

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:A1.8 Pursue and develop competency in areas of interest

Materials:

- Ziggy's Blue Ribbon Day by Claudia Mills
- T-chart for talents and accomplishments
- Template of ribbon for each student

Related Materials:

- Sophie's Trophy by Susan Middleton Eyla
- DVD (807663): *Best of Me: All about Self-esteem* (Activity 9 "Your Future" related directly to careers)

Vocabulary:

- Talent – something a person can do well or is good at
- Accomplishment – when a person uses their talents to finish and succeed in something

Gathering:

- Show them a ribbon
- "Have you received ribbons or awards for accomplishing something?"
- "Have you thought you didn't want to do something because you weren't good at it?"

Review Agenda/Before the Lesson:

Introduce the words talent and accomplishment by providing definitions. (i.e. "Talents" are things people are good at. "Accomplishment" is when a person uses their talents to finish and succeed in something.) Have students brainstorm ways they could show their talents by accomplishing something. Connect the two words together by diagramming them on the board with the use of a T-chart. (i.e. artist/finishing a drawing; singing/being a member of chorus; speaking another language/helping a new student who is learning English, etc.)

During the Lesson:

Give students a book talk before presenting the lesson as indicated below:

"Ziggy was definitely not looking forward to the second grade track and field day. The teacher told them all to do their best and have fun. But Ziggy knew his best was worse than all the other kids' worst tries. He was afraid the kids would laugh and make fun of him."

Ask the students: "How can Ziggy have fun when he is doing something that he does not like?" Tell them to think about this during the read-aloud. Read book.

After the Lesson:

After book, ask students some or all of the following questions:

- “How did Ziggy have fun during the track and field day?”
- “What was Ziggy’s talent?”
- “Even though he didn’t win any blue ribbons for track and field, what was his accomplishment?”

Pass out the ribbon worksheet to each student in the class. Have students think about a talent they have, or something they are good at. Popcorn around room and have them share their ideas briefly.

Have students write on their ribbon a talent they have or something they have accomplished – i.e. “something you’re good at, winning a writing contest; getting your best score on a multiplication test; improving your fluency score, participating in your grade-level music program; winning an art contest; getting your best score on the physical fitness test, etc.”

Checking Out What You Learned/Assessment:

If time allows, have students share their ribbons with the class.

Closing:

Tell students: “Over the next few weeks we will learn how talents, accomplishments, and what we learn in school may relate to the careers we might want when we grow up.” Give brief examples. (i.e. writing/journalist; tutoring children/teacher; music/conductor, etc.)

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?*

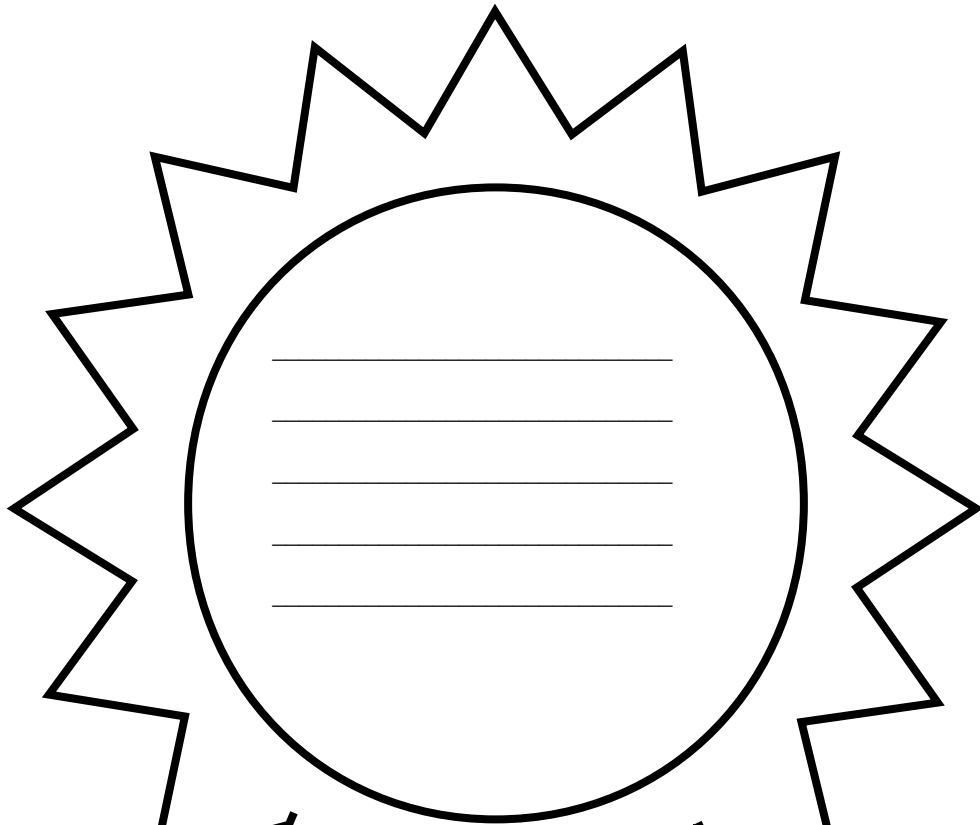
Notes:

