**UNIT: Career Development Grade Level 4**

**ACTIVITY: Path to Career Success** **Lesson 2**

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| --- |
|  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. |
|  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:

Students may not finish this activity in one lesson. You can collect the activity sheets and see lesson 4 notes for further use.

An alternative to the “Connecting School to Career Paths” Activity Sheet is discussing with them the educational paths they can take on the “Educational Paths” Graphic Organizer. Talking points include discussing the grade levels at each level and all the post-secondary options (ie. Tech schools, training or trade schools, cosmetology school, 2 year and 4 year colleges, graduate school, Law school, med school.

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Career Unit Grade 4, Lesson 2

**T-Chart**

**Path to Career Success**

|  |  |
| --- | --- |
| **School Subjects** | **Skills** |
|  |  |

\*Adapted from The Cooperative Think Tank II

Career Unit, Des Moines Elementary School Counseling Grade 4, Lesson 2

**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 ArtWriting MathP.E. Counseling/Guidance Science MusicSocial Studies HealthComputers Library | Following rules Being on timeListening CooperationRespect SpeakingTime Management Decision makingReading Comprehension |

|  |  |
| --- | --- |
| Creative Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Health Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Helping Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Business Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Building and Technology Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Nature Path\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\*Adapted from Missouri Comprehensive Guidance Programs

Career Unit, Des Moines Elementary School Counseling Grade 4, Lesson 2

Educational Paths

**UNIT: Career Development Grade Level 4**

Elementary

School



Post Secondary



High School



Middle

School

**ACTIVITY: What Would I Be Good At? (Part 1)** **Lesson 3**

|  |
| --- |
|  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*?

Alternative Lesson:

**Developmental Assets**

**Materials:**

-developmental assets ([www.search-institute.org](http://www.search-institute.org))

-writing paper/pencil

**During Lesson:**

Have students divide their paper into four sections, write questions on white board (or use elmo) for students to copy and answer

1. What are you known for? (give examples....being quiet, working hard, class clown)

2. What do you want to be known for? (when someone is thinking about you, what do you want them to think about)

3. How do you change what you are known for, if you need/want to?

4. What is a personal goal that you have? (for this year....think short-term)

Have students answer the questions and then facilitate discussion.

Have students turn their paper over and divide paper into four sections, write questions on white board (or use elmo) for students to copy and answer

1. Strengths 1,2,3 (list three things that you consider strengths, give examples...strong, helpful, etc.)

2. I am \_\_\_\_\_\_\_\_\_\_ and it helps me \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( have students finish the sentences regarding strengths)

3. Strengths I would like to have 1,2,3 (list three strengths that you would like to have)

4. How do I get/develop strengths I would like to have? (list three ideas)

Have students answer questions and facilitate discussion.

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

Career Unit, Des Moines Elementary School Counseling Grade 4, Lesson 3

**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 Unit, Des Moines Elementary School Counseling Grade 4, Lesson 3

**UNIT: Career Development Grade Level 4**

**ACTIVITY: What Would I Be Good At? (Part 2)** **Lesson 4**

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| --- |
|  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 |

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*?

*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*?

Alternative Lesson:

**Developmental Assets continued:**

Divide paper into four sections and write the questions on the white board (or use elmo) for students to copy and answer:

1. What do you want? (big, open question....discussion about education, careers, goals, etc.)

2. Who do you want to be? (What kind of a person do you want to be and discussion about how you have control over that)

3. Make the connection - how do you get what you want AND become the person that you want to be? (goals, perseverance)

Have students answer questions and facilitate discussion.

Have students turn their paper over and answer the write the questions and answer these questions

1. Career you want to have? (What do you want to do when you grow up.....if your answer is a professional athlete also list your "back-up plan")

2. Why? (What made you choose this career?)

3. What education do you need to have this career? (This is always a good discussion point, some students don't know the education necessary for a specific career)

4. What skills do you need? (In addition to the education needed, what skills are helpful in this career.....like working with others, communication skills, writing, etc.)

Have students answer questions and facilitate discussion.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personality Self-Assessment**

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

**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?

 \_\_\_ Do you like to build things?

 **THINKERS** like to use their brains. They like jobs that use math and science skills. 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?

\_\_\_ Are you a curious person?

 **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 want to learn how to play a musical instrument?

 \_\_\_ Do you like to try new things and do things differently than others?

Career Unit, Des Moines Elementary School Counseling Grade 4, Lesson 4

 **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?

 \_\_\_ Do you like making things better for others?

 \_\_\_ Do other people describe you as someone they can count on?

 \_\_\_ Would you rather work in a group than by yourself?

 \_\_\_ Do you like to show other people how to do things?

 **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?

 \_\_\_ Are you a positive thinker?

 **ORGANIZERS** like to keep things running smoothly. 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?

 \_\_\_ Are you a careful person?

**The personality types that fit me best are:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Career Unit, Des Moines Elementary School Counseling 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

Career Unit, Des Moines Elementary School Counseling Grade 4, Lesson 4

**UNIT: Career Development Grade Level 4**

**ACTIVITY: Name That Career** **Optional Lesson**

|  |
| --- |
|  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:A1.1 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

**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 Unit, Des Moines Elementary School Counseling Grade 4, Optional Lesson



Career Unit, Career Unit, Des Moines Elementary School Counseling 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)** |

Career Unit, Des Moines Elementary School Counseling Grade 4, Optional Lesson

**Charade Cards Answer Sheet**

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

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