**Careers Lesson: Fifth Grade**

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| **Grade** | **Essential Questions** | **Vocabulary** | **Knowledge** | **Skills** |
| **5** | How does your education relate to your future job choices?  How do my personal priorities influence career decisions?  How does my knowledge of career opportunities influence career decisions?  How does completing the "All About Me" project prepare me to transition to middle school? | *Review-* Influence, strengths, interests and career(s).  Hobbies  Skills  Short-term goals  Long-term goals | How to explore careers and interest.  How to complete the "All About Me" project and discuss it with the school counselor, parents and teachers.  How to define short-term and long-term goals. | Explain how personal priorities influence career and job choices.  Explore careers within areas of interest.  Identify hobbies, skills, strengths, interests, school and career goals (short and long-term). |

**Title of Activity:** Career Matchmaker

**Time required:** (2 Lessons) 30 minutes, each **Grade Level:** Fifth Grade

**Lesson Goal:**

* Help students project themselves into a future career that fits their interests, abilities, and values.

**Objective:**

* Students will utilize the information obtained from *The Career Game* and *Red Hot Jobs* assessment to identify at least one career that is of interest to them.

**Wisconsin Comprehensive School Counseling Standards Addressed:**

* A.2.2.1 Demonstrate how effort and persistence positively affects learning
* A.4.2.2. Demonstrate the ability to work independently and/or to work cooperatively with other students
* A.4.3.3 Share Knowledge
* D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person
* D.4.1.4 Identify and acknowledge personal strengths and assets
* G.4.1.2 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)
* G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes
* I.4.3.2 Identify similarities and differences among people that are valuable at work and in society

**Competencies**:

* Students will be able recognize the importance of self-awareness of interests, values, and skills as it relates to choosing a career

**Materials:**

* *The Career Game* (One for each Student)
* *Read Hot Jobs Workbook* (One for each Student)
* Pencils

**Introduction:**

* After a brief check in with the students, tell them that we will be spending the next month on the topic of careers and what they want to do for a job after high school. Explain that when choosing a career, it is important to know what you like to do (interests), what you are good at (abilities), and what is important to you (values). Remind the students that what they do in school affects what they will do in their future careers.

**Main Activity:**

* + *Career Interest Assessment* 
    - Pass a career interest assessment to each student and encourage the students to fill out the assessment to the best of their abilities.
    - Read through each section of the assessment aloud, allowing time for the students to write. Encourage students to move ahead of the class if they prefer.
  + *Cooperative Learning Piece: Find-the-Fiction or Three-Step Interview (RoundRobin)*
    - Determine the cooperative learning component based on available time
      * If more time, have the students play “Find-the-Fictions” with their table partners, quizzing their group members about the types of things they learned about themselves from the assessment.
        + Example:

Find-the-Fiction

“I like working with cars” [Fiction]

“I like helping people”

“I want to be a counselor”

* + - * If less time, have the students do a quick “Three-Step Interview” with partners at their table about what they learned about themselves in the assessment. Then, have students what they learned about their partners with the other students at their table.

**Evaluation and Assessment**

* Students demonstrate understanding of their own interests, values, and knowledge through their responses to questions on the *The Career Game* and *Red Hot Jobs* assessments. Students have successfully completed the task when they have indicated, on the assessment sheet, their interests, values, and abilities. Additionally, students will successfully demonstrate the objective when they identify at least one career that is of interest to them.