T-Chart

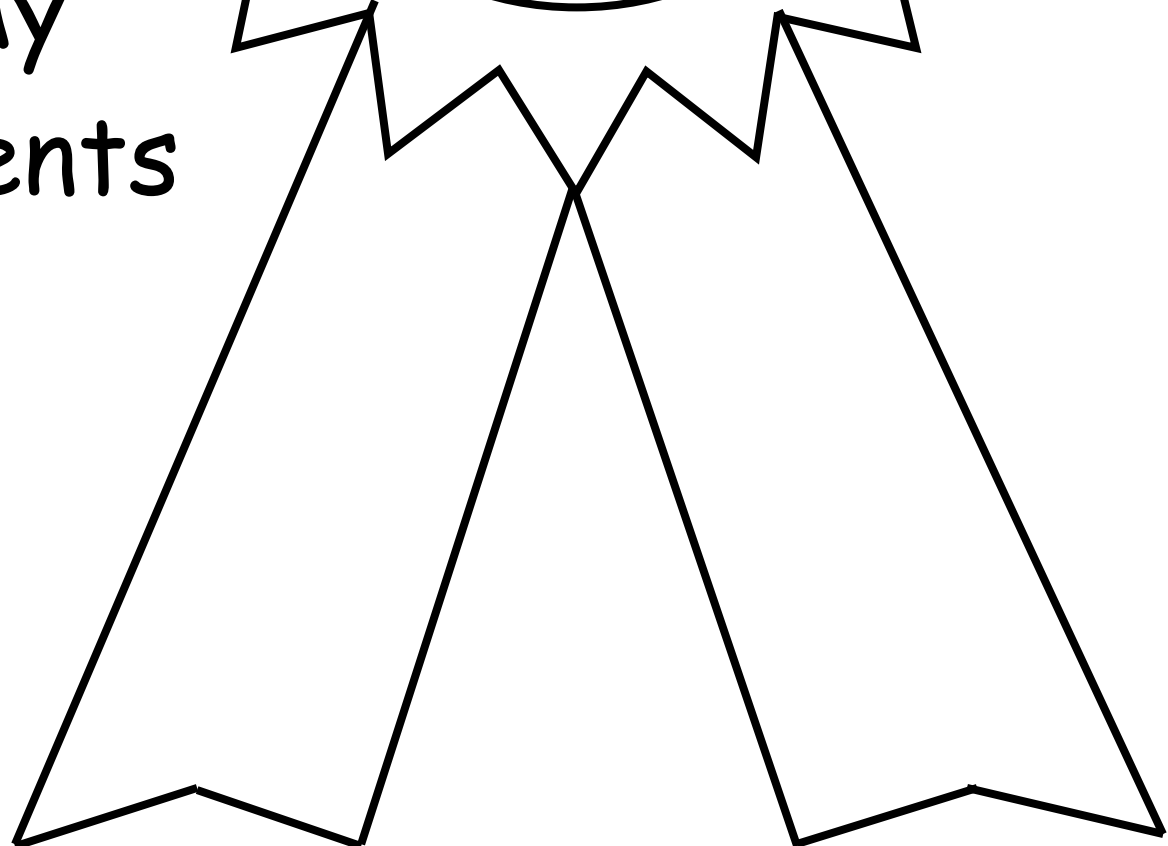
Topic: _____

Talent	Accomplishment

*Adapted from The Cooperative Think Tank II



My Talents



Name _____

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:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:B1.4 Know the various ways in which occupations can be classified

