



CLASSROOM GUIDE

Hey Jam Fam!

We're Andrés, Christina and Pierce, and we're excited to share ***Jamming on the Job*** with you and your students an energetic musical journey that celebrates curiosity, careers, and community.

This guide is intended to help you get the most out of your visit, with ideas for classroom discussion, pre and post-show activities, and ways to connect the performance to real-world learning. We hope this experience sparks imagination and conversation.

Thanks for all you do and for bringing the joy of music and learning to your classroom!

See you at the show!

Andrés

Christina

Pierce Freelon
(BoomBox)





What you'll find inside

Teacher pages

- What is Jamming on the Job?
- About the live show
- Let's get ready

Learning extension activities

- Mission: Fire Safety
includes slides with images to look at together, and cards with images to print and cut out
- The Puzzle Challenge
includes a template to turn a drawing into a puzzle
- Stick With It
- Stop! Think! Decide!
includes scenario pages to print out and give to groups, and a "Airport Operations Mishap Management" planning template

Keep jamming! – more videos, books and online resources

Designed to easily share with students

- Meet the artists
- Jobs that Jam! – videos that explore each of the three featured jobs from the show



Meet the artists

Pierce Freelon

Pierce is the voice of BoomBox on ***Jamming on the Job***.

He is a GRAMMY®-nominated children's musician from Durham, North Carolina.

You can find his picture books – including ***“Daddy-Daughter Day”*** and ***“Daddy and Me: Side by Side”*** at public libraries and bookstores all over the country. His albums ***AnceStars*** and ***“Black to the Future”*** have been featured on the Today Show, NPR, and Billboard. He’s written music for PBS Kids’ ***“Alma’s Way”*** and ***“Work It Out Wombats!”*** and is co-creator of PBS’ Emmy-winning ***Beat Making Lab*** and animated series ***The History of White People in America***. Pierce is a husband and father of two, and an unapologetic nap-taker, snack-maker and rump-shaker.

Other jobs he’s had: city councilman, poet, ice cream maker

Some hobbies: video gaming, camping, basketball

Favorite foods: dumplings, tandoori salmon, figs



Meet the artists

Andrés and Christina together are the GRAMMY® and Latin GRAMMY® award-winning music duo **123 Andrés**, and they make music for learning and having fun, in Spanish and English.

123 Andrés has an active YouTube channel and, just like on the **Jamming on the Job** show, they perform hundreds of concerts each year across the US and Latin America. They have turned five of their songs into bilingual books, published by Scholastic, with more books on the way!

Christina

Before becoming a kids' musician, Christina earned a Masters in Education and taught 5th grade in Philadelphia. Christina still loves teaching and learning. Growing up in the Midwest, Christina's parents taught her to speak Spanish. They also signed her up for dance classes – both ballet and Mexican folklórico dancing. Christina doesn't stand still for long; you can find her performing on YouTube or at a theater near you.

Other jobs she's had: project manager, babysitter, graphic designer

Some hobbies: doodling in my notebook, learning signs in ASL, doing sudoku

Favorite foods: mashed potatoes, chilaquiles, Greek yogurt

Andrés

Andrés grew up in Bogotá, Colombia, in South America. As a kid, he did tae-kwondo and liked making funny videos acting out stories with his friends. He was curious about languages so he started learning English, and also learned to play the guitar from his dad. After that, he picked up the clarinet, and kept studying the clarinet until he earned a Doctorate in Clarinet Performance! He also plays the saxophone, and is working to get better on the flute.

Other jobs he's had: lifeguard, library assistant, server

Some hobbies: editing video, dancing, swimming

Favorite foods: black beans, olives, anything spicy!





What is *Jamming on the Job*?

Jamming on the Job is a multi-generational, music centered podcast, created by PBS Kids, for kids and their families. Listeners join Christina, Andrés and BoomBox as they travel across the country and at each stop, they meet a grown-up with an interesting job who helps them solve a problem. ***Jamming on the Job*** is a fun-filled way for young listeners to jam while they explore the “world of work” and imagine themselves in the future.



