

UNIT:
ACTIVITY:

Career Development
Exploring Personal Interests

Grade Level 2
Lesson 1

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies: C:A1 Develop Career Awareness

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

C:A1.9 Develop hobbies and vocational interests

Materials:

- 2 Event Tickets
- 2 Puppets of your choice (optional)
- “These are a Few of My Favorite Things” activity sheet for each student

Vocabulary:

- Favorite – what a person likes the most
- School subjects – areas of learning in school (i.e. math, reading, science, social studies...)

Gathering:

Tell students you have free pretend tickets to two really exciting activities. “One is a free pass to the movie theatre to watch any movie you want, with a free pop and popcorn. The other is a free ticket to go bowling and to enjoy a delicious hotdog and drink!” Ask students which ticket and activity would be their favorite, which would they most like to do?

Review Agenda/Before the Lesson:

(Can perform as a dialogue between puppets or as counselor-directed questions to students.) “Tell me your FAVORITE things to do at school or at home. What are your LEAST favorite things to do, or the things you do NOT like to do? The things you DO and do NOT like to do will help you find a job that is right for you when you grow up.” Give a personal example of being a counselor (ie. “What if I didn’t like kids? Would I be a very good counselor?”) Tell students: “Today you will have a chance to talk more about your favorite and least favorite things.”

During the Lesson:

Give each student a “These are a Few of my Favorite Things” activity sheet. Put an example on the elmo or overhead. In the left column, students will draw one thing they like to do at school and one thing they like to do at home or in their community. In the right column the students will draw a least favorite activity or thing for school and another for home and community. Encourage students to think about the many activities they participate in, hobbies they have, and the subjects they learn at school.

After the Lesson:

Upon completion of the activity sheet, instruct students to bring their activity sheet and form a circle on the floor. Each student will share what they like best and least at school and home. Counselor can opt to pass a sharing ball to facilitate discussion. After every student has shared, ask students “how did you decide what you like or don’t like?” (Students’ responses will indicate a beginning awareness of “influences” in their lives - i.e. interests, parents, friends...)

Checking Out What You Learned/Assessment:

Incorporated into lesson and post-lesson activities.

Closing:

Counselor will summarize important aspects of the lesson by emphasizing:

- Each child had great ideas to share.
- There were many different ideas.
- It is important to remember that everyone has different and similar “favorite and not so favorite” things he or she does and that it is okay!
- Our favorite or not so favorite things will change as we grow and change and have new experiences.

“In our next lesson we will focus on how our favorite and least favorite things can help us choose a job we might like to have when we grow up.”

Reflective Questions:

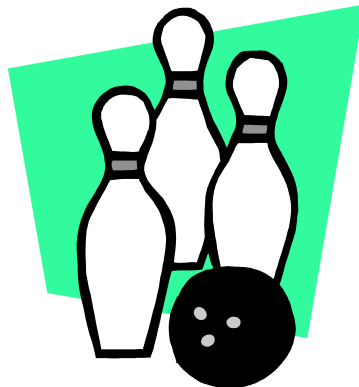
*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

One **FREE** ticket to the movie theatre!
Ticket includes free pop and popcorn.



One **FREE** Ticket bowling. Ticket includes a free
hotdog and drink!



These are a Few of My Favorite Things

Name _____

My Favorite Things...

Draw a picture or write one of your favorite things.



At school

My LEAST Favorite Things...

Draw a picture or write one of your least favorite things.



At school



**At home and
the
community.**



**At home
and the
community.**



| | |
|-------------------|---|
| Career Standards: | B. Students will employ strategies to achieve future career goals with success and satisfaction. C. Students will understand the relationship between personal qualities, education, training and the world of work. |
| Competencies: | C:B1 Acquire Career Information C:C1 Acquire Knowledge to Achieve Career Goals |
| Indicators: | C:B1.4 Know the various ways in which occupations can be classified C:C1.3 Identify personal preferences and interests influencing career choice and success |

Materials:

- Career Path Poster
- Career Path Mini-Poster for each small group
- Career Path Web Poster
- Interest Strips (pre-cut prior to lesson)

Vocabulary:

- Path – a way that leads a person to the place they need to go
- Career paths – different groups of jobs that have things in common
- Interests – things a person likes to do

Gathering:

Tell students they are going to take a short walk together. (Pick a specific destination within the school. I.e. gym, office, lunch room...). Choose a student to lead the way. Instruct students to follow the leader without talking. Once students get to the destination, choose another student to lead the way back to the room. (As an optional activity, choose students to take short paths within the room. I.e. to the pencil sharpener, sink, door... Have additional students go to the same destination by taking a different path.)