Materials:

- Career Web Organizer
- Career Path mini poster (to go on overhead or Elmo)
- Career Path Poster
- Community Helper Pocket Flash Cards
- Career Path Worksheet
- Blank piece of paper for each group of students (optional)

Related Materials:

- Paws in Jobland website

Vocabulary:

- Career paths – different groups of jobs that have things in common
- Business path – a career path for people who like to work with numbers and be organized
- Creative path – a career path for people who like to draw, write, or perform
- Nature path – a career path for people who like to work outdoors with plants and animals
- Building and technology path – a career path for people who like to figure out how things work and build things
- Helping path – a career path for people who like to help make things better for others
- Health path – a career path for people who like to care for animals and people

Gathering:

“Raise your hand if you like to work with numbers, to draw, write or perform, to work outdoors, to build things, to help others, or care for others who are sick.”

Review Agenda/Before the Lesson:

“Think about Ziggy and his talents and interests from last week. What was his talent?” (i.e. He had an interest in and was very talented at drawing.) “What type of job or career do you think Ziggy would like to have when he grows up? Today we are going to talk about how our talents and interests are related to the type of job we could have when we grow up.”

Using the web graphic organizer place the name of a career in the center of the circle. List all the interests or qualities a person may have or need for that career (i.e. Counselor. Brainstorm what could go around the outside on the lines: helping others, teaching, likes working with kids, reading...).

During the Lesson:

Using the Career Path poster, introduce each of the 6 career paths. Have students give a couple examples of careers that fit in each path, using the pictures on the posters. Divide students into groups of 3 or 4. Give each group a "Career Path Worksheet." Divide the Community Helper Pocket Flash Cards among small groups and have students decide what path each career fits in. Students can record their answers on their worksheet. Once done, students can trade cards with other groups. Have students brainstorm as many other careers they can think of to fit in each path. Encourage them to think about the careers their parents and grandparents have and all the jobs in a school or in their community.

Alternative options: Assign each group a specific career path and give them a blank piece of paper. Have one student be the recorder and write down careers the group thinks fit in that career path. If students do not agree on whether a specific career fits in their path, have them refer to the mini poster (placed on the overhead). You can also use computers or library books to help students think of careers that fit in their path or you can have students rotate to different centers and have a path at each center and have them try to add to each list.

After the Lesson:

If time allows, have one person in each group come forward and share their group's list with the class. See if their classmates agree.

Checking Out What You Learned/Assessment:

Using the Community Helper Pocket Flash Cards, quiz students about what career path each job goes under as time permits. As an alternative, counselor could list a few jobs students did not think of during the lesson. Have students determine the correct path (i.e. architect, glazier, hotel desk clerk, roofer, landscaper, photographer, social worker, accountant, physical therapist, etc.)

Closing:

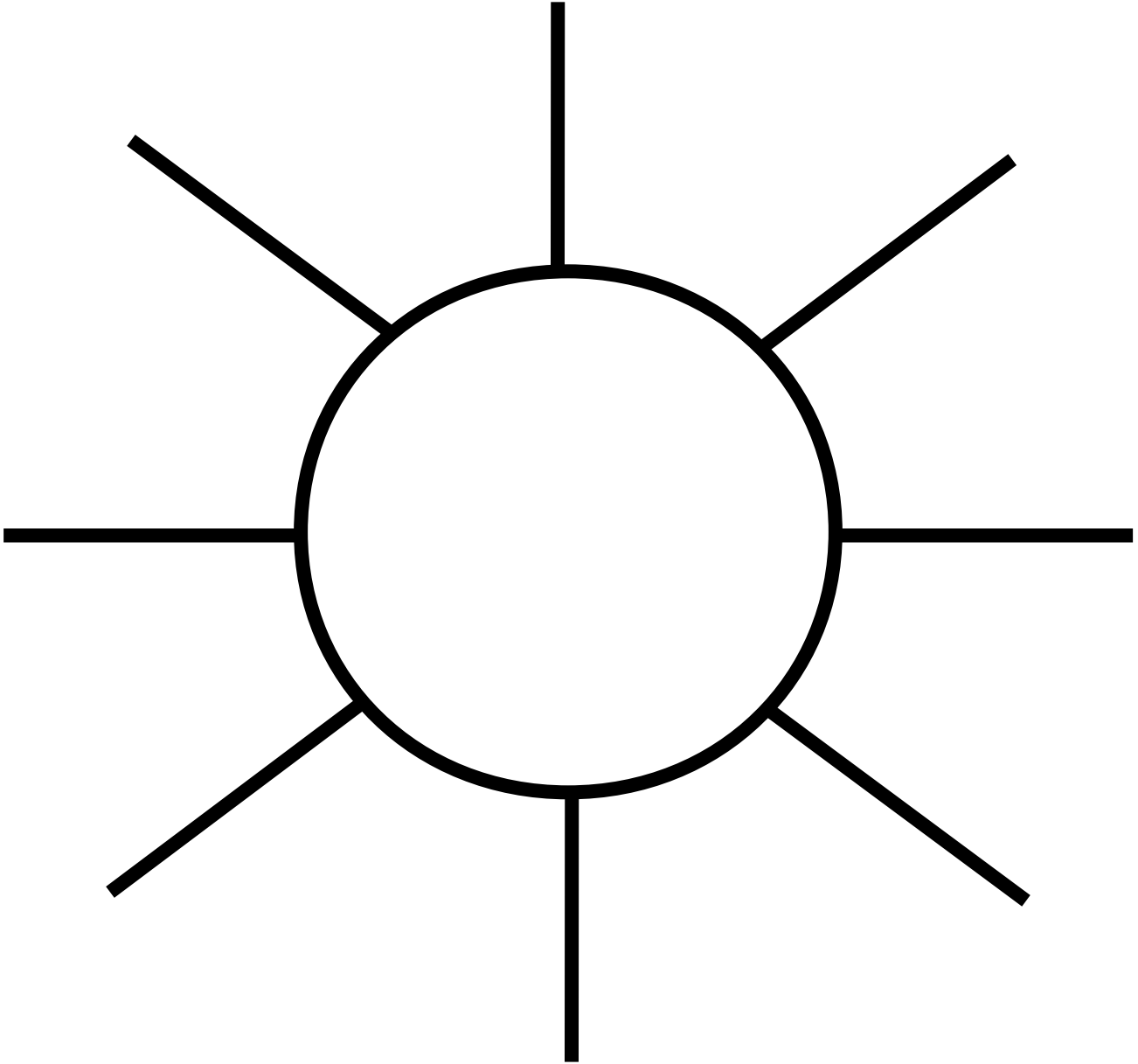
Ask students to think of a career that was not discussed today. As a class, have students respond as to which path the job fits under.

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:

Career Web Organizer

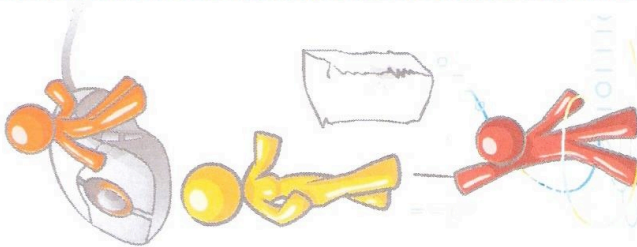


*Adapted from The Cooperative Think Tank

Career Unit

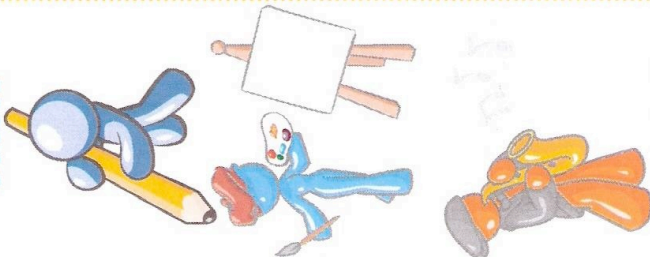
Grade 3, Lesson 2

**BUSINESS
PATH**



People who like to work with numbers and be organized.

**CREATIVE
PATH**



People who like to draw, write, or perform.