“Best Podcast of the Year For Kids”
by Common Sense Media (2023)

“Excellence in Early Learning Digital Media Honor”
from American Library Association (2024)



**26 Million
Streams**



**16 Podcast
episodes**

2

**music
albums**



Listen to all episodes: PBS Kids ***Jamming on the Job*** podcast (~20 minutes duration, each)



SOME OF OUR FAVORITE EPISODES:



Nurse Practitioner



Costume Designer



Veterinarian



Landscape Designer



Marine Scientist



About the live show

Jamming on the Job is an interactive, musical performance inspired by the ***Jamming on the Job*** podcast by the same name. You and your students will see Christina, Andrés and Pierce, playing BoomBox, onstage. The show combines the storylines from three different episodes of the podcast. But instead of having other actors play the people with the cool jobs who help us, we'll need you and your students to role-play those helpers during the show, so we can get unstuck and back on our tourbus!

Unlike a play in which characters speak to each other and the audience listens and watches, in this show we'll be speaking to you and your students directly throughout. Students will get lots of chances to participate by talking out loud and moving around. Plus, we hope you all sing along during the songs!

Our goal is to use music and an engaging story to introduce kids to some real world professions, while also reflecting on some values and skills like teamwork and perseverance, problem solving and flexibility that will help us no matter what work we do in the future.

THEMES

- Job Exploration
- STEM
- Social Emotional Learning
- Executive Function

LENGTH

- Approx. 1 hr
- No intermission

AUDIENCES

- Best for K-4
- Participation encouraged

SENSORY FRIENDLY

- Movement & talking encouraged
- Fidget use OK
- Projections, music, dance

VISUAL CONTENT

Cartoons of a forest fire, airport interior, wind turbines on a hillside.



Listen to all episodes: PBS Kids ***The Jamming on the Job*** podcast (~20 minutes duration, each)



SOME OF OUR FAVORITE EPISODES:



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Marine Scientist

Let's get ready for *Jamming on the Job*

Objective:

Students will listen to an episode of *Jamming on the Job*, explore the concept of community helpers, and design a helper of their own.

Discussion Hook:

- What is a community helper?
- Why are they important?
- Can you name different types of helpers and what they do?

Activity Steps:

1. Play the *Jamming on the Job* episode "Wind Turbine Technician."
2. Explain: A Wind Turbine Service Technician helps bring clean energy to the community.
3. Ask students to identify another community helper. They should:
 - Describe what job the helper does.
 - Explain what makes that job helpful.
 - Write a short description (or dictate) and draw a picture of their helper in action.
4. Optional prompts:
 - If you could be any helper, who would you be and why?
 - Would it be better to have one super helper or many people helping?

Standards:

- Common Core: Writing, Speaking and Listening
- SEL: Self-Awareness, Self-Management

Notes for Teachers:

- Younger students (K-1) may need support generating ideas or completing the writing component (use sentence starters or allow dictation).



Mission: Fire Safety!

Objective:

Students will develop executive function skills including planning, sequencing, and cognitive flexibility, by identifying safe versus unsafe fires and collaboratively organizing the correct order of steps needed to safely conduct a prescribed fire.

Hook - Fire Safety Awareness:

1. Pull up the slides for your class to see. The first slide is a side-by-side: a dangerous wildfire and a safe campfire with adults.
2. Prompt: "We're going to look at two pictures. Both pictures have fire. But one is dangerous, and one can be safe. One is hurtful and one can be fun and helpful. Which is which? How do you know?" Rapid-fire through the 6 remaining slides. Students give thumbs up if it's safe (with adults) or thumbs down if it's not safe (children with fire and no adults).
3. Rapid-fire through the 6 remaining slides. Students give thumbs up if it's safe (with adults) or thumbs down if it's not safe (children with fire and no adults).
4. The final slide is a picture of a prescribed fire (firefighter in yellow gear lighting a fire in grasslands). If this activity is taking place post-show, first ask students what they remember about Andrés, Christina and BoomBox seeing fire from their tourbus, then continue. If this is a pre-show activity, move ahead with the prompt. Prompt: "This one looks safe because an adult is here. But guess what? This firefighter started this fire! Why would they do that?"
5. Gather student guesses, then introduce: "This is a helper fire called a prescribed fire. A prescribed fire manager plans it very carefully to help nature and sometimes to keep people safe, too. Prescribed fires are fires set by trained adults in a safe way to help the forest grow back stronger and to keep bigger, unsafe fires from starting. Remember, only adult prescribed fire managers set fires to help nature."