Review Agenda/Before the Lesson:

When the class returns to their room, ask students: "how did you know where to go?" (They know the path to take.) "Paths are ways that lead you to the places you need to go, like a trail or a road. We are going to learn about a different kind of path today. The paths we will learn about are not like the paths you take to the gym or the cafeteria. Instead, we will learn about 6 different paths you could take when you grow up. They are called "career paths." Career paths lead people to the jobs they could have when they are adults. Some people take the same path. Some people take different paths."

During the Lesson:

Ask students to identify jobs they are aware of. Popcorn around the room as students respond. Ask students why there are so many different kinds of jobs? (Because different jobs are for people who like to do different things and activities.) Different jobs fit in different career paths. The most important things that help people decide which path to take are their favorite and least favorite things to do. Encourage students to remember the previous lesson and the things they wrote or drew on their activity sheets.

Briefly introduce the career paths by examining the Career Path and Web Posters (i.e. “Business Path” consists of people who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the web in order. (i.e. Business Path, Creative Path, Nature Path, Building and Technology Path, Helping Path, and Health Path.) Use the acronym/memory device: “**B**atter **C**ould **N**ot **B**reak **H**is **H**elmet.” Emphasize how each path is equally important and how they all work together in our community.

After the Lesson:

After the lesson, tell students they will get a chance to match interests to the appropriate career path. Divide students into pairs. Give each pair an interest strip. Give students approximately 1-2 minutes to read their strip and decide together which path the interest matches. Encourage students to use their Career Path Mini Posters for clues.

Checking Out What You Learned/Assessment:

Have each pair of students read their interest strip aloud and share which path it falls under. If time allows, instruct students to tape their strip on the appropriate path on the Career Path Web poster.

Closing:

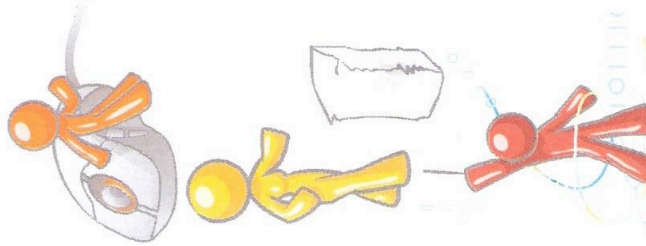
Emphasize the connection between interests and career paths. Have students close their eyes and think of their favorite thing to do. Ask students what career path they may choose when they grow up.

Reflective Questions:

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How does my assessment meet my lesson objective?*

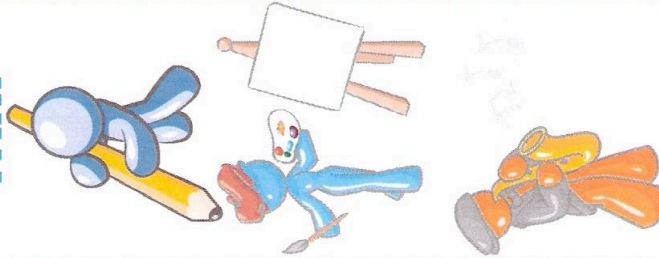
Notes:

BUSINESS PATH



People who like to work with numbers and be organized.

CREATIVE PATH



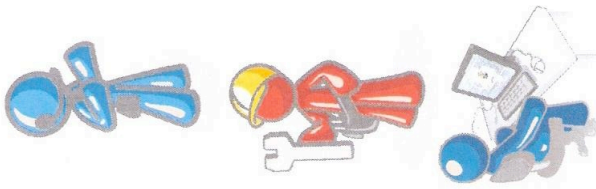
People who like to draw, write, or perform.

NATURE PATH



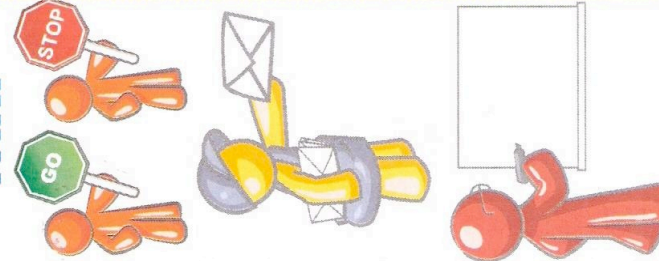
People who like to work outdoors with plants and animals.