**NATURE
PATH**



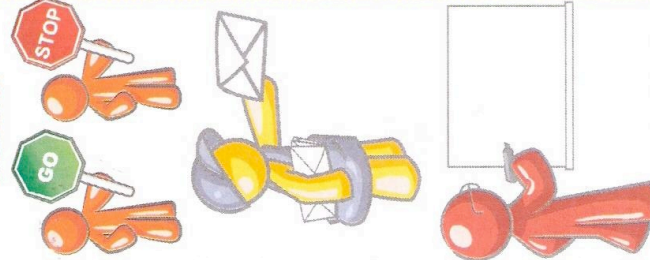
People who like to work outdoors with plants and animals.

**BUILDING &
TECHNOLOGY
PATH**



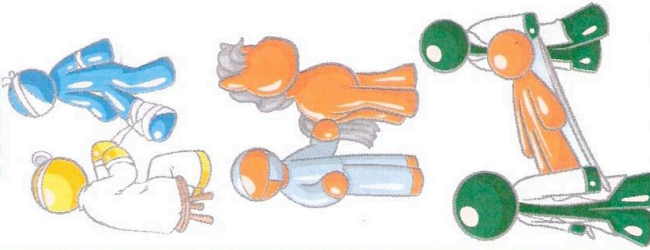
People who like to figure out how things work and build things.

**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 Path Worksheet

Names _____

Business Path	Creative Path	Nature Path	Building & Technology Path	Helping Path	Health Path

UNIT:
ACTIVITY:

Career Development
Community Heroes

Grade Level 3
Lesson 3

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:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.4 Learn how to interact and work cooperatively in teams
C:B1.4 Know the various ways in which occupations can be classified

Materials:

- Picture of a super hero
- Career Path Poster posted in each classroom
- Career Path Mini Poster (1 for each group - from lesson 2)
- Community Hero Pictures/Bios (cut along dotted lines prior to lesson)
- “The Career of a Community Hero” activity sheet (one per group plus additional copies)

Vocabulary:

- Career – a job someone does for work
- Hero – someone who helps make things better for others

Gathering:

Show picture of a super hero. “What is a hero? Unlike super heroes, who are not real, real heroes do not wear capes. They cannot fly. They do not have super powers. A hero is someone who helps make things better in our community.”

Review Agenda/Before the Lesson:

“Today we are going to talk about heroes in our community and what makes each one great. We will also talk about the jobs these heroes have, as well as what career path each one fits in.” Using the Career Path Poster, review each of the 6 career paths. Have students share a career that they thought of that was not mentioned last week and share what career path it fits.

During the Lesson:

Assign students into 6 groups. Briefly review cooperative behaviors needed for group success. Give each group one Community Hero Picture/Bio, a Career Path Mini Poster and “The Career of a Community Hero” activity sheet. One person should be a recorder and the group should complete the questions on “The Career of a Community Hero” activity sheet regarding the Community Hero Picture/Bio they were assigned. The Career Path Mini Poster may be used to guide students. If groups get done early, they can come up with their own Community Hero and complete a new activity sheet.

After the Lesson:

Each group will share their picture and answers with the class and explain why the person is a hero. They will also share the career path in which it fits. (Emphasize how all jobs are important in a community.)

Checking Out What You Learned/Assessment:

“Our school is an important part of our community. Who are career heroes in our school?” Have students share their ideas.

Closing:

“Think about a community hero in your life. Would anyone like to share who their hero is?”

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?
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Notes:



Career
Unit

Grade 3, Lesson 3

Community Hero Pictures and Bios



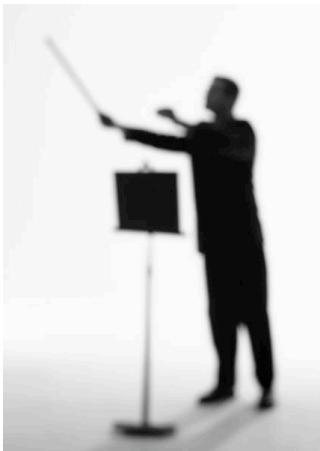
Manager of Adventureland

This person is in charge of running the Adventureland Park in Des Moines. Their job is to keep things running smoothly and make sure lots of people come to the Park every year.



Groundskeeper

This person makes sure all of the parks and beaches in Des Moines are safe and beautiful for everyone to enjoy. Their job is to take care of the trees, plants, and park animals so they grow and stay healthy.