Activity:

1. Introduce activity: For older students, move to the next step. For younger students, first model a familiar step-by-step process: "I get up in the morning. I have a lot to do before I get to school. First, I get dressed. Then, I eat breakfast. Next, I brush my teeth. Then, I grab my backpack. Finally, I head to school. ETC ETC ETC"



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2. Prescribed fires require a lot of planning to keep people safe. Today we are going to play a game to learn more about prescribed fires. Each student will get one step in the prescribed fire planning process."
 3. Mix up the steps so that they are not handed out in order. Each student receives one step in the form of a visual aid, printouts below. Ask students to look at their step carefully and not share it with anyone, yet. "After looking at your step, what step might go before it? And what might come after? Write down your guess of what you think comes before and after the step you have." For younger students, provide sentence starters, "I think before my step is ____ because _____. I think after my step is ____ because ____." (5 minutes)
 4. Ask students to share what they think might come before their step and what might come after. Can we have a prescribed fire with only one step? (1-2 minutes) For K-2 classes there are four total steps. For grades 3-4, there are six steps. "We need to find all the steps in the plan." For younger students, connect back to the model prompt, "Just like you plan your morning steps to get ready for school, prescribed fire managers plan many steps so the fire stays safe." Tell students they must walk around the classroom and find three friends (K-2) or five friends (3-4) with different steps to complete their plan. Once they find one friend with a different step, they must stay together until they have all the steps. This will create teams of four and six friends, based on grade level. (5 minutes)
 5. Once the students have found all the steps by forming teams of four and six friends, they must determine what order the steps go in. Ask students to put themselves in order based on the plan they think makes the most sense. When they all agree, they should sit down in order. (3-5 minutes)

3. Team Presentations & Reflection (15 min)

Ask each team to briefly explain their order of steps and why they chose it. Why did you put Step X before Step Y? How does this keep the fire safe?

Class Reflection Prompts:

"What do you think would happen if we skipped a step?"

"Why is planning important to prescribed fire managers?"

"Can you think of other things in your life where planning helps?"

Closing reminder:

"Fire can be dangerous, but when we plan carefully and have experts in charge, it helps nature stay healthy. You all practiced being great planners today - that's an important skill for many jobs, especially prescribed fire managers!"



Grades K-2 Prescribed Fire Planning Steps

Print and cut up so that each student has one rectangle below.



Make a Plan



Check the Weather



Clear Area and Alert Public



Light and Monitor the Fire

Grades 3 -4 Prescribed Fire Planning Steps

Print and cut up so that each student has one rectangle below.



Make a Plan



Check the Weather



Prepare the Fire Area



Gather and Brief the Crew



Clear Area and Alert Public



Light and Monitor the Fire

The Puzzle Challenge

Objective:

Students will experience persistence through a tangible challenge and reflect on problem-solving.

Activity Steps:

1. Ask students to think of a time they had to work hard (e.g. tying shoes, riding bike.)
2. Make photocopies of the puzzle template. On the “art” side of the page, invite students to draw a picture of a time they had to work hard.
 - Now, flip the page over and follow the puzzle lines to cut the picture into puzzle pieces!
3. Time students for 3 minutes to assemble their puzzle.
4. If unfinished, pause to ask:
 - Do we give up when things are tricky?
 - What can we do to get better at something hard?
5. Let students try again. Celebrate effort, not just completion.
6. Optional: Have students swap puzzles with a friend.

