



turning curiosity
into connection

Arizona State Parks x Post Pigeon EDU
Arizona Early Career & Technical Education (eCTE)
K-5 Career Awareness Alignment

Overview

Below, each lesson and activity in the Post Pigeon “Postcards” Program is mapped to Arizona’s eCTE standards.

PART 1: GET CURIOUS

Lesson 1: Learn About Public Lands & Park Roles

Goals & Outcomes:

- Students have a basic understanding of the history and importance of public lands in the United States and Arizona State Parks
- Students can deliver a basic explanation of what some of the staff positions are at public lands, including the roles and responsibilities of a Ranger

Slides: [Arizona State Parks & Park Roles | Post Pigeon EDU](#)

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
5.1	Investigate the world of work and why people work (i.e., workforce composition, employee skills related to career requirements, community connections, economic value, etc.)	Students explore different types of organizations and the roles that help them be successful. They start by discussing the workforce that supports their own school and then move on to understanding the workforce composition of many State Parks. Students also learn about some of the skills and requirements for certain State Park roles like public safety team members, park managers, scientists, and more.	Guidebook pp. 10-12; <i>Arizona State Parks & Park Roles</i> Slides 12-19

5.6	Explore jobs, occupations, and careers to understand the value of all careers to society	Students are introduced to the history of public lands and some of the roles/careers that people can have in a State Park. Each of the roles highlighted are different and require different skills and knowledge. Students become more aware of how State Parks are home to a diverse range of career opportunities.	Guidebook pp. 10-12; <i>Arizona State Parks & Park Roles</i> Slides 12-19
5.7	Characterize the knowledge and skills required for a variety of career fields	Through the "Arizona State Parks & Park Roles" slideshow, students learn about and identify the specific responsibilities and expertise required for various park positions, including the unique roles and responsibilities an Education Ranger might have.	Guidebook pp. 10-12; <i>Arizona State Parks & Park Roles</i> Slides 12-19

PART 2: GET CONNECTED

Activity 1: Questions for a Ranger

Goals & Outcomes:

- Students employ observation, critical thinking, collaboration, inquiry and writing skills to generate class questions for the Ranger team at an Arizona State Park.

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
1.5	Demonstrate active listening skills by asking thoughtful and relevant questions, paraphrasing messages, respectfully engaging with others' ideas, and using appropriate eye contact, body language, and attention	Students utilize observation and critical thinking to generate three class questions. They follow guidelines to ensure questions are relevant to subject matter and target what a Ranger is uniquely positioned to answer	Guidebook pp. 17-18

2.3	Demonstrate brainstorming techniques individually and in groups to generate creative solutions for assigned tasks	Through guided prompts and questions, students participate in different brainstorming activities to both generate, refine, and select the final questions they would like to send to the Park	Guidebook pp. 17-18
3.5	Work in teams to accomplish a common goal	Students work in collaborative small teams or as a class to brainstorm, vote on, and reach a consensus for the final team goal of selecting three questions to be submitted to the State Park Site.	Guidebook pp. 17-18

Activity 2: Video Watch Party + Reflection

Goals & Outcomes:

- After watching the park's custom video, students reflect on what they have learned from the ranger, about public lands as a whole, and identify what is still piquing their curiosity

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
1.1	Explore the purpose and different forms of communication (e.g., written, nonverbal, digital, visual, verbal)	In this activity students engage with digital, verbal, and visual communication. Students watch a custom video postcard message filmed by a Park Ranger for their class. Students will make observations of what is being communicated digitally/visually (thinking about where the video is filmed/the ranger's surroundings) and what the ranger is sharing with them verbally. They will explore and discuss the impact and purpose behind different forms of	Guidebook pp. 21-23

		communication they have engaged in during the program.	
1.6	Demonstrate grade-level oral and written communication skills	After receiving their video postcard, students demonstrate grade-level oral and written communication skills by participating in a guided oral reflection, writing about their learning journey, and communicating with one another about their experience	Guidebook pp. 21-23

Activity 3: Thank You, Ranger!

