

xello

# Xello for Kindergarten to 2<sup>nd</sup> Grade Educator Guide



# xello

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# Elementary Students and Career Development

Our aim is to provide students with career/life confidence and the opportunity for skills development through learning experiences that introduce and reinforce awareness of personal strengths and interests. With Xello K-2, students will develop an understanding of the importance of lifelong learning and successful social interactions, the skills to plan and set appropriate goals, and the tools to explore different options including career paths.

Xello K-2 content encompasses the following principles:



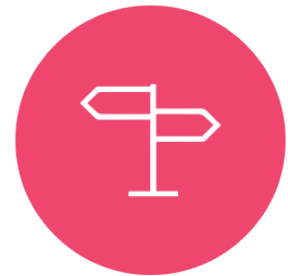
## **Personal-social Development**

Children can develop a concept of self, effective social skills, the ability to acquire and measure change and growth, and the ability to achieve social and emotional balance when developing career/life readiness strategies.



## **Academic Achievement**

Children can strive for achievement and purpose and feel empowered to participate in developmentally beneficial experiences.



## **Career Development**

Children can learn to plan effectively, implement strategic decision-making skills, and use relevant information when investigating career/life opportunities.



# Xello K-2 Learning Objectives

In consultation with elementary guidance counselors, teachers, and other subject matter experts, and through our own work with K-2 students, we have identified the following age-appropriate career/life learning objectives.

## **With Xello K-2, students will:**

- Build an About Me portfolio containing evidence of their career/life work
- Investigate different roles that people have in their home, school, and community
- Investigate the world of work, including paid and unpaid work and career paths organization
- Acquire age-appropriate career/life vocabulary
- Employ critical thinking and problem-solving skills to solve Career Town mysteries!
- Develop an understanding of self to build and maintain a positive self-concept
- Understand the different roles that exist in our community
- Learn about career vocabulary, skills, and how skills are necessary in all careers
- Explore and understand career information

## **Classroom Extensions and Supplementary Activities**

Xello supports the blended learning environment to encourage deeper learning, help reduce digital isolation, and provide opportunity for collaboration. Recommended “Classroom Extensions” are outlined in this guide for each career town location as a way to build upon the students’ understanding of career paths. The “Supplementary In-class Activities” build upon core concepts of career/life learning: Investigation and Inquiry; About Me; Me and My Community; and Career / Life Skills Vocabulary. These suggested classroom extensions and activities will help you design a successful blended learning environment, where students learn through a variety of activities that apply to many different learning styles.

For information on how to support these learning objectives and students’ career/life learning in the classroom, please see the Supplementary In-Class Activities section of this document on [page 16](#).



# Welcome to Career Town

## About the Story

The adventure that students embark on in Xello K-2 is a non-violent mystery that underlines not only the variety of work and workers in a community, but the importance of every worker in a community.

Workers around Career Town have disappeared from their jobs, causing chaos. They are unharmed, but they have been lured away by Ernestine McNohire, who plans to build her own community on the moon. It's up to your students to save the day!

Students are encouraged to explore the 6 locations on the Career Town map to collect clues to figure out what Ernestine is up to and where she is hiding the workers. While investigating each location, students also:

- Learn about career paths and the variety of occupation options available to workers
- Complete reflection activities

Xello K-2 content supports around 3 hours of play, or 7 x 20 minutes sessions per grade. Students can return to the program and replay the mini-games as often as they want.

There are 6 possible outcomes to the game, which are generated randomly for each student. That means that not every student will receive the same clues and be directed to the same final location to capture Ernestine McNohire. This way, the ending is less likely to be spoiled for the whole class when a student finishes the game before everyone else.

Setting up different final locations also encourages re-playability as students receive a different set of clues during subsequent plays. The mystery portion of the game—where is Ernestine hiding people in Career Town?!—can be reset after the first completed playthrough by visiting the Detective Academy.

Information that students have saved to their Dpads will not be deleted! Students will simply receive a new set of clues as they complete each location.

# Career Town Detective Academy

## Detective Jill

As the narrator, Detective Jill guides students through Career Town, helping them learn more about its citizens and gather clues to solve mysteries. She quizzes students on the careers they encounter at each location and guides students through the self-reflection questions in the About Me app of their Dpads.