Discussion Prompts:

- Before assembling: “What did you draw?” “How did it feel when you were doing that activity?” “Why didn’t you give up?”
- After assembling: “What helped you keep going?” “What words could you use to help a friend with a challenge?” “Do more pieces make it easier or harder to put together?”

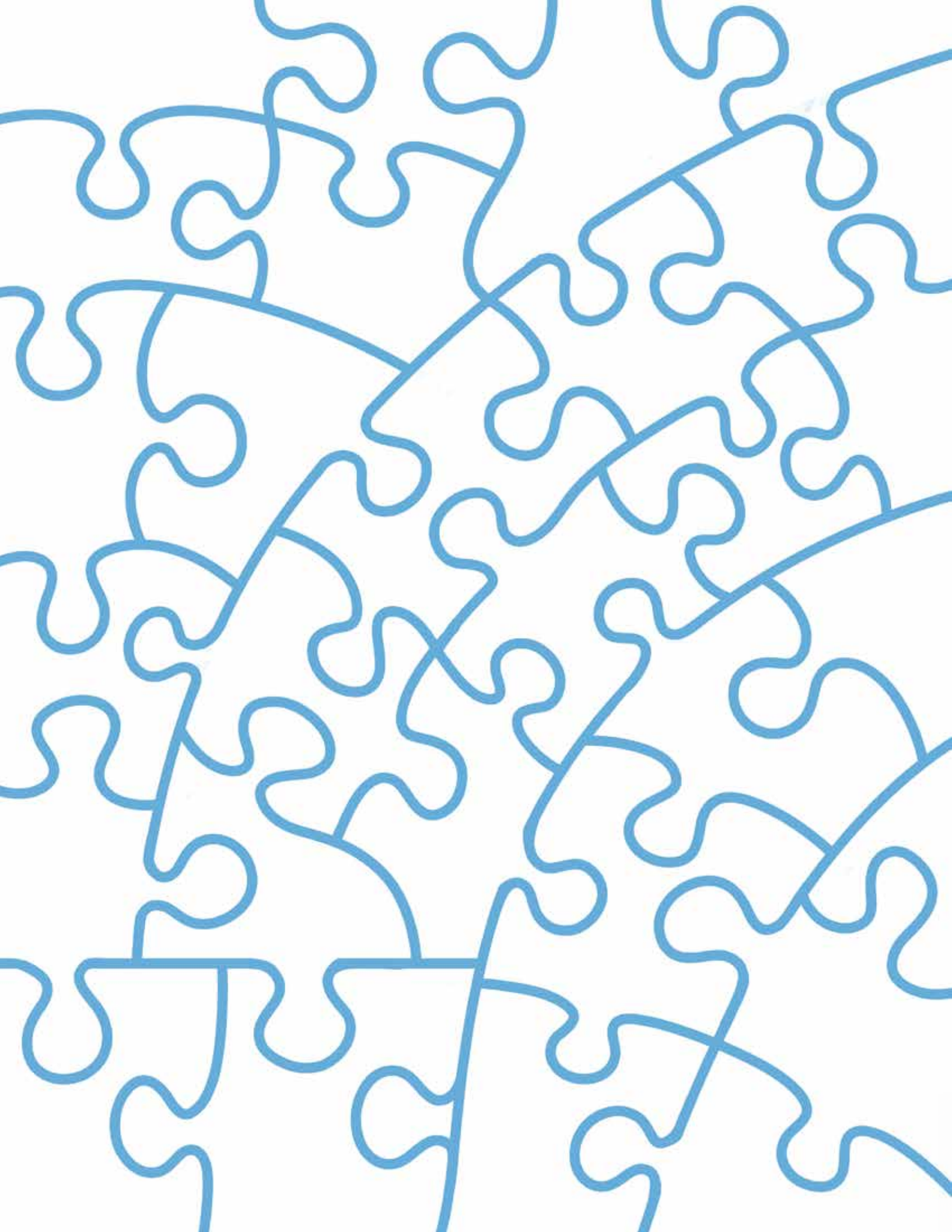
Standards:

- Common Core: Speaking and Listening, Geometry: K.G.B.6, 1.G.A., 2.G.A.
- SEL: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

Modifications and scaffolds

- Use visuals or sentence stems for students with emerging verbal skills (e.g. show a picture of a kid riding bike or tying shoes. Stems: “I had a hard time when...” “I didn’t give up when...”)







