

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
C:A2 Develop Employment Readiness

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
C:A2.7 Develop a positive attitude toward work and learning

Materials:

- Image of The Crow and the Pitcher
- The Crow and the Pitcher an Aesop Fable (text taken from Project Gutenberg)
- Picture of students of different sizes
- Dancing in the Wings by Debbie Allen
- Venn Diagram comparing the book and fable

Related Materials:

- Jose! Born to Dance by Susanna Reich (This is a nonfiction book.)
- America's Champion Swimmer by David Adler (This is a nonfiction book.)
- Salt in His Shoes by Deloris Jordan

Vocabulary:

- Persevere – to keep working at something even if it's hard; never giving up
- Goal – something a person wants to accomplish; often requires effort and hard work
- Dream – something you hope will happen someday

Gathering:

Put the image of The Crow and the Pitcher on the overhead or elmo. Read the following or have students in the class read: The Crow and the Pitcher an Aesop fable.

"A Crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair.

Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life."

- Ask: "The crow kept working until he got his job done – what was his job?" "What would have happened if he gave up?" "What did the crow learn?"
- Connect to study skills lessons in 4th grade – assuming study skills is taught prior to career development. (i.e. effort is needed to accomplish goals)
- Reinforce vocabulary here: persevere, goal and dream

Review Agenda/Before the Lesson:

Use a picture with students of different sizes and ask: “Can these students be what they want to be when they grow up even though they are different in some way?” “Can a basketball player be shorter; can a dancer be taller?”

“Today we will learn how to persevere and follow our dreams – no matter who we are, what we look like, or how difficult our goals seem.”

During the Lesson:

Choose one of the four books listed under the “Materials” and “Related Materials” sections. If you use Dancing in the Wings, use the following summary of the book and questions to guide your processing: “Sassy dreams of being a dancer, but she is too tall to dance in the chorus with the others. Despite the laughter and teasing, she works to prove herself and learns that being different can be an asset.”

Read Dancing in the Wings. Stop to talk about some or all of the following questions:

- “What is Sassy’s dream?”
- “What did the children in the story tease Sassy about?”
- “What did Uncle Redd say to Sassy to make her feel better?”
- “Mr. Debato calls all the other girls over to him and leaves Sassy standing by herself. How does she feel at that moment?”
- “How does Sassy overcome her fear of being too tall and reach her dream?”

After the Lesson:

Have students compare similarities and differences between the fable in the gathering and the book using a Venn diagram.

Checking Out What You Learned/Assessment:

Record their responses on the Venn diagram as a way of assessing their ability to see that one needs to persevere even though there may be obstacles to our goals or dreams. Connect this with pursuing a career when you are older by indicating that doing what you love to do usually ends up being part of your career aspirations. Give a counselor example of this by illustrating how your passion for helping people resulted in you being an elementary school counselor or another example of your choosing.

Closing:

“My dream is to be a _____ when I grow up.” Visualize or see this in your mind then respond quickly in a popcorn fashion.

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:

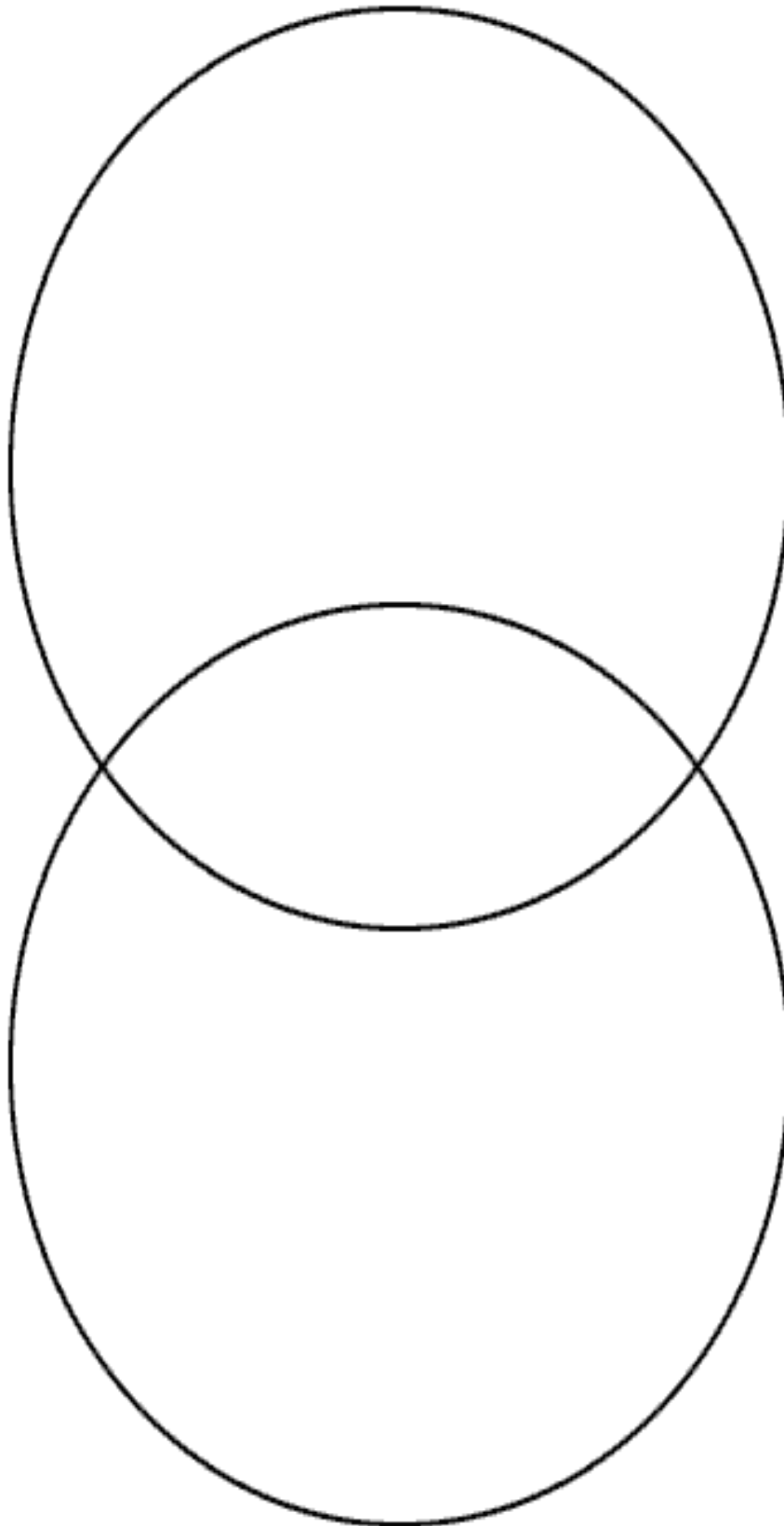
Could make this into two lessons as follows:

- Use pictures of different size dancers for gathering, read the book with the dream statement in the closing for Lesson One.
- Use the fable and then have them create the Venn diagram for Lesson Two.





Compare and Contrast: The Crow and the Water Jug and Dancing in the Wings



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Competencies: C:A1 Develop Career Awareness
C:A2 Develop Employment Readiness
C:B1 Acquire Career Information

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

Materials:

- Career Path Poster
- Career Path Mini-Poster
- T-Chart on elmo or overhead
- “Connecting School to Career Paths” activity sheet

Vocabulary:

- School subjects – areas of learning in school (i.e. math, reading, science, social studies...)
- Skill – an ability a person has that results from lots of practice
- Career path – the journey a person takes that leads them to the job they will have when they grow up

Gathering:

“Remember Sassy from last week. What subjects in school do you think Sassy might have been good at? She might have been good at P.E. and music. She might have also had specific skills she was good at too, like being able to work with other dancers and listen to her dance teacher. Skills are abilities you have – things you are good at. You get skills by working and practicing. They also help you get better at your job.”

Review Agenda/Before the Lesson:

“Every job requires certain skills and knowledge in school subjects. Your classroom teacher, for example, must be smart in the areas of reading, writing, and math. They must have certain skills like being able to work well with other people and being on time. Today, we will learn about how what you learn in school will help you in your future jobs when you grow up. We will also relate school subjects and skills to certain career paths. You learned about career paths in second and third grade.” Show students Career Path Poster. “Raise a hand if you remember this poster. What do you remember about Career Paths?”

During the Lesson:

Briefly review the six career paths using the Career Path Poster and have students quickly generate a few careers that would fall in each path. Tell students they are on their path to a career. "When did you start your career path/journey? What subjects are you learning now or have learned to help you on your career path/journey? What skills are you learning now or have learned to help you on your career path/journey?" The counselor will write responses on the provided T-Chart.

