**Careers Lesson 2: 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 Jeopardy

**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 personal strengths and challenges. Students will be able to identify the strengths that make them good workers and will begin to link personal interests with career paths.

**Wisconsin Comprehensive School Counseling Standards Addressed:**

* A.4.1.1 Demonstrate competence and confidence as a learner
* A.3.1.1 Demonstrate taking responsibility for actions in school
* A.4.3.2 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
* D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior.
* E.4.1.4 Demonstrate when, were, and how to seek help with solving problems and making decisions
* G.4.1.1 Give examples of positive personal characteristics
* G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes
* G.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult’s assistance if necessary

**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 review what it means to be a great learner and how to use their strengths and skills to resolve peer conflicts.

**Materials:**

* Career Jeopardy Game – Online (<https://jeopardylabs.com/play/nicolet-elementary-career-jeopardy> )
* Buzzers (one for each team)

**Introduction:**

* After a brief check in with the students, remind that we are still talking about 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/strengths), and what you do not like/or have trouble with (challenges).
* Divide up the student groups (3-5 students). Explain the rules of Jeopardy. Each group will have a chance to choose a category and a point value. As the point values increase, the questions become more difficult. Teams are encouraged to discuss with their team members before verbally submitting an answer.

**Main Activity:**

* *Career Jeopardy*
  + Students will be arranged into groups of 4. The people in their group comprise their team for the game.
  + Each team will take turns choosing a category and point value. Teams will earn points by working collaboratively to answer the selected question correctly.
  + *Cooperative Learning Piece* – Timed Pair Share: Students in groups will consult with each other prior to answering the Jeopardy questions.
  + *Processing Questions***:** 
    - Throughout the activity, take some time to review with the students what they know about careers and how to be a successful learner. If the student’s respond incorrectly, use this as an opportunity to clarify and possibly, re-teach.

**Evaluation and Assessment**

* Students will demonstrate knowledge of community careers, conflict resolution strategies, their own strengths and interests, and strategies for school success through correctly responding to the Jeopardy questions.