Stick With It

Objective:

Students will reflect on persistence by connecting stories of perseverance to their own experiences and creating a narrative.

Offering this activity post-show? Engage classes with this hook:

Did Andrés know how to play the flute? How do you know? How did he get better? Did he give up? He sticks with it! Who remembers the song? Today we are going to talk more about sticking with it!

Activity Steps:

1. Read a book that models perseverance. Suggested titles:
 - The Little Engine That Could – Watty Piper
 - The Magical Yet – Angela DiTerlizzi
 - Rosie Revere, Engineer – Andrea Beaty
2. Discussion:
 - Why do you think [character] didn't give up?
 - What helps someone keep trying when something is hard?
 - Have you ever done something that was hard? What was it?
3. Writing:
 - K–2: Write or dictate a narrative about a personal challenge.
 - 3–4: Write a short opinion piece about how they handle challenges, and what they might do differently next time. Is your class new to opinion writing? [Helpful resources here.](#)
4. Optional: Draw a picture to accompany the writing.

Standards:

- Common Core:
 - Writing: W.K.3, W.1.3, W.2.1, W.3.1, W.4.1
 - Reading, Speaking and Listening
- SEL: Self-Awareness, Self-Management, Responsible Decision Making

Notes for Teachers:

- Provide graphic organizers or sentence starters:
 - “One time I had to keep trying was...”
 - “I didn't give up because...”
- Support younger grades with oral storytelling before writing.



Stop! Think! Decide!

Best for Grades 2 and up

Objective:

Learn about airport operations managers by analyzing real-world scenarios, practice decision making as a team, and apply critical thinking.

Activity Steps:

1. Introduction and Hook:

"Today, you are part of the Airport Operations Team. Your job is to keep the airport safe, clean, and running smoothly. But airports are like big puzzles: sometimes things go wrong, and you have to figure out what to do first!"

What do Airport Operations Managers do?

As a post-show activity, start by asking for recollections of the Airport Operations Manager role from the show. As a pre-show activity, introduce the primary responsibilities of airport operations managers:

- **Inspecting runways**
- **Managing weather disruptions**
- **Coordinating with airlines, maintenance, and the Federal Aviation Administration to ensure safety for all.**

2. Team Challenge

Divide the class into teams of 3-5 students. Each team gets one unique scenario and an "[Airport Operations Mishap Management](#)" worksheet to complete as a team in 35 minutes. Give each team one of the scenarios. Teams must:

- Read and understand the problem.
- Use the Operations Checklist to write down 2-4 steps they would take.
- Prioritize which step comes first and why.
- Present their plan to the class (2 minutes/team).

Scaffold: Encourage them to ask:

- What's the problem?
- Who do we need to tell?
- What tools or people do we need?
- What comes first? What can wait?
- Who on your team will be the recorder? The reader? The timekeeper? The reporter(s)?





Curveballs!

For groups requiring additional challenge, at the halfway point (15-20 minutes) consider giving each team a “curveball” to add a complication requiring teams to rethink and adjust their original plans. These can be cut up and distributed to each group.

3. Team Presentations & Reflection (15 min)

If time allows, encourage each team to share what happened, what steps they chose, what order and why. For full class discussion, consider the class reflection prompts below.

Class Reflection Prompts:

“How did you choose what to do when there were multiple problems?”

“How did the curveball change your thinking?”

“How do you think Airport Operations Managers stay calm and organized when things don’t go as planned?”