After the Lesson:

Group students into dyads or triads. Give each group a copy of the "Connecting School to Career Paths" activity sheet. Read the list of school subjects and skills aloud to the class. In each box the students will write the 4 subjects and/or skills their team thinks are most important for each Career Path. Emphasize the point that subjects/skills can fit in many of the career paths – there are no right or wrong answers. Counselor should model example for whole class.

Checking Out What You Learned/Assessment:

After groups are done, place a blank copy of the "Connecting School to Career Paths" on the overhead or elmo. Have students quickly share their ideas. If time allows, counselor can record group ideas onto a master copy.

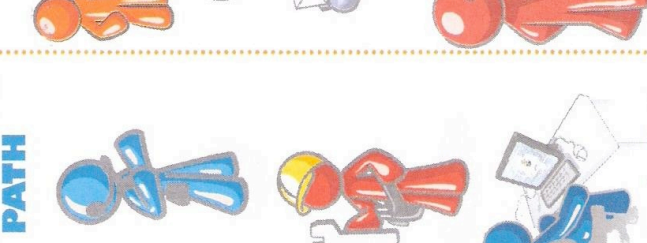

Closing:

"Think about what you want to be when you grow up. Think about what school subjects and skills you should study and practice to make your dreams come true when you 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:

<p>BUSINESS PATH</p>		<p>People who like to work with numbers and be organized.</p>
<p>CREATIVE PATH</p>		<p>People who like to draw, write, or perform.</p>
<p>NATURE PATH</p>		<p>People who like to work outdoors with plants and animals.</p>
<p>BUILDING & TECHNOLOGY PATH</p>		<p>People who like to figure out how things work and build things.</p>
<p>HELPING PATH</p>		<p>People who like to help make things better for others.</p>
<p>HEALTH PATH</p>		<p>People who like to care for animals and people.</p>

CAREER PATHS WORKING TOGETHER IN OUR COMMUNITY
 DES MOINES ELEMENTARY COUNSELORS

ADAPTED FROM MISSOURI COMPREHENSIVE GUIDANCE PROGRAMS

T-Chart

Path to Career Success

School Subjects	Skills

*Adapted from The Cooperative Think Tank II

Names _____

Connecting School to Career Paths

Look at the list of school subjects and skills below. In each box write the 4 subjects and/or skills that your team thinks are most important for each Career Path. Hint: The same skill or subject may fit in several paths.

Subjects		Skills	
Reading	Art	Following rules	Being on time
Writing	Math	Listening	Cooperation
P.E.	Counseling	Respect	
Science	Music		

Creative Path _____ _____ _____ _____	Health Path _____ _____ _____ _____
Helping Path _____ _____ _____ _____	Business Path _____ _____ _____ _____
Building and Technology Path _____ _____ _____ _____	Nature Path _____ _____ _____ _____

*Adapted from Missouri Comprehensive Guidance Programs

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

Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information
C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression

Materials:

- “What Would I be Good at?” handout for overhead
- Video: “What Would I Be Good At?” AEA 707497, Sunburst, 2001, 21 minutes (Part 1 only) (video is also available on Learn 360 through the Heartland AEA Online Library)
- “Six Personality Types” handout

Vocabulary:

- Personality types - a way to group people based on their interests and talents (doers, thinkers, creators, helpers, persuaders, organizers)

Gathering:

Place “What Would I be Good at?” handout on the overhead or Elmo. Read statements and instruct students to give thumbs up if they agree or thumbs down if they disagree. “Some of you might have an idea of what job you might like to have when you grow up. Many of you may not, and that’s okay.”

Review Agenda/Before the Lesson:

“We have been learning about the important roles school and perseverance plays in choosing a career when you grow up. Today we will continue learning about careers. We will learn about six different personality types that will later relate to career choices. Personality types are a way to group people based on their interests and talents.”

During the Lesson:

Show the video “What Would I Be Good At?” Show the first part that talks about personality types only. (The second part of the video will be shown in lesson 4.) Pass out the “Personality Types” handout for students to look at during the video.

After the Lesson:

Ask some or all of the following questions:

- “What are the six personality types?”
- “Which one(s) are the most you?”
- “Is it possible to have more than one personality type right for a person?”
- “What did you learn about yourself?”

Checking Out What You Learned/Assessment:

After class discussion, designate different parts of the room as one of the six personality types. Ask students to move to the part of the room they think matches their specific personality.