## Avatars

At the Detective Academy, students can create their own avatars, selecting physical characteristics and wardrobe options that best suit them. The avatar will then appear on-screen as a character in the program.

Students can go to the Home location on the Career Town map to change their avatar at any time. The Home location is located in the lower right corner of the map. To return to the game, they simply click the checkmark in the top right corner of the screen to save their changes.



## Introduction to the Detective Pad (Dpad)

To familiarize students with their Detective Pads (Dpads), Jill prompts students to answer a question about themselves. Students' answers are saved in the About Me app of their Dpad.

Students can return to their Dpads from the Career Town map to review or change their answers, or to answer new questions as they become unlocked. For more information about the Dpad, please see the Detective Pad section beginning on [page 14](#) of this guide.



# Playing Xello K-2

## Navigating the Map

Locations that students have not yet completed appear highlighted on the Career Town map. Locations that students have completed (i.e. have talked to the character, collected Ernestine's note, and completed the quiz), are marked with a checkmark on the Career Town map.

Students can revisit a location they've completed at any time to replay the mini-game.



## Career Clusters and Career Town Locations

We use a modified career clustering system to introduce students to the concept of occupational classification in Xello K-2. In Career Town, students explore six locations where characters have similar kinds of jobs or perform similar tasks because they have each taken the same career path. The locations/career paths are defined as follows:

- **Business Path** (Pet Grooming Shop): For people who like to work with numbers and be organized
- **Creative Path** (Art Gallery): For people who like to draw, write, or perform
- **Nature Path** (Farm): For people who like to work outdoors with plants and animals
- **Fixing & Building Path** (Construction Site): For people who like to figure out how things work & build things
- **Helping Path** (Career Town Park): For people who like to work with people and help make things better for others
- **Health Path** (Hospital): For people who like to care for people

As students complete the 6 location activities, you can ask them to list ways that occupations within the same career path are similar, or ways in which occupations in separate career paths are different. Comparing and contrasting occupations is an accessible way for young students to start thinking about the purpose and process of occupational classification systems.



## Location Sequence

The first time students visit a location, they are asked to help sort out some chaos caused by a missing worker. Information about the missing worker is stored as a case file in the People section of students' Dpads.



## Location Quizzes

After completing a 3-minute mini-game, students receive a report of another missing worker and a second case file is recorded. The character then presents students with a clue left behind by Ernestine—a note! Before moving on to a new location, Detective Jill quizzes students about the workers at the location and their occupations. Students select the correct response from three possible answers. (For more information about the location quizzes, see [Appendix A: Location Quiz Sample](#) at the end of this document.)



After completing the quiz, students are rewarded with a badge, which is kept in the Badges app of their Dpad.

At the end of the location activities, students are returned to the Career Town map where they are either informed of new content to explore in their Dpad, or after completing the final location, are encouraged to return to Detective Jill at the Detective Academy to solve the mystery of the missing workers.

# Location: Hospital

## Learning Objective

Students learn about occupations in the Health career path. Students also demonstrate time management and prioritization skills as they work to help treat patients at the hospital.

## Mini Game

**Super Busy Hospital:** In this game, students help hospital staff treat patients in the emergency room.

**To play:** Students drag treatment options to patients' beds.



## Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Sean - Nurse
- Dr. Khadjah - Doctor
- Christine - Paramedic

## Classroom Extension

- Talk about these occupations and other health services occupations, asking students to tell the class about a time they went to see a doctor or dentist.
- Create a “Health Jobs are the Same” bulletin board and ask students to draw pictures of ways in which health jobs are similar (e.g. caring for people, providing medical treatment).



## Location: Art Gallery

### Learning Objective

Students learn about occupations in the Creative career path. Students also develop art-related skills as they demonstrate their creativity, and practice basic color theory by mixing primary colors to make secondary colors.

### Mini Game

**You The Artist:** In this game, students help the curator furnish the art gallery's latest exhibition by painting some artwork.

