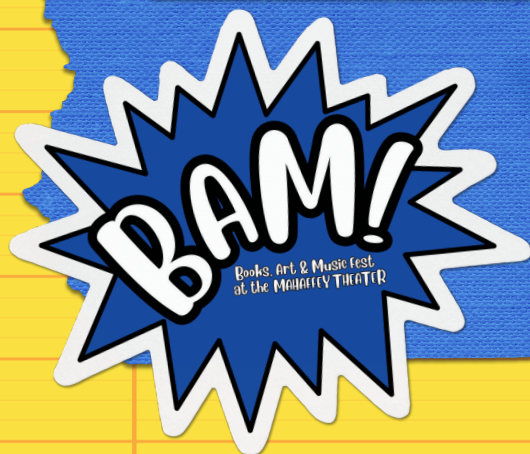




*Bill Edwards*

**FOUNDATION FOR THE ARTS**

*Youth Educational Programs*



# TEACHER RESOURCE GUIDE

**2025/26**

**CAREER DAY!**

- ☒ **October 21, 2025**
- ☒ **Duke Energy Center for the Arts - Mahaffey Theater**



# FESTIVAL OVERVIEW

Career Day BAM Fest is an interactive celebration of careers and community, bringing together professionals from a wide variety of fields. From fire and police chiefs to artists and singers, from scientists to athletes—students will meet real-life role models who inspire, create, and protect our community. This festival is designed to spark curiosity, encourage exploration, and empower students to dream big about their future.



## FESTIVAL GOALS

- Expose students to a wide variety of careers and life paths.
- Connect students with community leaders, role models, and experts.
- Encourage students to ask meaningful questions and imagine themselves in different careers.
- Help students understand how education, creativity, and determination open doors to opportunity.

# CAREER BINGO

**Objective:** Introduce students to a variety of careers and build excitement.

**Materials:** Bingo cards with different jobs, markers/pencils

**Instructions:**

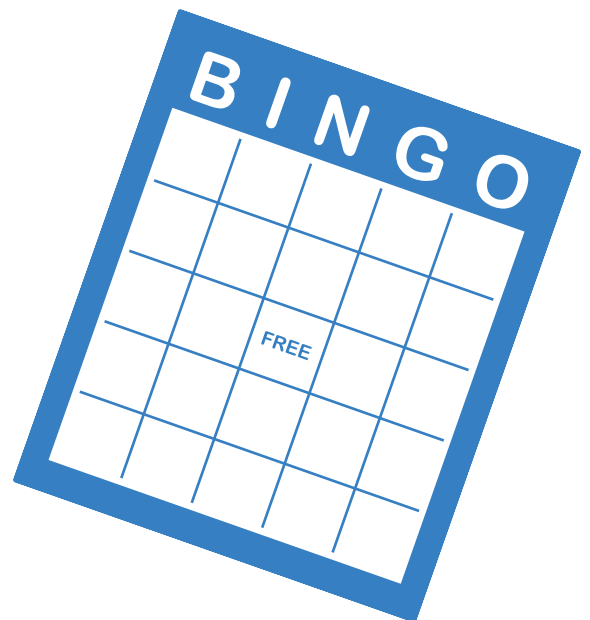
1. Give each student a bingo card.
2. Have students fill out the bingo card with careers.
3. Call out different job descriptions ("Someone who saves lives in emergencies" → Firefighter).
4. Students mark the matching career on their card.
5. First to get a row shouts "Career Day!"

**Extension:** After the festival, play again and have students fill in new careers they discovered.

**Standard:**

Career & Education Planning standard 1.0 (locate & interpret career info)

- SEL (Self-Awareness): Identifies personal interests.
- CCR Anchor 9: Analyze and make connections between different careers.



NAME : \_\_\_\_\_



# B I N G O

		FREE		



# CAREER GUESSING GAME (WHO AM I?)

**Objective:** Build prior knowledge and spark curiosity about careers.

**Materials:** Index cards with job clues or a teacher script.

**Instructions:**

1. Read clues aloud about a career (start vague, get more specific).
2. Students raise their hand when they think they know the job.
3. Reveal the correct career and briefly discuss it.

