

Fox On The Job

(GPN #75/PBS #710)

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Program Description:

Fox tries to earn the money for a new bicycle by trying several different jobs. He learns that jobs that match his skills are hard to come by. In exploring the world of work, LeVar shares his list of household chores. He also interviews a young man who has started his own business, a dog walker who manages to walk more than one dog at a time, an architect who designs large Lego displays, and a police officer who works on horseback.

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Social Studies Concepts:

- goods and services
- economics
- change
- careers



Classroom Activities:

Goods and Services

Have students list each job Fox tries and why he ends up quitting. Then discuss the difference between goods and services before having them identify the purpose of each of the businesses where Fox was employed and determining whether it provided a good or a service. Have students form small groups. Ask half of the groups to generate a list of jobs that provide goods; ask the others to generate a list of jobs that provide services.



Goods and Services

Have students share their lists from the previous activity and compile them into one class list. Use the list to play a game of charades by having a student choose a job from the list, pantomime the worker on the job, and ask classmates to guess the name of the job that provides goods or services to the public.



Economics

Ask the class to brainstorm reasons why people need or want jobs. Then talk about ways people use the money they earn from their jobs. Do students think there are other reasons for wanting a job besides earning money? Invite students to share why they are saving money. Have them also describe to the class different ways they have learned to save. (For example: collecting aluminum cans, doing odd jobs for older people, saving part of their allowance, and so on)



Economics

Discuss how the reasons for saving money may change as we get older and have more responsibilities. Brainstorm with students reasons why their parents have a job and what their parents may save their money for (examples may include paying for a car or house, food to eat, retirement, family vacation, etc.) Discuss with them the safe places where money can be kept (bank savings account, mutual funds, IRA accounts). Remind students that Fox broke his bike and expected his mother to buy him a new one. Have students form small groups to talk about what happens when they break a toy and want to replace it.



Change

Changing jobs and routines, and learning a new skill is often a challenge. Have students fold a sheet of drawing paper in half. On one half have them draw a picture showing themselves learning how to do a challenging task for the first time, such as learning to ride a bike, swim, play soccer, putting together a model, figuring out a math problem, writing in cursive, and so on. On the second half of the paper, have the students draw a picture showing themselves once they learned to do the task.

Invite students to share their before-and-after drawings with the group. Talk about feelings they experienced in the beginning, while they were learning, and once they accomplished what they set out to do. Feelings might range from fear, worry, and disappointment to excitement, hopefulness, and pride.



Change

Ask students if anyone has moved recently or remembers the last time they moved. Have them share their experiences with the class. Talk about how uncertain and scary it can feel when a person is new to a situation. Brainstorm a list of things students can do to make someone feel welcome when they are new to a group of people--whether it is in class, on the playground or in the neighborhood. Then role-play some of the suggestions.



Careers

After viewing the video, talk about how the dog walker and the Lego artist felt they had jobs that were more “play” than “work.” Discuss other jobs in which people seem to play at their work. Talk about how important it is to enjoy what you are doing every day. After the discussion have the students think about what they would like to do as adults and draw a picture showing themselves at this future job.



Careers

As a class, create a list of the jobs from the episode. (You may want to watch the video again.) Brainstorm what qualities each of these jobs would require in order for the worker to do a good job. Examples may include being on time, dependability, doing good work, getting along with co-workers, etc. Have students come up with tips that would help Fox be more successful in each of his jobs. Then have volunteers role play a conversation with Fox, telling him what he should do to keep a job in the future.

Do-At-Home Activity:

On The Job Survey

Send home the “On-The-Job Survey” activity and invite parents to talk about their jobs with students. Students can survey one or two others from their family or friends. [These can be returned to school for further discussion about jobs.]

Suggested Reading:

Review Books:

Pig Pig Gets A Job by *David McPhail*
Music, Music For Everyone by *Vera B. Williams*
Helping Out by *George Ancona*

Other Suggestions:

Jobs For Kids: A Guide For Having Fun And Making Money by *Carol Barkin*
Leo And Emily’s Zoo by *Franz Brandenburg*
Arthur’s Pet Business by *Marc Brown*
A Job For Matilda by *Caralyn and Mark Buehner*
A Day’s Work by *Eve Bunting*
Arthur’s Funny Money by *Lillian Hoban*
Yummers Too: The Second Course by *James Marshall*

On the Job Survey



Name: _____

1. What do you do in your job?

2. What special skills do you need for your job?

3. What school or special training did you need to get for your job?

4. How do you feel about your job?

5. Is there anything special you need to do to keep your job?