**To play:** Students use the drawing tools to create original works of art or build on one of the templates provided



### Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Rehan - Curator
- Maria - Artist
- Jermaine - Photographer

### Classroom Extension

- Create a gallery wall in your classroom where students can display their favorite pieces of artwork (with name plates and descriptions) during parent-teacher conferences.
- Discuss famous artists and have students act out tableaux vivants of their works of art.



# Location: Farm

## Learning Objective

Students learn about occupations in the Nature career path. Students also demonstrate observation, concentration, and memory skills.

## Mini Game

**Farm Match-Up:** In this game, students help the farmer by matching pictures of farm equipment and animals.

## Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Miguel - Farmer
- Heather - Animal Trainer
- Dr. Caitlin - Veterinarian



## Classroom Extension

- Arrange a class trip to a farm or a class visit from a farmer to initiate discussions about food sources and healthy eating.
- Have students create posters for a local animal clinic about how to look after different types of pets.
- Have students create a guidebook for a local park or nature reserve.



# Location: Pet Grooming Shop

## Learning Objective

Students learn about occupations in the Business career path. Students also demonstrate time management and hand-eye coordination.

## Mini Game

**Pet Grooming:** In this game, students lend a hand at the pet grooming shop by grooming pets.

**To play:** Students follow instructions to wash, rinse, dry, brush, and accessorize pets.



## Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Quan - Advertiser
- Tina - Business Owner
- Enrique - Accountant

## Classroom Extension

- Visit a community business or invite local business owners to talk to the class about their work.
- Start a class business making bracelets (or some other activity) to raise money for charity



# Location: Construction Site

## Learning Objective

Students learn about occupations in the Fixing and Building career path. Students also develop skills in the areas of hand-eye coordination, shape recognition, and concentration.

## Mini Game

**The Crane Game:** In this game, students help at the construction site by using the crane to build various buildings.

**To play:** Students select block shapes and place them in the correct place according to a blueprint.



## Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Jasmine - Architect
- Bashiir - Crane Operator
- Maysa - Engineer

## Classroom Extension

- Have students act out various building steps (e.g. measuring, using a hammer, etc.).
- Ask students to draw pictures of the tools and equipment that builders and fixers use.



# Location: Park

## Learning Objective

Students learn about occupations in the Helping career path, including volunteer work. Students also learn about being responsible community members and the importance of keeping parks and natural areas clean.

## Mini Game

**Clean Up!:** In this game, students help clean up the park.

**To play:** Students place garbage and recyclables in the proper containers, water the grass, rake leaves, and remind litterbugs not to throw trash on the ground.



## Occupations and Characters

At this location, students meet or are told about the following characters and learn more about their occupations:

- Nuttah - Volunteer
- Officer Jan - Police Officer
- Mayor Josh - Mayor

## Classroom Extension

- Organize a community park clean-up.
- Create a display of all the helper occupations in your school and community.
- Institute classroom helper jobs.



# Finishing the Game

## The Clues

There are 6 sets of notes that direct students to 6 possible final locations at the end of the game. Each note offers a clue that teases Ernestine's whereabouts. These clues are a fun way to introduce language arts content, such as puns and homonyms, into the classroom.

Notes are kept and can be reviewed anytime in the My Clues section of the Dpad.



## About the Finale

Throughout the game, students have collected notes left behind by Ernestine—clues that will lead them back to one of the locations they've visited, where Ernestine is hiding the missing workers. When students return to the location, they will see Ernestine and her spaceship preparing for launch. To stop Ernestine from leaving, students will have to click on the spaceship three times.

Detective Jill explains to Ernestine that people choose their jobs based on the things they like to do and are good at. This is a great concept to underscore with students who are just learning about their own interests and how workers find their jobs. Jill also remarks that Ernestine is good at building things, which could help her find a job in Career Town once she's made amends for what she has done. It's a good idea to use this opportunity to emphasize the link between a person's interests and skills and future job options.

After completing the game, students can re-enter the Detective Academy and re-play the game with a new set of clues from Ernestine McNohire!





## Detective Pad

The Detective Pad (Dpad) functions as a chronicle of students' progress in the game, a rewards system, a career database where students can learn about different occupations, a record of personal insight and development, and a portfolio for storing and sharing their work.