“What was your team especially good at today?”

“What qualities or skills do you think a real airport operation manager needs?”



Group 1: Wildlife Alert

A pilot flying in to land saw several large birds circling near Runway 2. Birds can be dangerous near airports. Your team must decide how to safely clear the birds, tell the right people, and prevent this from happening again. A second plane is expected to land in less than 10 minutes, so your solution needs to be fast and safe.

Let's break it down!

What are the risks?

What should you do first: scare the birds or tell the control tower?

Who else needs to know?

How will you make sure planes are safe to land?

Group 2: Mysterious Luggage

An unattended suitcase has been sitting near Gate 6 for over 15 minutes. No one seems to know who it belongs to, and passengers are starting to get nervous since it sounds like there might be an animal inside. You must decide how to investigate the bag, communicate with staff, and keep the area calm and safe. Meanwhile, a flight arriving at Gate 6 is scheduled to unload passengers in five minutes.

Let's break it down!

Who should you alert?

Should you move the bag?

What steps do you take to keep people calm and safe?

Group 3: Slippery Situation

A winter storm passed through overnight, and now there is ice on parts of the runway. Planes are scheduled to take off soon, but slippery conditions could be dangerous for both takeoff and landing. Your team must decide how to check the runway, communicate with pilots, and decide if flights need to be delayed. One airline is already asking if they can board passengers, so you need a clear plan quickly.

Let's break it down!

What inspections need to happen first?

Should you delay takeoffs or landings?

How do you inform pilots and ground crews?

Group 4: Taxiway Lights

Several lights that guide pilots along the taxiway are broken. It's getting dark, and some planes still need to move to the runway to take off. Your team must figure out if night flights should continue, how to notify pilots, and how to get the lights repaired quickly. The repair team is working on another problem, so they may not arrive for 30 minutes.

Let's break it down!

Who do you call to fix the lights?

Can you still allow night flights?

How do you let pilots and crews know?

Group 5: Stray Puppy on the Runway

A small dog somehow squeezed through a hole in the fence and on to the runway. A plane that was about to land had to turn around. The puppy might go back through the fence but you can't be sure. Your team needs to figure out how to safely remove the puppy, alert incoming flights, and make sure animals can't get on the runway again. The airport manager just asked for an update and wants your plan in the next five minutes.

Let's break it down!

What do you do immediately?

Who do you send to help?

How do you stop more animals from getting in again?

Group 6: Trash Trouble in Terminal B

The trash cans in Terminal B are full, and the smell is starting to bother travelers. People are complaining to staff, and some are even leaving the area. Your team must figure out who to call to fix it, how serious the problem is, and how to prevent it from happening in the future.

A famous celebrity is arriving at the terminal in 15 minutes, and their first impression matters.

Let's break it down!

Is this urgent? Why or why not?

Who should handle it?

How do you avoid this in the future?

Group 1: Wildlife Alert

CURVEBALL! Birdwatcher Complaint

Uh-oh – you may have to rethink and adjust your plans.

A person in the parking lot is upset and says the birds are protected and shouldn't be disturbed. Now your team has to explain how safety and wildlife protection can both be respected.

Group 2: Mysterious Luggage

CURVEBALL!

A Passenger Claims the Bag

Uh-oh – you may have to rethink and adjust your plans.

A Passenger Claims the Bag Someone now says it's their bag — but they don't have an ID and say there isn't an animal inside. Your team must decide whether to trust the person, how to respond, and who gets to make that decision.

Group 3: Slippery Situation

CURVEBALL!

One De-Icing Truck Breaks Down

Uh-oh – you may have to rethink and adjust your plans.

You planned to use two deicing trucks, but now one won't start. You'll need to adjust your timing and figure out how to handle pressure from the airline waiting to board.

Group 4: Taxiway Lights

CURVEBALL!

A New Flight Is Added

Uh-oh – you may have to rethink and adjust your plans.

An emergency medical flight just requested permission to land tonight. Can you make the taxiway safe enough with no lights, or do you need to find another option?