Closing:

“Today we learned about the six personality types that can describe you. In our next lesson we will match personality types with possible jobs. Be thinking about jobs that people have around you that may match your type of personality.”

Collect handouts. These handouts will be used in the next lesson.

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:

What Would I Be Good at?

Agree/Disagree. Decide whether you agree or disagree with the following statements. Give a “thumbs up” if you agree or “thumbs down” if you disagree.

- I have no idea what kind of work I would like to do someday.
- It's not very important to think about jobs and careers at this point in my life.
- It doesn't matter what kind of job you get as long as the pay is good.
- No matter what kind of work you do, it's important to get a good education.
- I think that some of the adults in my family hate their jobs.
- My parents would rather just tell me what I should do instead of listening to what I think I should do.
- I will need to go to college in order to pursue the kind of career I would be happy doing.
- I need to get a lot more information about careers before I know whether I should go to college.
- I will probably take a job as soon as I finish high school.
- Work isn't supposed to be fun or interesting.

*Adapted from What would I be good at? Teacher's Guide

Six Personality Types

Doers

Someone who enjoys working with their hands, repairing things, and building things. They may pursue carpentry or construction. They may like to work alone.

Thinkers

Someone who is good at science and math. They like to work alone. They are curious and independent. They do not like to work in leadership positions.

Creators

Someone who likes writing, art, music, or performing. Creators may work in entertainment or communications. They are creative.

Helpers

Someone who likes to work with people. They may work in education, medicine, or social work. They are enthusiastic, sincere, and don't like to work alone.

Persuaders

Someone with leadership qualities who is good at convincing others to follow their lead. They are energetic. They often have careers in business or leadership positions, as well as politics and law.

Organizers

Someone who is neat and organized. They like to keep things running smooth. They may pursue a career in accounting, office management, or administration.

*Adapted from What would I be good at? Teacher's Guide

- 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.
C. Students will understand the relationship between personal qualities, education, training, and the world of work.
- Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information
C:C1 Acquire Knowledge to Achieve Career Goals
- Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:B1.2 Identify personal skills, interests and abilities and relate them to their current career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression
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Materials:

- Video: "What Would I Be Good At?" AEA # 707497, Sunburst, 2001, 21 minutes (Part 2 only) (video is also available on Learn 360 through the Heartland AEA Online Library)
- "Personality Self-Assessment" handout
- "Six Personality Types" handout

Vocabulary:

- Personality types - a way to group people based on their interests and talents (doers, thinkers, creators, helpers, persuaders, organizers)

Gathering:

"All "doers" stand up! Now all "thinkers" stand up! Now "creators!" All "helpers" stand up! "Persuaders" stand up, please! And last but not least, all "organizers" stand up!"

Review Agenda/Before the Lesson:

"Last week we watched part of a video that talked about the six personality types. Today we will watch the last part of the video and learn how different personalities match with certain jobs and careers."

During the Lesson:

Show the last part of the video "What Would I Be Good At?"

After the Lesson:

After the video, pass out the “Personality Self-Assessment” handout to each student. Read handout out loud as students check the personal characteristics that best describe them. Stress the fact that there are no wrong answers. Everyone is unique and has different interests. Have students share their responses. Counselor can put the “Six Personality Types” handout on the overhead or Elmo as a guide for students.

Checking Out What You Learned/Assessment:

Ask students: “What are the six personality types? How are personalities connected to careers?”

Closing:

“Last week we learned about the six personality types. This week personality types were matched with possible jobs. Think about one job you might like to have when you grow up.” Popcorn around room quickly if time allows.

Reflective Questions:

*What did my students gain from this lesson?
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Notes:

Personality Self-Assessment

Six Personality Types and Questions to Ask Yourself

DOERS are people who enjoy working with their hands. They enjoy repairing things. They like to do carpentry, electrical work and just about anything in the construction business. Doers would rather work with their hands than work with people.

Check the ones that are true for you:

- Do you like to know how things work?
- Do you like to work with your hands?
- Do you like to work with tools?
- When you're trying to fix something do you like to keep working until it is fixed?

Some jobs DOERS like: *carpenter, electrician, park ranger, landscaper, laboratory technician, gym teacher, chef*

THINKERS like to use their brains and are often good at math and science. They are curious and independent, but do not like to be leaders.

Check the ones that are true for you:

- Are you good at science and math?
- Do you like to work alone instead of in a group?
- Do you like to play games that involve using a strategy like chess?
- Do you like to keep at a problem until you get the answer even when others have given up?