Conductor of the Des Moines Symphony

This person directs many different musicians. Their job is to practice with the musicians so they can do their best when they play for large crowds. They also choose all of the music the symphony performs.

Community Hero Pictures and Bios



Happy Bear

Happy Bear travels to many different elementary schools within the Des Moines area every year. Happy Bear teaches kids about how to keep their minds and bodies safe from danger.



Construction Worker

This person is a construction worker in the Des Moines area. Their job is to use their hands to build and repair things for other people, such as roads and buildings. They use various tools and pieces of equipment to get their job done.



Obstetrician

This person is a doctor for moms and babies in Des Moines. This person's job is to take care of hundreds of patients every year. When people are sick, this person helps take care of them so they can get healthy.

Names _____

The Career of a Community Hero

Name of the Community Hero's Career _____

Answer the questions below about this job.

1. What skills and talents make this person a hero? _____

2. What subject or subjects do you think a hero in this career would be good at? _____

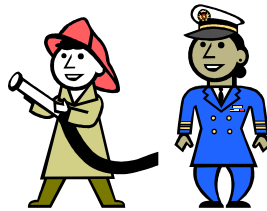
3. What do you respect about this hero? _____

4. Circle the career path that this job fits in.

Creative Path



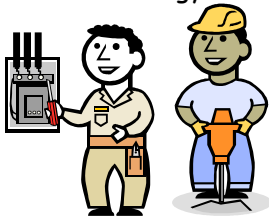
Helping Path



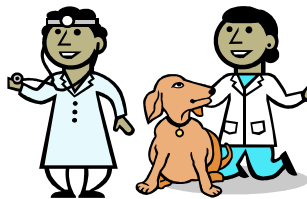
Business Path



Fixing, Building
and Technology Path



Health Path



Nature Path



*Adapted from Missouri Comprehensive Programs: Linking School Success to Life Success

UNIT:
ACTIVITY:

Career Development
Who am I?

Grade Level 3
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.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: C:A1 Develop Career Awareness
C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:C1.3 Identify personal preferences and interests which influence career choice and success

Materials:

- Role Web Organizer
- “Who am I?” worksheet for every student

Vocabulary:

- Roles – different parts of a person’s life (i.e. jobs, relationships, duties...)

Gathering:

“Stand up:

- If you are a boy.
- If you are a girl.
- If you are a student of (insert’s teacher’s name).
- If you are a player of soccer.
- If you are the owner of a pet.”

Review Agenda/Before the Lesson:

“Each person has lots of different parts to their life. These parts are called roles. You know me as your counselor, but did you know that I have other roles in my life too? Let’s see if you can name as many as possible.” Write counselor’s name in center of Role Web Organizer. Write responses on outside lines (i.e. mother, father, friend, child, etc.).

“Today we will do an activity that will help you identify the roles and interests you have in your lives. Roles and interests at school, roles in your families, in your community... Some of our roles and interests are the same. Some are different.”

During the Lesson:

Pass out the “Who am I?” worksheet to each student. Have students complete their worksheets as counselor reads aloud. Discuss the many possibilities for each answer.

After the Lesson:

Have students share selected responses from the worksheet. “You all have one role in common right now in your lives. That role is a student. Why is your role as a student important? How will your role as a student help in your path to a future career?” (Emphasize what a major part school plays in career success.)

Checking Out What You Learned/Assessment:

If time permits, counselor can have each student complete their own Role Web Organizer. Instruct students to draw their own web on the back of their “Who am I” worksheet. Tell students to write their name in the circle and write the names of roles they might like to have in their lives when they are grown up, including the name of a job they would like to have.

Closing:

“Stand up:

- If being a student is an important role in your life.
- If you will be a community hero when you grow up.
- If you have talents that make you a special person.”