Group 5: Puppy on Runway

CURVEBALL! The Dog Runs Into the Brush

Uh-oh – you may have to rethink and adjust your plans.

Just as you try to catch the puppy, it bolts into a grassy area near the runway. Your team now has to rethink how to find the dog quickly without causing more delays.

Group 6: Trash Trouble in Terminal B

CURVEBALL! A Social Media Post Goes Viral

Uh-oh – you may have to rethink and adjust your plans.

Someone posted a photo of the overflowing trash online, and now the airport's social media team is calling your office. How will you respond to public complaints while fixing the problem?

Airport Operations Mishap Management

Does your team have it figured out? Complete this action plan after thinking the problem through.

Problem summary:

Who needs to know?

Who can help with this?

First action step:

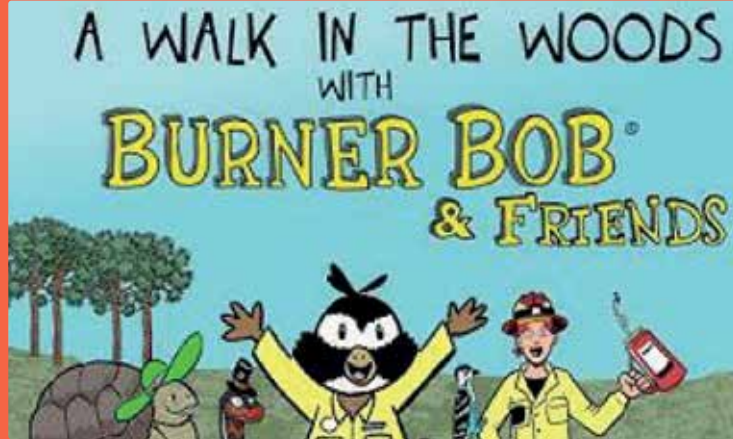
Second action step:

Why did you choose this order?

Jobs that Jam!

Learn more about **Prescribed Fire Managers** with the videos below.

A Walk In The Woods with Burner Bob and Friend from The Longleaf Alliance



Prescribed Fire Management Basics
from Oregon State University



Burner Bob teaches kids about Prescribed Fire
from The Longleaf Alliance



Jobs that Jam!

Learn more about **Airport Operation Managers** with the videos below.

Airport Ops Manager
from San Bernardino Schools
Workforce



Airport Operations Manager:
San Bernardino Schools Workforce
presents Airport Ops Manager



***Day in the life with Airside
Operations Supervisor*** at Charlotte
Douglas International Airport



Jobs that Jam!

Learn more about **Wind Turbine Service Technicians** with the videos below.

Visit a Wind Turbine Farm
with Caitie's Classroom Field Trips



See a Wind Turbine Service Technician close up in Portugal
with Business Insider



Wind Turbine Service Technician:
CareerOneStop Wind Turbine Service Technician



Keep jamming!

More resources to continue learning

Jamming on the Job Worksheets

THEME CONNECTIONS

Job Interactive: Time for Kids' [Your Hot Job](#) (grades 3-4) This free, digital platform introduces kids ages 8 to 14 to careers and offers educator guides for classroom use. Using videos, articles, and a research-backed skills assessment, the platform invites kids to consider many future paths.

CAREER EXPLORATION VIDEOS



National Geographic Kid's [Best Job Ever](#) Series



Elmo and Kids [Meet a Beekeeper](#)



Elmo and Kids [Meet a Marine Biologist](#)



Kids Meet [Flight Attendants](#)



A Day in the [Life of a Medical Laboratory Technician](#)

BOOKS ABOUT JOBS AND SEL

Clothesline Clues to Jobs People Do - Kathryn Heling, Deborah Hembrook

Mighty Mom mies and Their Amazing Jobs - Donald Jacobsen

The Dot - Peter H. Reynolds

¡Mi comunidad! My Community! - 123 Andrés

What if Everybody Did That? - Ellen Javernick