### Accessing and Navigating the Dpad

After students have visited Jill at the Detective Academy for the first time, they will be able to access their Dpads from the Career Town map by clicking on the Dpad icon in the top right corner of the screen.

Apps that have been unlocked appear on the home screen of the Dpad. A star indicates which apps have new content for students to explore. Click on an app to open it.

Use the red back button in the top left corner of the Dpad screen to return to the previous screen.

Use the directional arrows at the sides of some of the screens to go forward and backward between screens within an app.

Use the green home button to return to the Dpad home screen.

Use the blue down button to close the Dpad and return to the Career Town map.

## Dpad Apps

**About Me:** This section of the Dpad contains three different apps:

- **My Profile** – In this app, students build their personal profile by answering Detective Jill’s personal reflection questions about their interests, strengths, family, and other details. For more information about the reflection questions, see [Appendix B: Reflection Questions](#).
- **My Files** – In this app, students can upload documents, photos, and other files that provide evidence of their learning, interests, and career/life exploration and development. A text field allows students (with the help of a teacher or parent) to add a note to each artifact.
- **Jobs I Like** – As students read the profiles of Career Town’s workers in the People app, they can indicate which jobs they like by clicking the happy face under the worker’s picture in the file. Jobs that students have indicated they like are saved in this app.

**People:** This app contains the occupation profiles of all the characters in each of the 6 career pathways in the game. Students can indicate which jobs they like by clicking the happy face under the worker’s picture in the file. For a summary of all the characters in Career Town, please see [Appendix C: Character Information Summary](#).

**My Clues:** This section contains the notes that Ernestine has left at each location.

**My Stickers:** With this app, students can create scenes using the stickers they’ve earned by completing the mini-games. There are 6 scenes that students can use, each corresponding to one of the locations/career pathways. (This app isn’t unlocked until students complete a location activity and earn a sticker reward.)

**My Art:** This is where the artwork that students create at the art gallery is stored. (This app isn’t unlocked until students complete the art gallery location.)

**My Badges:** Students earn a badge after they complete each location activity. Badges correspond to the 6 career pathways: health, creative, nature, business, building and fixing, and helping.





# Overview of Supplementary In-Class Activities

We endorse a blended learning approach to career/life skills lessons through:

- Linking curriculum learning to career/life learning
- Responsiveness to the interests and needs of individual students.
- Bringing experiences of different workplaces either to the classroom through guest visits or field trips.

In addition to the suggested classroom extension activity ideas that reinforce students' understanding of the career paths, we recommend supporting Xello K-2 learning objectives with the implementation of Xello's supplementary in-class activities designed to promote career/life learning. The lesson plans and classroom handouts can be found in the Xello K-2 Supplementary In-Class Activities Guides.

## The activities are organized into four core concepts:

**Investigation and Inquiry:** These activities help foster students' natural curiosity and promote development of critical thinking, problem-solving, communication, and inquiry skills. The activities also underscore the detective motif in Xello K-2 and bring it into the classroom.

**About Me:** Through these activities, students explore and identify their likes and dislikes, feelings, strengths and abilities, interests, and character traits. Students will recognize that these are important factors that make them special, contributing to an overall sense of positive self-concept. The activities also serve as an effective launch point for future investigation into their opportunities and career/life planning.

**Me and My Community:** These activities encourage students to engage in their communities (school and neighborhood) and develop the skills, knowledge, and behaviors to be responsible and contributing citizens.

**Career / Life Skills Vocabulary:** These activities introduce students to key career/life skills vocabulary and concepts.

We provide recommended grade levels for the activities, but all activities can be modified to suit your students' needs and interests. Students can document what they are discovering about themselves and the opportunities they are investigating, through pictures, audio files, videos, other documents in their My Files portfolio.

Xello's future readiness model helps meet the American School Counselor Association Mindsets & Behaviors for Student Success. Starting as early as Kindergarten, they begin building the learning strategies, self-management, and social skills to set the foundation to be future ready. For more information about ASCA Mindsets & Behaviours see [Appendix E](#).