BUILDING & TECHNOLOGY PATH



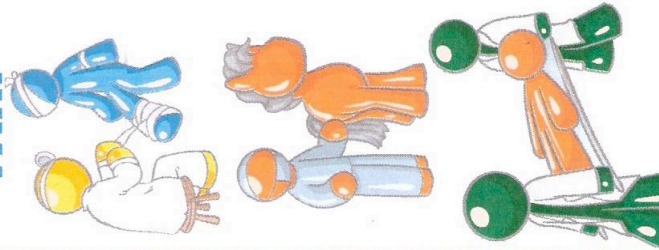
People who like to figure out how things work and build things.

HELPING PATH



People who like to help make things better for others.

HEALTH PATH



People who like to care for animals and people.

CAREER PATHS WORKING TOGETHER IN OUR COMMUNITY
DES MOINES ELEMENTARY COUNSELORS

ADAPTED FROM MISSOURI COMPREHENSIVE GUIDANCE PROGRAMS

Interest Strips

Favorite subject in school is math.

Favorite subject in school is art.

Favorite subject in school is music.

Enjoys building things.

Enjoys planting flowers.

Enjoys teaching friends how to do something new.

Likes to take care of their brothers when they are sick.

Likes to help their friends at school.

Likes to help their mom clean the house.

Likes to help their dad cook dinner.

Likes to do number puzzles for fun.

Enjoys singing and dancing.

Enjoys fixing things around the house.

Enjoys taking care of their dog and cat.

Enjoys being outside in the summer and winter.

Likes to keep their room picked up and organized.

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information

Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:B1.4 Know the various ways in which occupations can be classified

Materials:

- 2 Puppets (optional)
- Community Helper Pocket Flash Cards
- Career Path Poster
- Career Path Web Poster
- “Career Path Web Activity Sheet” for each student

Vocabulary:

- Career paths – different groups of jobs that have things in common

Gathering:

Ask students why there are so many different kinds of jobs? Have a dialogue with students regarding various jobs as puppets (or counselor) show students various Community Helper Pocket Flash Cards. (There are many different kinds of jobs because people like different things and are good at different things. Emphasize how the things you like to do aren't always the things you are good at. For example, a person might like gymnastics but not be skilled at it.)

Review Agenda/Before the Lesson:

Review the 6 career paths and examples of jobs that fall under each. Offer memory device/acronym to students: **“Batter Can Not Break His Helmet.”** Tell students: “Today, we will continue to learn about career paths, as well as play another version of the Career Path Game.”

During the Lesson:

Puppets or counselor will ask questions using Community Helper Pocket Flash Cards and/or the individual web poster of the career paths. (i.e. “What job might require the use of a hammer?” “Which Career Path do you think this job matches?” Building and Technology Path. “What job might require the use of a stethoscope?” “Which Career Path do you think this job matches?” Health.) The puppets or counselor will give an example or two for each career path. Counselor will ask which, if any, career path is more important than the others. (Continue reinforcing that all jobs and paths are equally important.)

“Now that we know more about each career path, we are going to play another version of the Career Path Game. Think of someone you know who has a job.” As students name various jobs, write each job on the board and have the class determine which Career Path the job matches. (Note: Keep a fast pace so that 1st learner is engaged throughout.)

After the Lesson:

After career paths are determined for each job shared, the puppets or counselor will ask students: "What makes this an important job?" Puppets or counselor will dialogue with the students to review the important contributions each career paths makes and to emphasize the idea that every job is equally important.

Checking Out What You Learned/Assessment:

Give each student a copy of the "Career Path Web Activity Sheet." Instruct students to circle the path they would like to take when they grow up. Instruct them to write or draw a picture of the job they want in the empty circle or on the back of the sheet.