Goals & Outcomes:

- Students practice reflection, writing, and/or speaking skills to share their thanks with the State Park Ranger that answered their questions.

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
1.4	Practice sharing ideas through verbal, visual, and written communication (i.e., organizing thoughts, speaking slowly and clearly, etc.)	Students write or record thank you messages to park staff, practicing written and verbal communication while reflecting on what they learned.	Guidebook pp. 24-27

PART 3: GET INVOLVED

3A: Park Challenges & Careers

Grades K-5 Park Challenge: Who should we call?

Goals & Outcomes:

- Identify the unique roles and responsibilities of various park professionals and understand how they meet community needs
- Analyze real-world park challenges to determine which specialized skills might be required to solve them

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
2.2	Summarize steps of the decision-making process (e.g., define the problem; determine the cause of the problem; identify, prioritize, and select alternative solutions; and implement a solution)	Students complete a worksheet and participate in a discussion that asks them to think through how to resolve park issues by investigating real-world challenges, analyzing the specific expertise needed, and deciding which professional to "call."	Guidebook pp. 30-32; <i>Arizona State Parks & Park Roles Slides</i>
2.4	Identify resources, including trusted experts and reliable tools, to support informed decisions to solve problems	Through this activity students must identify which park staff (e.g., scientists, maintenance staff, etc.) would best serve as the primary resource for resolving real-world park dilemmas and discuss why different roles are better suited to solve different problems.	Guidebook pp. 30-32; <i>Arizona State Parks & Park Roles Slides</i>
3.2	Discuss the value of teamwork and team member roles (e.g., leader, timekeeper, scribe, materials manager, etc.)	In the final prompt of this activity, students discuss the question " <i>Why is it good to have a team to help with some of the more complex challenges the park may face?</i> " thus exploring the value of teamwork and team member roles.	Guidebook pp. 30-32; <i>Arizona State Parks & Park Roles Slides</i>

Grades K-5 Park Career Match

Goals & Outcomes:

- Connect personal interests, strengths, and values to specific park occupations and career clusters
- Recognize how academic subjects like math, reading, and science can serve as pathways/links to future careers

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
5.5	Connect personal interests, strengths, hobbies, and values that can match jobs or careers	In this self-discovery exercise, students will connect their personal interests, strengths, and school-day habits to the National Career Clusters found within the state park system. By identifying with specific professional attributes - from the curiosity of a scientist to the leadership of a manager - students will explore how their own unique "superpowers" could lead to a variety of future careers you can find at state parks.	Guidebook pp. 40-42
5.7	Characterize the knowledge and skills required for a variety of career fields	Students look at areas of knowledge, skills, and interests and discuss how they track to different career clusters you might find at a state park through a self-discovery exercise.	Guidebook pp. 40-42

3B: Community Connections

Activity 1: Caring for Our Community

Goals & Outcomes:

- Students develop a list of traits and characteristics that will help them be engaged stewards in their own community by exploring the tenants of being a Ranger
- Students develop a sense of ownership over the protection and preservation of their community and the things they love
- Students take the Junior Ranger pledge, committing to continue learning, exploring, and asking questions about public lands and advocating for what they want to protect in their community

Standard Code	Standard Description	How the Curriculum Meets This Standard	Source
3.3	Define personal leadership skills that promote teamwork (e.g., inclusion, compromising, expressing opinions, and responding to criticism)	Students develop a list of leadership traits and skills that Rangers exhibit that help the parks succeed. They then discuss how these leadership skills coupled with teamwork can help them be engaged stewards in their own community.	Guidebook pp. 52-54
5.7	Characterize the knowledge and skills required for a variety of career fields	Through discussing “Ranger Qualities,” students identify the knowledge and skills that might be required to be a successful State Park Ranger.	Guidebook pp. 52-54