Some jobs THINKERS like: *mathematician, scientist, laser technician, dentist, IRS (tax) agent, insurance adjuster, computer repair technician, bank teller*

CREATORS like writing, art, and music. They often work in the entertainment and communication fields, but not on the business side.

Check the ones that are true for you:

- Do others say you have a good imagination?
- Do you like to make up jokes or stories?
- Do you get bored by group activities?
- Do you like to play musical instruments?

Some jobs CREATORS like: *writer, photographer, artist, film director, journalist, English teacher, make-up artist, dancer, musician*

HELPERS like to help people especially in the areas of medicine, education, and social work. Helps are enthusiastic people who like to work with others instead of alone.

Check the ones that are true for you:

- Do you enjoy helping people out?
- Are you enthusiastic and outgoing?
- Do other people describe you as someone they can count on?
- Would you rather work in a group than by yourself?

Some jobs HELPERS like: nurse, doctor, customer service representative, guidance counselor, social worker, recreational therapist, police officer, waiter/waitress, teacher

PERSUADERS make good leaders and are good at convincing others to follow them. They have lots of energy. Persuaders are often found in businesses and leadership positions, as well as politics and the law.

Check the ones that are true for you:

- Are you good at convincing people to do things?
- Do you enjoy getting involved in changing things or creating something new?
- Would you like to run for student council?
- Do you believe in your own ideas strongly enough to argue for them with others?

Some jobs PERSUADERS like: politician, lawyer, corporate executive, real estate agent, salesperson, police chief, travel agent

ORGANIZERS like to keep things running smoothly and enjoy hobbies like stamp or coin collecting. They are neat and eager to play by the rules of the game. Organizers like to work with numbers and computers. They like careers that need to be organized like accounting, office management, and computer work.

Check the ones that are true for you:

- Do you take good notes in class that are easy to read?
- Do you like to have a place for everything and everything in its place?
- Do other people comment on how neat and organized you are?
- Are you good at following directions?

Some jobs ORGANIZERS like: accountant, administrator, pharmacist, data entry technician, medical records technician, librarian, office assistant

The personality type(s) that fits me best is: _____

*Adapted from What would I be good at? Teacher's Guide
Career Unit

Grade 4, Lesson 4

Six Personality Types

Doers

Someone who enjoys working with their hands, repairing things, and building things. They may pursue carpentry or construction. They may like to work alone.

Thinkers

Someone who is good at science and math. They like to work alone. They are curious and independent. They do not like to work in leadership positions.

Creators

Someone who likes writing, art, music, or performing. Creators may work in entertainment or communications. They are creative.

Helpers

Someone who likes to work with people. They may work in education, medicine, or social work. They are enthusiastic, sincere, and don't like to work alone.

Persuaders

Someone with leadership qualities who is good at convincing others to follow their lead. They are energetic. They often have careers in business or leadership positions, as well as politics and law.

Organizers

Someone who is neat and organized. They like to keep things running smooth. They may pursue a career in accounting, office management, or administration.

*Adapted from What would I be good at? Teacher's Guide

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Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information
C:C1 Acquire Knowledge to Achieve Career Goals

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:

- “Six Personality Types” handout
- Career paths mini poster
- Career paths poster
- Career path web poster
- Charade cards
- Charade answer sheet
- Blank piece of paper or small white board for each small group
- Community Helper Pocket Flash Cards (optional)

Vocabulary:

Gathering:

“Name a career a “doer” might have. How about a “creator?” A “thinker?” A “helper?” A “persuader?” An “organizer?””

Review Agenda/Before the Lesson:

“Over the last two weeks we have learned about our personality type(s). Remember it is normal to be strong in more than one personality type. You may have 2 or 3 personality types that seem like “you,” and that is okay. Today we are going to take everything we’ve learned about personality types and play a game to help us learn how different personalities and different career paths match with certain jobs.”

During the Lesson:

Review the six personality types and six career paths by placing the “Six Personality Types” handout and the Career Path mini poster on the overhead or Elmo. Explain that each career path may not coincide with a personality type. Divide the students into groups of 3 or 4. Each team will be assigned a charade card. Allow teams 2 minutes to prepare their charade. They can have one person in their group perform the career charade, or they can all do it together. Give every team a piece of paper or a small white board to write their answers. Each group will act out their charade, one group at a time. After a group acts out their career each team will write down three things: their guess at what the career is, the personality type that it fits in, and the career path in which it fits. Once each team has written their answers announce: “Show me the answer!” Reveal the correct answers and emphasize how there can be more than one personality type for each job.

