



Examples: Bell-Ringer or Sponge Activities

“Soak up every minute” in your classroom at the beginning or end of your day. They require no involvement of the teacher; instructions are posted on a board or overhead.

Please note: Teachers can put students in charge of generating information as much as possible. For example, have selected students develop sponge ideas or have them do the research that connects careers to academic topics.

Bell-Ringer Sponge Ideas:

- ☐ Put current classroom topic on the board; students write jobs/careers that would use the topic.
- ☐ Break up units and assign one unit to each student per year. Students research jobs that are used as part of that unit. They present findings on the day of introduction of unit.
- ☐ Answer the question, How will this academic subject help you achieve your short and/or long term goals listed on your EDP?
- ☐ Following the teaching of a lesson, create a competitive environment and ask students to list what careers this content could be used in.
- ☐ Using your top ten Career Matchmaker results from CareerCruising.com write about how a selected academic subject is useful for each career.
- ☐ Identify careers from topics studied in a typical day in their education. (Extension, have them use CareerCruising.com)
- ☐ In 5 minutes list as many careers in “chemistry” (or another topic) as possible.
- ☐ List a career that would be created during a particular time period that you are studying.
- ☐ What are aspects of “renewable energy” (or another topic) that may affect careers?

General Career-relevant Sponge Activities:

- ☐ Refer to a current event. Ask students to brainstorm a list of jobs that are affected by that current event.
- ☐ Using a job that you do at home, how could you develop it into a future career?
- ☐ Think of your favorite thing to do; how could you develop this into a job.

- ☐ Use the telephone book to identify businesses in the area working in the field that you would like to go into. Who would you call if you were looking for that job right now? Keep the information in your career notebook. (Genesee County students are required to keep a career notebook.)
- ☐ Scramble a career-related word on the board. Have students decode what the word is and write something about the job.
- ☐ Give students a business name or type. Have them list the careers that are involved with that business.
- ☐ Have students name a job they're interested in. Ask them to brainstorm a list of the requirements for this job that would be included in a Help Wanted advertisement.
- ☐ Ask students to have a 5-minute career chat with an adult and record what they discovered.
- ☐ Ask students to list the jobs they know a lot about. Discuss what exposure to careers have they had.
- ☐ Ask students to write about how society would be specifically affected if "name a job" were eliminated?
- ☐ When a new industry comes to a city, what jobs are involved in the set up, design and implementation of the idea?
- ☐ What courses in college will you need for "list a career"?
- ☐ Post career on board and have students write what they think the job entails.
- ☐ Ask selected students to create a list of job tasks to post for a sponge activity. Have other students figure out what job it is.
- ☐ Career on forehead, put in small groups, communicate and interact with that person to try and discover what job they are.
- ☐ Become a specialist and be interviewed to share your expertise (jigsaw).

Using the Employability Skills Handout:

- ☐ Refer to the Employability Skills Handout. Ask students to write about skills that they've had to use in school recently. Have them reflect on these as possible personal strengths.
- ☐ Think of your favorite thing to do, and use the "Career and Employability Skills Worksheet" to identify the skills you use.
- ☐ How did the skills gained in completing "some project" pertain to your career pathway?
- ☐ Ask students to focus on one skill category such as Personal Management to answer the questions 1) Which skill is your strongest/weakest? 2) How can you use skills in your dream job? 3) What things can you do to improve a skill?

- ☐ Consider the skills that you've listed on your EDP. Write about how selected skills can help you in your study of your academic subject.
- ☐ Name five careers that relate to Problem Solving (or any skill you choose.)
- ☐ List an employability skill on the board. Have students brainstorm three ways that this skill would help them in the workplace.
- ☐ What skills do you need to own/run a business?
- ☐ Choose a character or personality that you've studied or discussed. Assume that this person has been fired. Which skills does this person have that will help him/her find the next job?
- ☐ Have students choose a partner and brainstorm what they feel are important qualities workers need to be hired.

Using Career Pathways:

- ☐ Refer to the Career Pathways list. Each student uses their career pathway preference and identifies how their academic subject is useful for a career choice in the career pathway.
- ☐ How is your career pathway related to "academic topic?"

Using Online Resources:

- ☐ Kent Intermediate School District, Career Focused Education
http://www.kentisd.org/teachers/Career_Development/
 - Explore information on this page, identify resources helpful for your students and yourself.
- ☐ *Sponge activities* available at <http://www.geneseesisd.org/careertech/careertech.htm>. Find the resources at the right column under ***Career Integration Resources.***
 - Find handouts of sponge activities, just download and make copies for students!
 - Use the looping PowerPoint presentations to show students great jobs available with associates' degrees. Have them record job titles of interest.