**Careers Lesson 1: Second Grade**

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| **Grade** | **Essential Questions** | **Vocabulary** | **Knowledge** | **Skills** |
| **2** | Why is it important to know your strengths?  Describe / identify the strengths you have that make you a good worker.  How do you know when you are "good at" something? | Strengths  Challenge(s)  Interests | Describe the difference between a *"strength"* and a *"challenge".*  Verbalize the qualities of someone who is a good worker. | Identify and describe personal *"interests".*  Compare and contrast work-related skills.  Expressive language; communicate/share.  Listen |

**Title of Activity:** Career Charades

**Time required:** 30 minutes **Grade Level:** Second Grade

**Lesson Goal:**

* Review community careers, connect school to work, and encourage students to explore their strengths and challenges.

**Objective:**

* Students will understand the difference between a strength and a challenge. Students will be able to identify their strengths that make them good workers and will begin to link personal interests with career paths.

**Wisconsin Comprehensive School Counseling Standards Addressed:**

* A.1 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competencies**:

* Students will develop an understanding of their personal strengths and interests as well as the relation between these components and choosing a career. Students will also recognize what it means to be a hard-working student.

**Materials:**

* Community Careers List (Attached) or *Community Helper Cards*
* Two envelopes or cups for teams to draw from the careers
* Stop watch or cell phone to keep time
* Optional: Chart Paper and Markers

**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 you do not like/or have trouble with (challenges).

**Main Activity:**

* *Exploring Classroom Jobs*
  + In appropriate classrooms: Ask the students to identify the list of classroom jobs. Go through each job and take a quick poll of the class to determine which students prefer each job. Have the students rate each job based on if they like the job (interest), if they are good at or struggle with the job (strengths/challenges).
  + To aid visual learners, list the classroom jobs on chart paper and add tally marks next to each job for each student who expresses interest or states that the job is their strength.
  + Inform the students that through they do not have a choice about their classroom jobs, they will be able to choose a career that fits their interests. This is why it is so important to pay attention to what we are good at, what we like to do, and what we have trouble with.
* *Career Charades*
  + Tell the students that we will practice different careers through role play.
  + Divide the class into two teams. Each team will be given a random set of careers to act out. Members from each team will take turns acting out (no talking) one of the careers they were given, while the other team tries to guess. If the team is unable to guess the career, the other team is allowed to make guesses.
  + To accommodate shy learners, allow students to act out careers in pairs.
  + Follow up questions:
    - Each career requires certain skills. What kinds of things might someone in a given career need to do well?
    - What should people in \_\_\_\_\_\_\_ career like to do?

**Evaluation and Assessment**

* Students will successfully demonstrate the competencies of the lesson by identifying jobs they enjoy and activities they do well. Student will also demonstrate understanding of community careers by accurately acting out