**UNIT: Career Development Grade Level 1**

**ACTIVITY:** Recognizing Personal Dreams **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.  C. Students will understand the relationship between personal qualities, education, training and the world of work. |
| Competencies: C:A1 Develop Career Awareness  C:C1 Acquire Knowledge to Achieve Career Goals |
| Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations  C:C1.2 Explain how work can help to achieve personal success and satisfaction |

Materials:

* Matthew’s Dream by Leo Lionni
* 4 Career Pictures for each student (Counselor can make a classroom set by putting a set of the 4 pictures on different colored paper and it is easier to hand out and collect each set of the four cards).

Vocabulary:

* Career – a job that someone does for work
* Dream – something a person hopes will happen someday
* Talent – something a person can do well or is good at

Gathering:

Have students close their eyes and pretend to dream about what they want to be when they grow up. Take a few seconds and then call on students to share. Emphasize how there are two kinds of dreams. “One kind of dream you do while you sleep, the second kind of dreaming can be done while you are awake.”

Review Agenda/Before the Lesson:

“Today we will learn about the kind of dreaming people do when they’re awake. This kind of dream includes the things you hope will happen someday. We will read a story about a mouse named Matthew and a dream he had for what he wanted to be when he grew up – what he wanted to have for a career, or a job. In the story, he also discovers what his talents are – the things he is really good at. After our story, you will all get the chance to play a game and practice what you’ve learned.”

During the Lesson:

Read the book.

After the Lesson:

Follow book by asking students some or all of the following questions:

* “When Matthew’s parents asked him what he wanted to be when he grew up, what did he say?”
* “What was Matthew’s dream?”
* “Why did Matthew have the dream he did?” (Emphasize how his dream centered on his talents.)
* “What did Matthew decide to become when he grew up – what was his career?”

Introduce connection between careers and dreams.

Checking Out What You Learned/Assessment:

Tell students they will get the chance to practice what they learned about dreams, talents, and careers. Each student will get 4 career pictures Career pictures will serve as “game pieces.” Each piece has a picture of a job on it: police officer, musician, veterinarian, and painter. The counselor will read questions about which career goes with specific dreams and talents. Students will raise in the air the pictures/careers that answer each question. Emphasize how some or all of the questions have more than one right answer (i.e. small town vets work outside and inside, police officers might work with animals if they are in the canine unit…). Recognize similarities and differences between jobs.

* “Show me a career someone might have if their dream is to help other people.”
* “Show me a career someone might have if they are good at art.”
* “Show me a career someone might have if they like to work outside.”
* “Show me a career someone might have if they like working with animals.”
* “Show me a career someone might have if music is their favorite subject in school.”
* “Show me a career someone might have if their dream is to take care of dogs and other pets.”
* “Show me a career someone might have if they have a talent of working with their hands.”
* “Show me a career someone might have if they are creative.”
* “Show me a career someone might have if they like to work alone.”

Closing:

Emphasize to students how important it is for them to have dreams and know what their talents are. Knowing their dreams and talents will help them pick a career that will be right for them when they grow up. Instruct students to look at the four pictures and tell them to think about the one that they might like the most. “On the count of three, hold in the air one job you might like to do when you grow up.” Popcorn around the room quickly if students have additional jobs they might like to do instead.

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*?