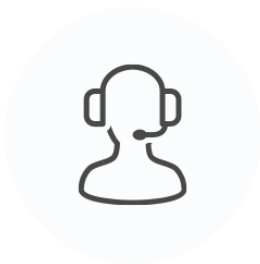
Please see [Appendix D: Supplementary In-Class Activities Vertical Plan](#) for quick reference on the implementation of Xello K-2 classroom activities.



## Contact Us

We hope you enjoy introducing Xello K-2 to your students! If you have any questions, comments, or suggestions for our team, please don't hesitate to contact your Success Manager.

You can also reach us at:



Xello Support Centre  
[help.xello.world](https://help.xello.world)



+1 (800) 965-8541  
8-6 PM EDT Mon to Fri

Fax +1 (416) 463-0938



[xello.world](https://xello.world)

## Appendix A: Location Quiz Sample

Each episode ends with a four-part quiz. The following is an example of the quiz that students answer at the end of the Pet Grooming Shop game. The quiz is read aloud and students pick the icon that represents the correct answer. The text is also included on the screen. All three options appear before the student can answer. When an incorrect icon is selected Detective Jill responds with some feedback.

**Dt. Jill: “This is a curious case. Let’s go over everything you learned at this location to file a report.”**

**Det. Jill: “Select the picture that matches best.”**

**Detective Jill Question 1: “Quan is an Advertiser. That’s someone who...”**

**Detective Jill Answer 1a: “...goes to the beach every day!”**

**Dt. Jill: “No, not every day, just every weekend!”**

**Detective Jill Answer 1b: “...whispers in people’s ears about the shop.”**

**Dt. Jill: “No. That would take too long!”**

**Detective Jill Answer 1c: “...uses TV commercials and the internet to tell everyone about the business.”**

**Dt. Jill: “Correct!”**



**Detective Jill Question 2: “Tina is a Business Owner. That means...”**

**Detective Jill Answer 2a: “...she makes people laugh at the circus.”**

**Dt. Jill: “No. She makes people laugh, but not at the circus.”**

**Detective Jill Answer 2b: “...she shampoos and grooms insects, like spiders.”**

**Dt. Jill: No. They don’t make bottles of shampoo that small!”**

**Detective Jill Answer 2c: “...she runs the shop and keeps the customers happy.”**

**Dt. Jill: “Correct!”**

**Detective Jill Question 3: “Enrique is the Accountant. That means...”**

**Detective Jill Answer 3a:** “...he is a movie star who is famous.”

**Dt. Jill:** “No. He likes going to movies, not being in them.”

**Detective Jill Answer 3b:** “...he counts the money in his piggy bank every night.”

**Dt. Jill:** “No, only when he’s saving up for the latest calculator.”

**Detective Jill Answer 3c:** “...he counts the money the business makes and pays the employees.”

**Dt. Jill:** “Correct!”

**Detective Jill Question 4: “Hmm - so Quan is an Advertiser, Tina is a Business Owner and Enrique is an Accountant. Do they have anything in common?”**

**Detective Jill Answer 4a:** “They all drive big wheel trucks.”

**Dt. Jill:** “No. They all ride their bicycles to work!”

**Detective Jill Answer 4b:** “They work for the King of Career Town.”

**Dt. Jill:** No. There is no King of Career Town, or Queen either!”

**Detective Jill Answer 4c:** “They all work in Business.”

**Dt. Jill:** “Correct!”



## Appendix B: Reflection Questions

QUESTION	POSSIBLE ANSWERS
What do you like to do for fun?	<ol style="list-style-type: none"> <li>1. Building and making things</li> <li>2. Playing games</li> <li>3. Reading comics or books</li> <li>4. Playing sports</li> <li>5. Playing musical instruments or singing</li> <li>6. Arts and crafts</li> </ol>
How many people are in your family?	2, 3, 4, 5 6, 7 or more
How do you help out at home?	<ol style="list-style-type: none"> <li>1. Make my bed</li> <li>2. Help with dinner</li> <li>3. Take care of a pet</li> <li>4. Clean and tidy up</li> <li>5. Water plants</li> <li>6. Help with laundry</li> </ol>
What do you like about school?	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Working on projects</li> <li>3. Numbers</li> <li>4. Meeting for friends</li> <li>5. Music</li> <li>6. Art</li> </ol>
What's your favorite color?	<ol style="list-style-type: none"> <li>1. Blue</li> <li>2. Red</li> <li>3. Green</li> <li>4. Pink</li> <li>5. Purple</li> <li>6. Orange</li> </ol>