**Extension:** Let students write their own clues and quiz each other.

**Standards:** Supports students' ability to interpret clues about occupations, reinforcing standard 1.0 of career info skills

- CCSS.ELA-SL.2.2: Recount or describe key ideas from clues.
- SEL (Responsible Decision-Making): Make predictions based on information.



# **CAREER BINGO AND CAREER GUESSING GAME (WHO AM I?): CAREERS & DESCRIPTIONS**

## **Community Helpers**

- 1.Firefighter – Puts out fires and helps people in emergencies.
- 2.Police Officer – Keeps people safe and protects the community.
- 3.Doctor – Helps sick or injured people get healthy.
- 4.Nurse – Cares for patients and supports doctors in hospitals.
- 5.Paramedic/EMT – Drives an ambulance and gives first aid in emergencies.
- 6.Teacher – Helps students learn new things.
- 7.Librarian – Shares books and helps people find information.

## **Science & Technology**

- 1.Scientist – Studies the world and makes discoveries.
- 2.Engineer – Designs and builds machines, bridges, or technology.
- 3.Marine Biologist – Studies the ocean and the animals that live in it.
- 4.Astronaut – Travels into space to explore and do experiments.
- 5.Computer Programmer – Writes code to make websites, apps, or video games.

## **Arts & Creativity**

- 1.Artist – Paints, draws, or creates visual art.
- 2.Singer/Musician – Performs songs or plays musical instruments.
- 3.Actor/Actress – Performs in plays, movies, or TV shows.
- 4.Author/Writer – Writes stories, books, or articles.
- 5.Photographer – Takes pictures to capture moments and tell stories.

## **Sports & Public Life**

- 1.Athlete – Plays sports professionally and competes in games.
- 2.Coach – Trains and encourages athletes or teams.
- 3.Chef – Cooks meals in restaurants and creates recipes.
- 4.Farmer – Grows crops or raises animals for food.
- 5.Pilot – Flies airplanes and helps people travel.

- Veterinarian – Helps sick or injured animals.
- Construction Worker – Builds houses, schools, or bridges.
- Fashion Designer – Creates clothing and new styles.
- Journalist – Writes news stories and reports on events.
- Mayor – Leads a city and makes decisions for the community.
- Mechanic – Fixes cars, buses, and machines.

# FUTURE ME VISION BOARD

**Objective:** Encourage students to imagine their own futures.

**Materials:** Magazines, scissors, glue, poster paper, or drawing supplies.

**Instructions:**

1. Ask students: "What do you dream of being when you grow up?"
2. Students cut out or draw pictures/words that represent possible careers.
3. Assemble them into a collage.

**Extension:** Display the boards in the classroom or hallway before Career Day.

**Standards:**

- SEL (Self-Awareness): Recognize strengths, interests, and aspirations.
- CCSS.ELA-W.3.8: Gather information and express ideas visually and in writing.



