**Careers Lesson 1: Third Grade**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Essential Questions** | **Vocabulary** | **Knowledge** | **Skills** |
| **3** | How is learning in school a lot like going to work? How does being responsible and respectful help you be successful in the future?How do strengths relate to work? | Review-strengths and challenges SuccessRespectResponsibilityTeamwork | Understand the connection between school success and work success. School skills=work success.Describe teamwork skills related to work success. | Identify responsible and respectful behaviors.Expressive language; communicate / share. |

**Title of Activity:** Short-Goal Setting

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

**Lesson Goal:**

* Introduce the skill of short-term and long-term goal setting as it relates to school and work.

**Objective:**

* Students will develop at least one short-term and one long-term goal related to their role as a student, family member, citizen, and/or future worker.

**Wisconsin Comprehensive School Counseling Standards Addressed:**

* A.4.1.2 Set realistic expectations for work and achievement
* A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning.
* A.4.2.2 Demonstrate how effort and persistence positively affect learning
* A.4.2.1 Demonstrate taking responsibility for actions in school
* A.4.3.3 Demonstrate the ability to work independently and/or work cooperatively with other students
* A.4.3.3. Share Knowledge
* B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school
* C.1. Understand how to relate school to life experiences
* 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
* E.4.1.1 Identify and compare potential consequences of a decision.
* E.4.1.2 Create and effective plan of action that could result in a successful outcome

**Competencies**:

* Students will begin to understand that their actions have an impact on their future through the “Postcard-Goal-Setting” activity. Students will identify long-term and short-term goals and outline actions that can take to reach their goals.

**Materials:**

* “Goal-Setting Postcards” Worksheet (Attached)
* Drawing materials (pencils, markers, crayons, pens)

**Introduction:**

* Tell the students about a goal you (the instructor) are currently working on and ask them to help you outline steps you could take to achieve this goal.
* For example, “Class, I need your help. I like to run and I want to challenge myself to set a goal to run a half marathon. A half-marathon is 13.1 miles. I have never run that far before, and I don’t feel ready to just go outside and run that far yet. I need to prepare to reach my goal. What are some actions I can take to reach this my goal?” (In this case, look for responses like practice, eat the right foods, run a little bit more each day, etc.).

**Main Activity:**

* *Whole Class Discussion*
	+ Connect the introduction to the goals that the students have. Invite the students to share a goal they have in the near future. What are some things they want to do better? This could be anything, not just school related.
	+ Define Short-Term (things we want to improve about ourselves now) and Long-Term Goals (what we want to be farther in the future)
	+ Tell the students to picture themselves in 10 years when they are graduating from high school. (By this point, the students should have explored several community careers and may have a sense of what they want to do for work when they finish high school.) Ask them to share what they want to do when they are done with high school. Explain that in order to achieve their goals, they will need to do well in the job as a student first.
* *Postcards to the Future*
	+ Tell the class that they will be making postcards to “send” to their future selves. They will need to decide what they want to improve of themselves now, and what they want to do 10 years from now. They can write their goals and at least one action they can take to reach their goal on the front side of the postcard and then draw a picture of themselves reaching their goal on the backside.
	+ Facilitators should visit each table to provide support and suggestions when necessary.
	+ *Timed Pair Share:* Before the end of the class period, tell the students to freeze and take a few minutes to share their goals with their table partners.
	+ Suggest that the students take their postcards home, show their parent(s)/guardian(s), and keep them for their future selves.

**Evaluation and Assessment**

* Students will demonstrate understanding of short-term goal setting by identifying at least one short-term goal and one long-term goal as well as at least one step that they will need to take to achieve their goals.