Closing:

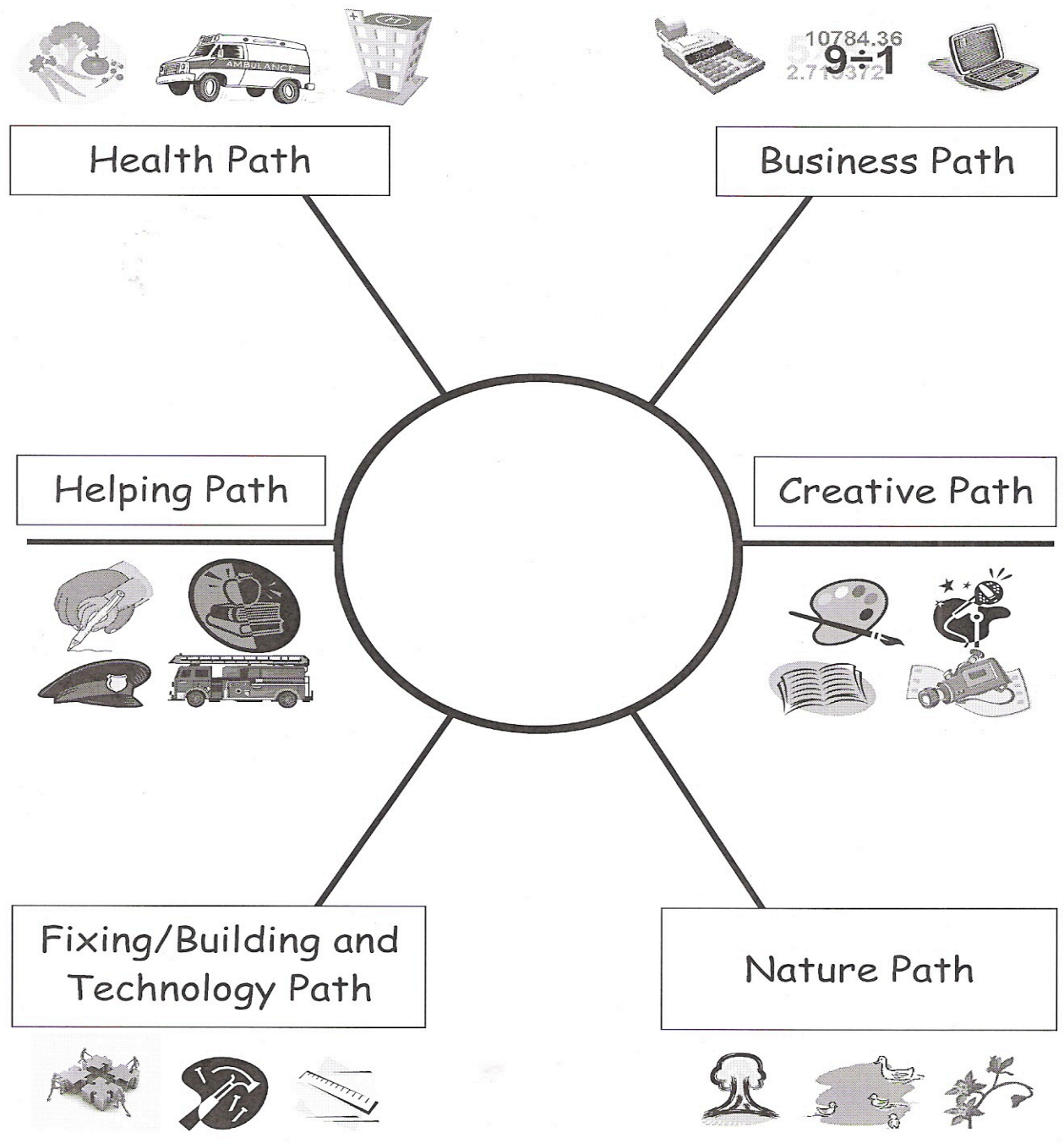
Popcorn around the room asking students to share their activity sheet and the path that interests them most.

Reflective Questions:

*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

Directions: Circle the path you would like to take when you grow up. Write/draw a picture of the job you want in the empty circle.



Adapted from Missouri Comprehensive Guidance Programs

UNIT:
ACTIVITY:

Career Development
Career Bingo

Grade Level 2
Lesson 4

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information

Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:B1.4 Know the various ways in which occupations can be classified

Materials:

- Career Path Poster
- Career Bingo (MAR*CO)

Vocabulary:

- Career paths – different groups of jobs that have things in common

Gathering:

Ask students to think about: “What do you want to be when you grow up?”

Review Agenda/Before the Lesson:

“Keep thinking about what you want to be when you grow up, because today we will play a game using all the information we have learned about the six career paths and the many careers within our community. At the end of our lesson, each of you will share what job you might like to have.” (Refer to Career Path Poster and the jobs they shared in the previous lesson.)

During the Lesson:

Give each student Bingo card. Facilitate game according to directions. As game is played, ask students which path each career falls under. Emphasize the job to its career path.