# CAREER PASSPORT

**Objective:** Keep students focused and help them record their learning.

**Materials:** Pre-made passport worksheet, pencils.

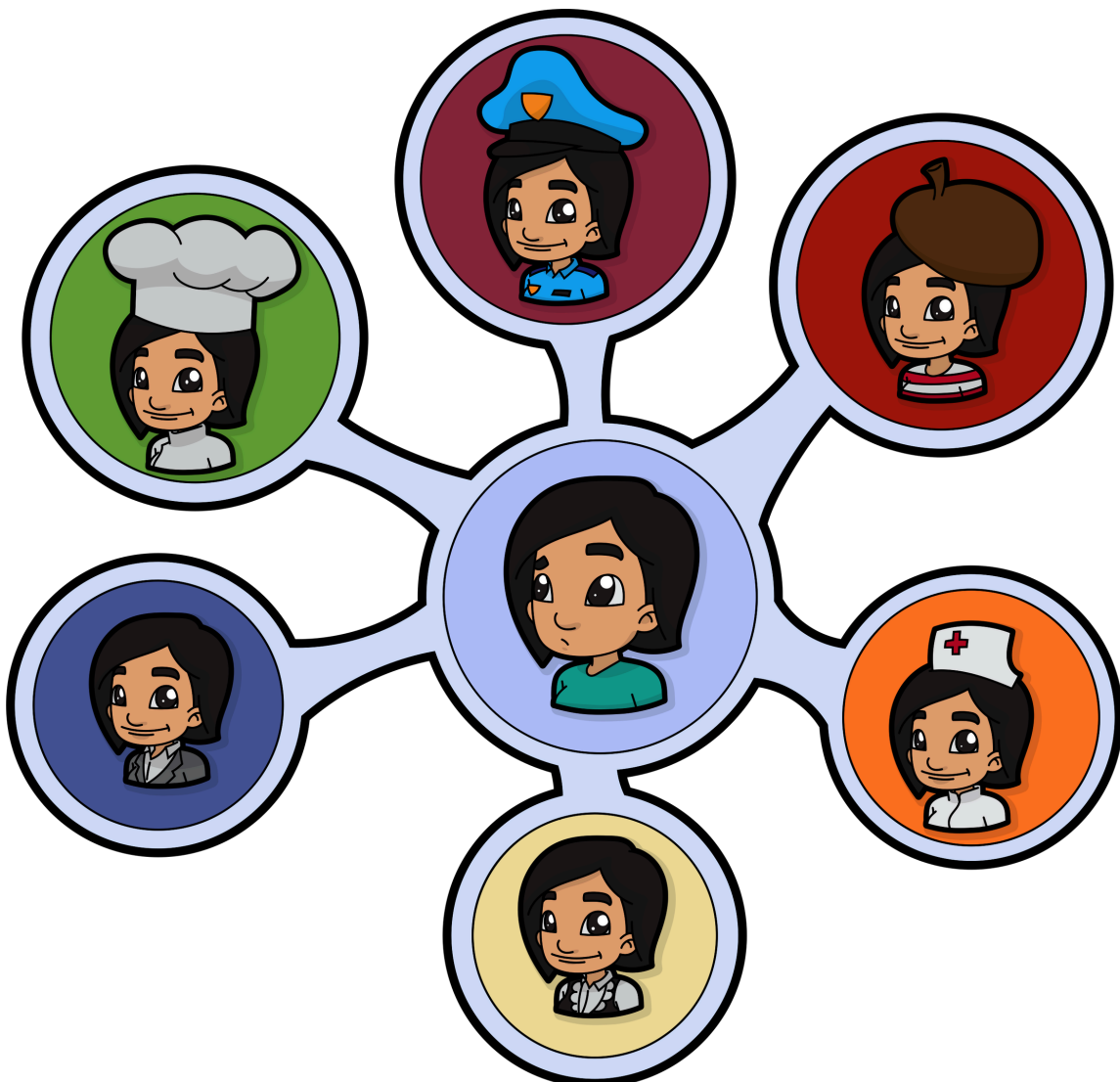
**Instructions:**

1. Hand out passports at the end of the BAM festival.
2. Have students fill in:
  - Career name
  - One new fact
  - A doodle or symbol for the job

**Extension:** Collect passports and create a "Career Wall" of student learning.

**Standard:**

- CCSS.ELA-W.2.8: Recall and record information.
- CCR (Career Awareness): Identify knowledge and skills required for different jobs.



NAME :

Career Name

Fun Fact

Doodle of  
Career

# CAREER PASSPORT

Doodle of  
Career

Fun Fact

Career Name



# CAREER GALLERY WALK

**Objective:** Synthesize learning and practice presentation skills.

**Materials:** Poster paper, markers, or digital slides.

**Instructions:**

1. Each student chooses their favorite career from the festival.
2. Create a poster with facts, drawings, or notes.
3. Display posters around the room.
4. Students walk around and leave “sticky note comments” on peers’ work.

**Extension:** Turn posters into a “Career Book” for the school library.

**Standards:**

- CCSS.ELA-SL.5.4: Report on a topic with clarity and detail.
- CCR (Presentation Skills): Present information to peers effectively.



# ADDITIONAL ACTIVITIES

## TOP 3 CAREERS REFLECTION

- Objective: Reflect on personal interests and connect to future goals.
- An activity where students choose the three careers that interested them most from the festival and write about why each one stood out. They explain what excites them about the job, what challenges it might have, and what skills they'd need to learn. This activity encourages self-reflection, goal-setting, and critical thinking as students connect their personal interests to future possibilities and express their opinions clearly in writing.
- Standards:
  - SEL (Self-Management): Set goals and reflect on choices.
  - CCSS.ELA-W.3.1: Write opinion pieces supporting a point of view.

## LETTER TO A ROLE MODEL

- Objective: Show gratitude and practice letter-writing.
- Invites students to write a thank-you letter to one of the professionals they met during the festival. In the letter, they describe their experience meeting this person, share what inspired them, and express gratitude for the role model's work in the community. This activity helps students practice narrative and letter-writing skills while fostering appreciation, respect, and positive relationship-building.
- Standards:
  - CCSS.ELA-W.2.3: Write narratives to describe experiences.
  - SEL (Relationship Skills): Show appreciation and respect.

## ACT IT OUT!

- Objective: Reinforce career knowledge through role-play.
- A fun, interactive activity where students role-play different careers they learned about during the festival. Using gestures, simple props, or short skits, they act out the duties of various professionals while classmates guess the career. This hands-on exercise helps students demonstrate their understanding of different community roles and practice clear communication and descriptive expression.
- Standards:
  - CCSS.ELA-SL.1.4: Describe people and activities clearly.
  - SEL (Social Awareness): Demonstrate understanding of different roles.



## ADDITIONAL VIDEO ACTIVITIES



### CAREER DAY | READ ALOUD BY READING PIONEERS ACADEMY

<https://youtu.be/soKR6D90WQ?si=g9wMPRT8daP935sV>

### JOBS I CAN HAVE WHEN I GROW UP | HIGHLIGHTS KIDS

[https://youtu.be/-pVyrW\\_vwaw?  
si=ITlbSHTJn01EKiqy](https://youtu.be/-pVyrW_vwaw?si=ITlbSHTJn01EKiqy)



### CAREER DAY | FULL EPISODE | MAYA & MIGUEL | SCHOLASTIC CLASSIC

[https://youtu.be/BjED63lBYK  
Q?si=gMrFzd1kJz\\_leNZ2](https://youtu.be/BjED63lBYKQ?si=gMrFzd1kJz_leNZ2)



## BE A STAR PARTICIPANT AT BAM!

*BAM! Festivals are hands-on, outdoor adventures where YOU are part of the fun. To make the most of the day, come prepared:*

### Here's how to help make the show magical:

#### ★ BRING WATER

Stay hydrated! Field trips are more fun when you're feeling your best.

#### ★ BE SUN SMART

Wear sunscreen, sunglasses, or a hat.  
You'll be outside, so protect yourself from the Florida sun.

#### ★ DRESS FOR THE MESS

Some activities use paint, chalk, or other materials —  
so wear clothes and shoes that can get a little messy.

#### ★ STAY ENGAGED

Each station is designed for YOU. Listen, try new things,  
ask questions, and participate fully.

#### ★ RESPECT THE SPACE

Take care of the grounds and materials so everyone can enjoy them.  
NO LITTERING PLEASE!

#### ★ SHOW APPRECIATION

Say "thank you" to artists, volunteers, and presenters.  
They're here to make the day special for you.

#### ★ HAVE FUN!

Explore, create, discover, and enjoy the experience.  
BAM! is all about making memories through the arts.





A stylized, blue, cursive signature of "Bill Edwards" is centered at the top of the page. The signature is set against a white, torn-edge rectangular background that also contains the foundation's name below it.

**FOUNDATION FOR THE ARTS**

*Youth Educational Programs*

**Questions?**

**[info@mahaffeyclassacts.org](mailto:info@mahaffeyclassacts.org)**

**Teacher Resource Guide created and developed by:**

Polly Croucher and Katrina Young

The "Class Acts" logo is located in the bottom right corner of the blue banner. It features the word "Class" in a white serif font and "Acts" in a white sans-serif font, both enclosed within a blue oval border.