QUESTION	POSSIBLE ANSWERS
What are you good at?	<ol style="list-style-type: none"> <li>1. Working with others</li> <li>2. Telling jokes</li> <li>3. Counting</li> <li>4. Reading</li> <li>5. Fixing things</li> <li>6. Playing sports</li> </ol>
How would other people describe you?	<ol style="list-style-type: none"> <li>1. Quiet</li> <li>2. Noisy</li> <li>3. Funny</li> <li>4. Serious</li> <li>5. Happy</li> <li>6. Bossy</li> </ol>
What new activity would you like to do?	<ol style="list-style-type: none"> <li>1. Eat a weird food</li> <li>2. Visit a far-away country</li> <li>3. Build a rocket</li> <li>4. Start a pet-sitting business</li> <li>5. Go to a museum</li> <li>6. Grow some flowers</li> </ol>
What is special about you?	<ol style="list-style-type: none"> <li>1. My sense of humor</li> <li>2. I am a good friend</li> <li>3. My curiosity</li> <li>4. I like to help</li> <li>5. I like to try new things</li> <li>6. I try my best</li> </ol>
What are you most proud of?	<ol style="list-style-type: none"> <li>1. My reading skills</li> <li>2. My helping skills</li> <li>3. My counting skills</li> <li>4. My listening skills</li> <li>5. My drawing skills</li> <li>6. My sports skills</li> </ol>



# Appendix C: Character Information Summary

NAME	JOB	LOCATION	CAREER PATH	CORE TASKS
Detective Jill	Detective / Teacher	Detective Academy	Helping	Guides students as they build their About Me portfolios, explore different occupations, and learn to solve mysteries like real detectives.
Nuttah	Volunteer	Career Town Park	Helping	Doesn't get paid but likes to help wherever help is needed.
Mayor Josh	Mayor	Career Town Park	Helping	He leads Career Town's government, helping make it a great place to work and live.
Police Officer Jan	Police Officer	Career Town Park	Helping	Keeps the whole town safe for everyone.
Farmer Miguel	Farmer	Farm	Helping	Works in Nature, to grow fruits and vegetables and keep animals, like cows and pigs.
Dr. Caitlin	Veterinarian	Farm	Nature	Keeps animals healthy.



NAME	JOB	LOCATION	CAREER PATH	CORE TASKS
Heather	Animal Trainer	Farm	Nature	Works in Nature by training animals to work on a farm, or to be in special shows.
Jasmine	Architect	Construction Site	Fixing and Building	Designs new buildings.
Bashiir	Crane Operator	Construction Site	Fixing and Building	Helps build buildings by using hooks and cables to lift heavy objects and put them in place.
Maysa	Engineer	Construction Site	Fixing and Building	Makes sure buildings are strong and safe.
Quan	Advertiser	Pet Grooming Shop	Business	Uses TV commercials and the internet to tell everyone about the business.
Tina	Business Owner	Pet Grooming Shop	Business	Runs the shop and keeps the customers happy.
Enrique	Accountant	Pet Grooming Shop	Business	He counts the money the business makes and pays the employees.
Rehan	Curator	Art Gallery	Creative	Selects artwork to go up in the art gallery for shows.
Maria	Artist	Art Gallery	Creative	Makes art in her studio and then exhibits it in art galleries to sell.



NAME	JOB	LOCATION	CAREER PATH	CORE TASKS
Jermaine	Photographer	Art Gallery	Creative	Takes pictures of the art for posters and books.
Dr. Alisha	Doctor	Hospital	Health	Is the emergency room Doctor. She treats everyone who is sick or injured.
Sean	Nurse	Hospital	Health	Helps doctors treat patients who need medical help.
Christine	Paramedic	Hospital	Health	Drives an ambulance and brings patients into the hospital emergency room.