Discuss each answer after the correct answers are revealed. Do as many rounds as time allows.

(Note to counselor: game may be lengthy with groups writing answers. Counselor can opt to have students/teams call-out answers in lieu of time.)

After the Lesson:

Discuss any questions students have about the personality types or career paths for each job. (Notice that the helping path doesn't always match the helping personality. Discuss example of a doctor or nurse. A doctor or nurse has a helping personality, but their job is in the health path.)

Checking Out What You Learned/Assessment:

After the last turn, have each group think of a career that has not yet been used. Instruct students to list the personality type it corresponds with and the career path it is in. Have each group share.

Closing:

"What career has someone in your family chose? What do you think their personality type is? What career path does that career fit into?"

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:

As a variation you may use the Community Helper Pocket Flash Cards in lieu of the charade cards. However, be aware that most of the cards fall under the helping and health career paths. Not all personality types and career paths are represented.

*Adapted from Making the Link: Helping Children Link School Habits With the World of Work by Lisa King

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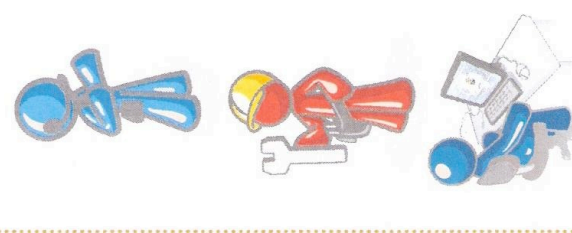
Persuaders

Someone with leadership qualities who is good at convincing others to follow their lead. They are energetic. They often have careers in business or leadership positions, as well as politics and law.

Organizers

Someone who is neat and organized. They like to keep things running smooth. They may pursue a career in accounting, office management, or administration.

*Adapted from [What would I be good at? Teacher's Guide](#)

<p>BUSINESS PATH</p> 	<p>People who like to work with numbers and be organized.</p>
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<p>NATURE PATH</p> 	<p>People who like to work outdoors with plants and animals.</p>
<p>BUILDING & TECHNOLOGY PATH</p> 	<p>People who like to figure out how things work and build things.</p>
<p>HELPING PATH</p> 	<p>People who like to help make things better for others.</p>
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Career Unit

Grade 4, Optional Lesson

Charade Cards

Photographer	Waiter/Waitress	Scientist
Musician	Carpenter	Dentist
Writer	Chef	Bank Teller
Film Director	Park Ranger	Airplane Pilot
Hair Stylist	Landscaper	Principal
Police Officer	Politician	Data Entry Technician (enters numbers in computers)
Doctor	Lawyer	Librarian
Sales Person	P.E. Teacher	Office Assistant (secretary)

Charade Cards Answer Sheet

<p align="center">Photographer Creator Creative Path</p>	<p align="center">Waiter/Waitress Helper Helping Path</p>	<p align="center">Scientist Thinker Fixing, Building and Technology Path</p>
<p align="center">Musician Creator Creative Path</p>	<p align="center">Carpenter Doer Fixing, Building and Technology Path</p>	<p align="center">Dentist Thinker or Helper Health Path</p>
<p align="center">Writer Creator Creative Path</p>	<p align="center">Chef Doer Helping Path</p>	<p align="center">Bank Teller Thinker Business Path</p>
<p align="center">Film Director Creator Creative Path</p>	<p align="center">Park Ranger Doer Nature Path</p>	<p align="center">Airplane Pilot Thinker Fixing, Building and Technology Path</p>
<p align="center">Hair Stylist Helper Helping Path</p>	<p align="center">Landscaper Doer Nature Path</p>	<p align="center">Principal Organizer Helping Path</p>
<p align="center">Police Officer Doer or Helper Helping Path</p>	<p align="center">Politician Persuader Helping Path</p>	<p align="center">Data Entry Technician (Enter numbers in computers) Organizer Business Path</p>
<p align="center">Doctor Thinker or Helper Health Path</p>	<p align="center">Lawyer Persuader Helping Path</p>	<p align="center">Librarian Organizer Helping Path</p>
<p align="center">Sales Person Persuader Helping Path</p>	<p align="center">P.E. Teacher Doer or Helper Helping Path</p>	<p align="center">Office Assistant (secretary) Organizer Helping Path</p>