethoscope, water maker, shovel, etc.

Discuss career dress-up with the principal and colleagues to assist. Consult with colleagues on assessment standards in the other learning areas that might have a direct impact on "career dress-up day".

Encourage learners to get their parents involved – ask their parents questions about their career.

Have a discussion with learners on LO 5, AS 4. Encourage group discussion and participation grouping learners into their respective career fields. For instance all medical learners together in one group, all art learners together in another group, etc. Give each group 15 minutes to discuss their field amongst themselves. Ask them to answer questions about their group: What is our field about? What makes this field unique? What is this field's contribution to society? Give each

group a chance to present to the other groups to encourage debate and discussion. Record this day by taking photos, video, and collect portfolios handed in. Send this information to the curriculum adviser in the Province.

AREAS TO RESEARCH

Learners should consider the following areas to research:

Define the career

What are the requirements and ideal personality characteristics for this career?

Level of schooling and school subjects

Employment at....

What is the dress code for this career – and why is it necessary to dress like that?

Tell learners to inform their parents about the event

Refer learners to various resources that exist to do research, i.e. PACE

Exploration exercise, Career Directory, Websites, library, people in careers, parents, etc.

Refer learners to the assessment rubric provided.

Note: Career day is a learning event and is not a competition. Care should be taken not to place pressure on learners and their parents to spend money or commit resources that they cannot afford.

Upload pictures of your School careerday, **www.careerday.co.za**.

ASSESSMENT RUBRIC:

Outcome: Learning Outcome 5 Assessment Standard 4: Reports on an initiated or simulated career-related activity

Activity: Career dress up day and reporting on career researched

Name of learner / learners:

Date of Assessment:

Type of Assessment:

Assessor:

Name of Educator:

Assessment Criteria	Level 1	Level 2	Level 3	Level 4	Learner's Level
Demonstrate self-knowledge in making career choices	Cannot explain what makes them suited for the career they have selected	Attempts to explain what makes them suitable for their chosen career field. i.e. However the career field selected is unrealistic	Demonstrates good self-knowledge. Has a realistic understanding of why have selected the career field they have chosen	Demonstrates a good self-knowledge and is able to explain their career choice in a detailed and insightful way	
Identifying requirements for making a suitable career choice	Not yet able to identify any requirements for making a suitable career choice.	Attempts to identify requirements for making a suitable career choice, but with limited success.	Identifies obvious requirements for making a suitable career choice (e.g. exploring own interests and aptitudes).	Identifies all requirements for making a suitable career choice in a proficient, detailed and insightful way.	
Recognising the importance of self-knowledge in career selection	Not able to recognise the importance of self-knowledge in career selection.	Beginning to recognise the importance of self-knowledge in career selection.	Recognises the importance of self-knowledge in career selection.	Acutely aware of the importance of self-knowledge in career selection.	
Identifying sources for career guidance	Not yet able to identify any sources for career guidance.	Attempts to identify sources, but with limited success.	Identifies obvious sources for career guidance correctly.	Identifies a wide range of sources for career guidance proficiently.	
Explaining different forms of activity in the working world	Not yet able to explain this in any meaningful way.	Explanation of different forms of activity in the working world is limited and/or vague.	Explains different forms of activity in the working world in a basic, straightforward manner. (e.g. designing, growing, assembling etc.)	Explains different forms of activity in the working world in a detailed and insightful way.	

Comments: _____