# Appendix D: Supplementary In-Class Activities Vertical Plan

Xello’s future readiness model helps meet the ASCA Mindsets & Behaviors for Student Success. Starting as early as Kindergarten, they begin building the learning strategies, self-management, and social skills to set the foundation to be future ready.

## 1. Investigation and Inquiry

These activities help foster students’ natural curiosity and promote development of critical thinking, problem-solving, communication, and inquiry skills. The activities also underscore the detective motif in Xello K-2 and bring it into the classroom.

**Career Town Connection:** Students will learn to investigate mysteries and solve problems as a detective recruit.

	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	BONUS
<b>ACTIVITY</b>	<b>Detective Me</b> Students draw pictures of themselves as detectives and interview a classmate	<b>Stare Detective</b> Students memorize and recall items on a tray	<b>Detective Stories</b> Students read and write detective stories	<b>Secret Code Game</b> Students write and decipher secret messages
<b>IN-APP MY FILES</b>	Upload a photo of their detective self-portraits and their “New Friend Times” interview	Upload a photo of their memory list or drawing	Upload a photo or audio recording of their detective story	Upload a photo of their secret message and decoder
<b>ASCA MINDSETS &amp; BEHAVIORS*</b>	<ul style="list-style-type: none"> <li>• B-LS 2</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 8</li> </ul>	<ul style="list-style-type: none"> <li>• B-SS 1</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 1</li> <li>• B-LS 2</li> <li>• B-LS 5</li> <li>• B-LS 9</li> </ul>

\* M = Mindsets  
 B-LS = Behaviour: Learning Strategies  
 B-SMS = Behaviour: Self-Management Skills  
 B-SS = Behaviour: Social Skills

## 2. About Me

Through these activities, students explore and identify their likes and dislikes, feelings, strengths and abilities, interests, and character traits. Students will recognize that these are important factors that make them special, contributing to an overall sense of positive self-concept. The activities also serve as an effective launch point for future investigation into their opportunities and career/life planning.

**Career Town Connection:** Students will identify their interests, skills, and preferences through location reflection quizzes, and build their self-knowledge through the documentation of their growth and learning in their About Me My Files.

	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	BONUS
<b>ACTIVITY</b>	<b>Me Collage</b> Students create a collage that represents them	<b>“About Me” Bag</b> Students collect and share items that are meaningful to them	<b>My Family Story</b> Students create a family tree and share stories	<b>Dear Future Me...</b> Students send a message to their future selves
<b>IN-APP MY FILES</b>	Upload a photo of their About Me collage	Upload a photo of their objects and/or a video of their presentation	Upload a photo of the class family tree and family member story, along with a video of their presentation	Upload the video to their future self story, and include a photo of their worksheet and picture
<b>ASCA MINDSETS &amp; BEHAVIORS*</b>	<ul style="list-style-type: none"> <li>• M 1</li> <li>• B-SS 2</li> </ul>	<ul style="list-style-type: none"> <li>• M 1</li> <li>• M 3</li> </ul>	<ul style="list-style-type: none"> <li>• M 1</li> <li>• B-SMS 3</li> <li>• B-SS 1</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 2</li> <li>• B-LS 7</li> <li>• B-SS 8</li> </ul>

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### 3. Me and My Community

These activities encourage students to engage in their communities (school and neighborhood) and develop the skills, knowledge, and behavior to be responsible and contributing citizens.

**Career Town Connection:** Students will identify their interests, skills, and preferences through location reflection quizzes, and build their self-knowledge through the documentation of their growth and learning in their About Me My Files.