After the Lesson:

After game, ask students “are there new careers you think you might want to explore?”

Checking Out What You Learned/Assessment:

Ask students “what are some big ideas you have learned throughout the course of the unit?” As students respond, write big ideas on board. (Emphasize: 1. Personal interests influence the career path a person chooses. 2. Specific jobs fall under one of the 6 career paths. 3. You can do anything you want to do when you grow up.)

Closing:

Ask students: “What do you want to be when you grow up?”

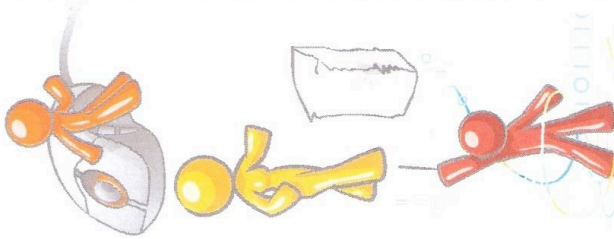
Reflective Questions:

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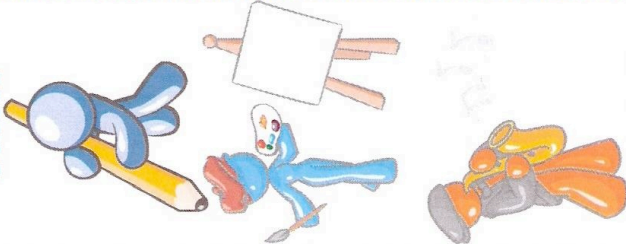
Note to counselor: Some of the jobs represented in the game are stereotypical and not politically correct. (I.e. “secretary” is now called an “office manager.”) As you play the game tell students the proper name for the job.

BUSINESS PATH



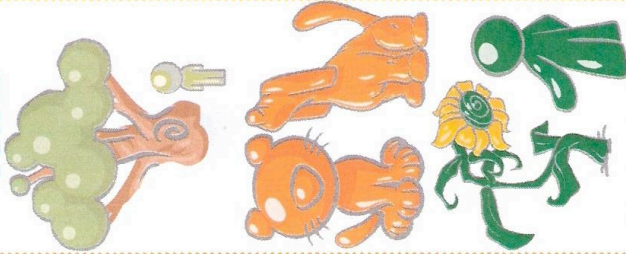
People who like to work with numbers and be organized.

CREATIVE PATH



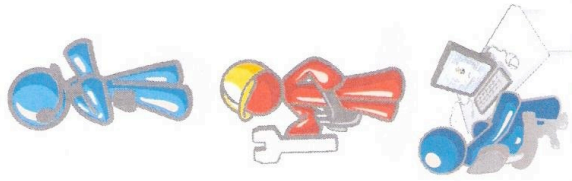
People who like to draw, write, or perform.

NATURE PATH



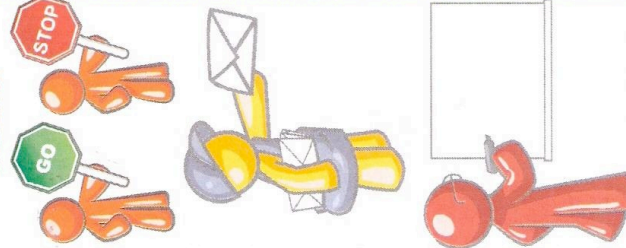
People who like to work outdoors with plants and animals.

BUILDING & TECHNOLOGY PATH



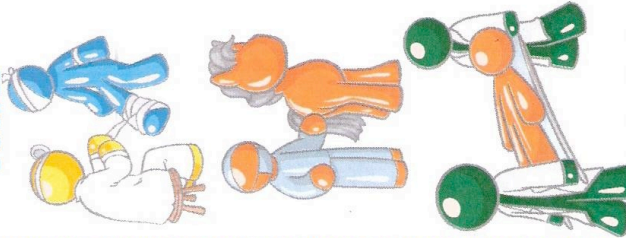
People who like to figure out how things work and build things.

HELPING PATH



People who like to help make things better for others.

HEALTH PATH



People who like to care for animals and people.

CAREER PATHS WORKING TOGETHER IN OUR COMMUNITY
DES MOINES ELEMENTARY COUNSELORS

ADAPTED FROM MISSOURI COMPREHENSIVE GUIDANCE PROGRAMS

Career Unit

Grade 2, Lesson 4