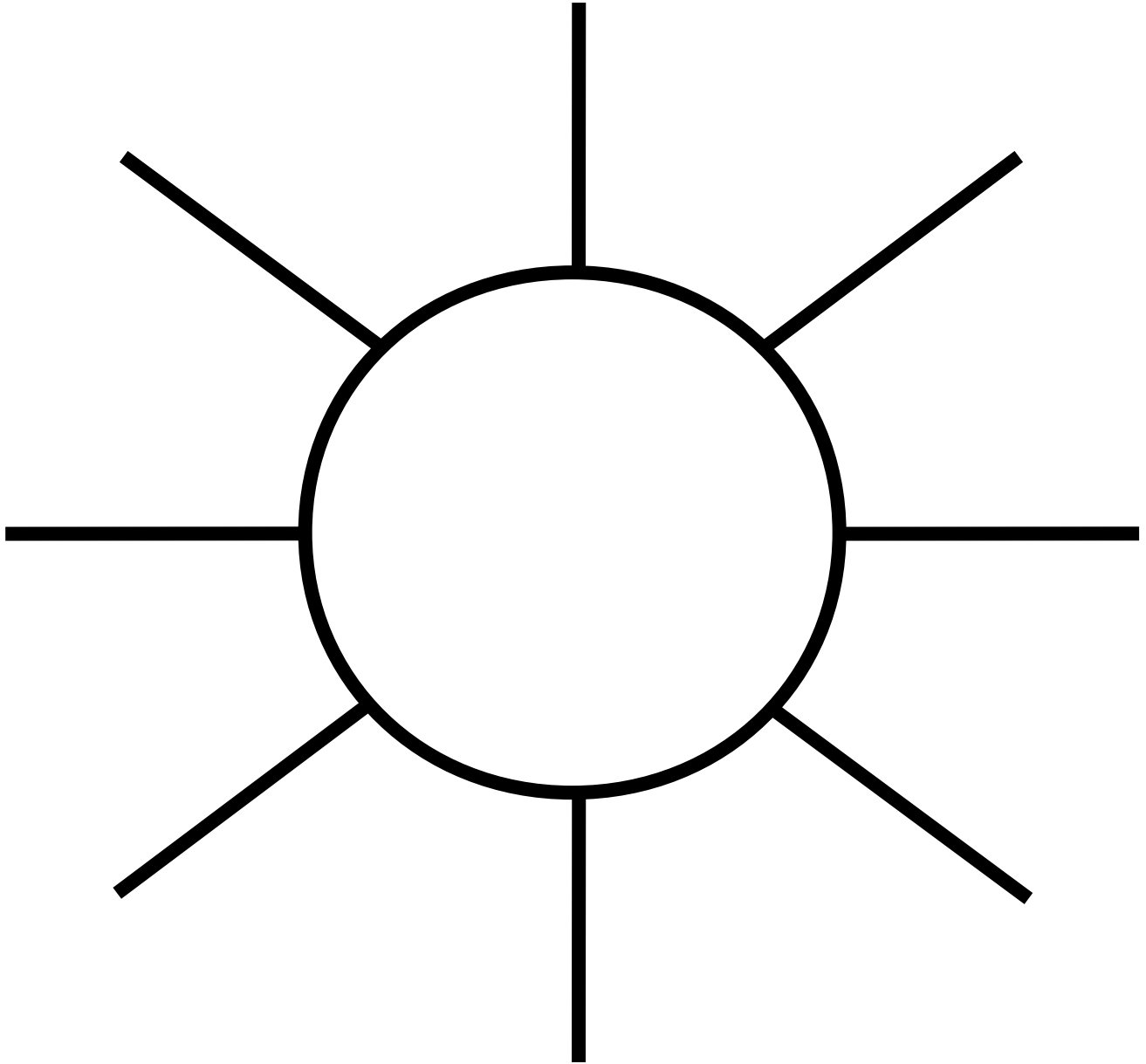
“Every one of you has talents that make you a unique and special person, and when you all grow up you will use those talents and everything you’ve learned in school to find a career path and job that fits you.”

Reflective Questions:

*What did my students gain from this lesson?
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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:

Role Web Organizer



*Adapted from [The Cooperative Think Tank](#)

Career Unit

Grade 3, Lesson 4

Who Am I?

The more you know about yourself, the better you can pick a career that is right for you. Fill in the blanks below with information about yourself.

1. **Things that interest me at home:** _____

2. **Things that interest me at school:** _____

3. **Things I am good at doing:** _____

4. **School subjects that are hard for me:** _____

5. **School subjects that are easy for me:** _____

(Circle one)

6. I like to solve number problems yes no

7. I like to write about my ideas yes no

8. I am very organized yes no

9. **What careers might use some of these interests and abilities?**