	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	BONUS
<b>ACTIVITY</b>	<b>Classroom Salad</b> Each student contributes to creating a friendly community in the classroom	<b>Community Scavenger Hunt &amp; Paper Mural</b> Students learn about businesses and helpers in their neighborhood	<b>Class Speaker / Field Trip</b> Reach out to parents to support learning about careers in your community	<b>Class Citizenship Project</b> Students' own communities create rich learning opportunities
<b>IN-APP MY FILES</b>	Upload a photo of "I am a good friend" drawing and include a link to the digital class friendship book	Upload a photo of their career drawing	Upload photos of their community scavenger hunt and class mural	Upload photos of their final project and reflections
<b>ASCA MINDSETS &amp; BEHAVIORS*</b>	<ul style="list-style-type: none"> <li>• B-SS 2</li> <li>• B-SS 4</li> <li>• B-SS 9</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 2</li> <li>• B-SS 7</li> <li>• B-SMS 9</li> </ul>	<ul style="list-style-type: none"> <li>• B-SS 3</li> <li>• B-SS 5</li> <li>• B-LS 10</li> </ul>	<ul style="list-style-type: none"> <li>• M 3</li> <li>• B-SS 5</li> <li>• B-SS 6</li> <li>• B-SS 7</li> <li>• B-SS 9</li> <li>• B-SMS 9</li> </ul>

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## 4. Career / Life Vocabulary

These activities introduce students to key career/life skills vocabulary and concepts.

**Career Town Connection:** Students will learn about many different occupations and career vocabulary as they visit each location.

	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	BONUS
<b>ACTIVITY</b>	<b>Rhyme Time</b> Students match rhyming words	<b>Missing Words</b> Students fill in the blanks with career-related vocab words	<b>What To Learn</b> Students collaborate to choose areas of interest to explore as a class	<b>Career Interview</b> Students interview an adult about his/her work
<b>IN-APP MY FILES</b>	Upload photos of their rhyme time worksheets and drawings	Upload a photo of their Coco Cow occupation worksheet and a link to the compiled file of student drawings	Upload a photo of the occupation bar graph and the class display of the chosen career	Upload a photo of their career interview worksheet. Or ask them to take a photo, audio, or video recording of their interview to upload
<b>ASCA MINDSETS &amp; BEHAVIORS*</b>	<ul style="list-style-type: none"> <li>• B-LS 8</li> <li>• B-SS 7</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 1</li> <li>• B-LS 8</li> </ul>	<ul style="list-style-type: none"> <li>• B-SS 6</li> </ul>	<ul style="list-style-type: none"> <li>• B-LS 1</li> <li>• B-SS 3</li> <li>• M 4</li> </ul>

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# Appendix E: ASCA Mindsets and Behaviors

The American School Counsel Association (ASCA) Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.

## Mindsets

- M 1:** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2:** Self-confidants in ability to succeed
- M 3:** Sense of belonging in the school environment
- M 4:** Understanding the post-secondary education and life long learning are necessary for long-term career success
- M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6:** Positive attitude toward work and learning

## Behavior: Learning Strategies

- B-LS 1:** Demonstrate critical-thinking skills to make informed decisions
- B-LS 2:** Demonstrate creativity
- B-LS 3:** Use time-management, organizational and study skills
- B-LS 4:** Apply self-motivation and self-direction to learning
- B-LS 5:** Apply media and technology skills
- B-LS 6:** Set high standards of quality
- B-LS 7:** Identify long- and short-term academic, career and social/emotional goals
- B-LS 8:** Actively engage in challenging coursework
- B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10:** Participate in enrichment and extracurricular activities





## **Behavior: Self-Management Skills**

**B-SMS 1:** Demonstrate ability to assume responsibility

**B-SMS 2:** Demonstrate self-discipline and self-control

**B-SMS 3:** Demonstrate ability to work independently

**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards

**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals

**B-SMS 6:** Demonstrate ability to overcome barriers to learning

**B-SMS 7:** Demonstrate effective coping skills when faced with a problem

**B-SMS 8:** Demonstrate the ability to balance school, home and community activities

**B-SMS 9:** Demonstrate personal safety skills

**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

## **Behavior: Social Skills**

**B-SS 1:** Use effective oral and written communication skills and listening skills

**B-SS 2:** Create positive and supportive relationships with other students

**B-SS 3:** Create relationships with adults that support success

**B-SS 4:** Demonstrate empathy

**B-SS 5:** Demonstrate ethical decision-making and social responsibility

**B-SS 6:** Use effective collaboration and cooperation skills

**B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams

**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary

**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment