

Profile of a Learner



2nd Grade Career Exploration ASUP Profile of a Learner Slide Deck

<u>K-2 Standards</u>	<u>Career Awareness Ideas</u>
<u>Career clusters</u>	<u>Occupation Discussion Ideas</u>
<u>Questions about career cluster and if good fit for me</u>	<u>Career Interest Survey for Students</u>
<u>Career Cluster Info and videos</u>	<u>Career Cluster Posters - Very Detailed</u>

LESSON 1

Lesson Target	I can identify different STEM careers.
Career Standard	1.5 Apply critical thinking and problem-solving skills 3.1 Develop collaboration skills to interact cooperatively with others
Objective	Students will recognize different STEM career choices in the community
Essential Question	What are STEM careers?
Vocabulary	Career STEM
Lesson Plan	1. Begin lesson by asking students what a career is. What kinds of careers do your parents or other family members have?

	2. Give the students an opportunity to share. 3. What kinds of different careers are at school? (e.g. nurse, custodian, secretary principal, lunch staff, librarian) 4. We are going to talk about different careers at a school and what each looks like. (10 min.) 5. Share career slides (Careers in STEM PowerPoint). Ask: Do you know anyone who has this career? 6. Have you seen anyone do these things on tv/movies/real life? 7. Turn and talk to a partner and share which one of these careers you would like to have one day or which one interests you. 8. Review Who Am I Cards. 9. Distribute one card to each child or pair of students. Let the student try to remember on their own, then reveal the names of the careers so the students can practice writing them. 10. Have students write the name of the career card. They will demonstrate their knowledge of the various careers by matching the career to the responsibilities. 11. Provide opportunities for the group to discussion to share.
Additional Resources	Resource for the lesson Youtube: ABC STEM Careers

LESSON 2

Lesson Target	I can create my own goals for school and personal growth.
Career Standard	6.1 Describe and identify situations where accountability and productivity are important 6.2 Describe the importance of goals 6.3 Set and track personal goals related to responsibilities on a classroom project or extracurricular activity

Objective	Students will identify strategies for goal setting and planning that will lead to academic and career success. Students will examine how current decisions affects their future career
Essential Question	Why is setting goals important?
Vocabulary	Goals
Lesson Plan	1. Introduce the story MAGIC MOUSE. Students should predict what they think the story will be about. Explain that the mouse in the story has a very long term goal of becoming a magician. What is a long term career goal that you have for yourself? 2. Read the story and discuss with students what challenges the mouse faced in the story? What did he do to make sure he reached his goal? (Not understanding the magic completely, many didn't believe he would succeed, he made sure to learn about the skills of being a magician, practiced and didn't give up.) 3. Mouse had a goal in mind, but he focused on the process, as well as the end result. The idea with goal setting for kids for kids is to get them in the lifelong frame of mind for thinking, planning and taking action to achieve results. Ask the students to start with a simple, easily achieved goals at home and at school: a. I will pass level F in Rocket Math Addition by Friday. I will practice my math facts for 5-10 minutes daily. b. I will save \$15 for the next 30 days so I can buy a Nerf Super Soaker. 4. Ask the students to think of a career like mouse did-what career goal would you choose? What can you do now to help you reach that goal? (E.g. I want to be a bank teller. I will practice my math facts and counting money.) 5. Ask students to share their goals and plans to achieve them. 6. Ask students to share with a neighbor why setting goals are important. 7. Hand-out the worksheet "Planning my Goals". Ask

	students to think of three goals: A short term goal for school; a short term goal for home; a long term goal for future/career. 8. Discuss and assist students to develop a plan of three things they can do today to help them reach their goals. 9. After completion of the goal sheet, have students place the goal sheet in a prominent location to remind them of their daily habits that will help them achieve their goals.
Additional Resources	Book: Magic Mouse, David Muchin Goal Sheet

LESSON 3

Lesson Target	I can resolve conflicts calmly and control my emotions.
Career Standard	2.1 Develop collaboration skills to interact cooperatively with others 2.2 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism 1.1 Recognize and solve problems using the best available resources
Objective	• Students will recall why it is important to be calm when trying to resolve conflict. • Students will describe how resolving conflicts requires one to be open-minded and to listen to the other person's side. • Students will evaluate why compromise is a good strategy to resolve conflicts. • Students will demonstrate "I" statements rather than "You" statements when discussing a problem. • Students will demonstrate deep breathing to calm and to control their emotions
Essential Question	Why is resolving conflicts important in a career or job?
Vocabulary	Conflict Strategy Solution
Lesson Plan	1. Explain to the class that conflict is when people disagree or argue about something. Ask students, "Have you ever been involved in a conflict at home or at school? What happened?" Discuss as many of the students' examples as time allows. Tell students, "Conflicts are going to happen, but there are

good and bad ways to resolve them. We're going to learn about this today.

2. Before class, create a chart titled "Conflict Resolution Plan." Underneath the title, write the following conflict resolution strategies: a. Take a deep breath and calm down. b. Listen carefully. c. Use "I" statements instead of "You" statements. d. Be willing to compromise.

3. Say to students, "Now, it's your turn to try each strategy. First, let's take a deep, calming breath. Breathe in through your nose, feel the air going into your chest, and then breathe out slowly through your mouth." Allow students to do this exercise a few times. Then, ask students how slow breathing can relax their bodies. Next, tell students, "Now, I am going to read some statements and I want you to listen carefully. Give me a thumbs-up if I am saying my needs in a good way and a thumbs-down if I am just putting the blame on someone else and making things worse." (Examples of "I" statements could include "I would like to play with you" and "I am hungry." "You" statements could be "You never let me play" and "You never listen to me.") After reading the statements, ask students to analyze how "You" statements can anger people and "I" statements can help others see what a person needs. Finally, read and explain a sample conflict and ask students to brainstorm multiple ways to make the situation better. (For example, Vanessa and Julia are having a play date. Vanessa wants to stay inside and play with dolls. Julia wants to go outside and play on the swing set. How can they compromise?)

4. Before class, write up different conflict scenarios on small pieces of paper, enough for each pair of students in your class, and put them in a basket (you could also use the "Conflict Scenarios" educator resource). Separate the class into pairs and say to students, "You and your partner are going to solve a conflict all by yourselves. I am going to pick a conflict for you from my basket, and you will work to resolve it. I am going to watch each of you to see who takes their calming breath and who uses 'I' statements when talking about the problem. In the end, you and your partner should be willing to compromise." Hand each partner a conflict from your basket and, once each pair has a scenario, tell the class to begin. Circulate around the room as students practice

	conflict resolution. 5. Call on partners to share the resolution of their conflict. Review the four steps listed in the “Conflict Resolution Plan.” Questions: 1. What are some things you can do to avoid a conflict? (Answers should include using “I” statements, calming yourself by taking deep breaths, etc.) 2. Can good friends have conflicts and still be good friends? 3. How do you feel after you have successfully resolved a conflict?
Additional Resources	Conflict Scenarios

LESSON 4

Lesson Target	I can explain the concept of work and how it connects to personal goals.
Career Standard	3.4 Exhibit grade level oral and written communication skills 5.2 Describe the importance of goals
Objective	- Students will understand the concept of work and its connection to achieving personal goals. - Students will identify various types of work and how they contribute to individuals and communities.
Essential Question	How does the work we do help us achieve our personal goals and contribute to the well-being of our community?
Vocabulary	Work: Activities involving mental or physical effort done to achieve a purpose or result. Career: A chosen pursuit or profession that involves a series of connected employment opportunities. Community: A group of people living together in a specific

	area or sharing common characteristics, interests, or goals. Perseverance: Persistence and determination in the face of difficulties or obstacles. Contribution: The act of giving or doing something that helps achieve a common purpose or goal. Goal: A desired result or purpose toward which effort is directed. Profession: A paid occupation, especially one that involves prolonged training and a formal qualification. Education: The process of receiving or giving systematic instruction, especially at a school or university. Passion: A strong and intense interest or enthusiasm for something. Well-being: The state of being comfortable, healthy, or happy.
Lesson Plan	Introduction (15 minutes): Begin by introducing the vocabulary words: work, career, community, perseverance, contribution, goal, profession, education, passion, well-being. Discuss the meanings of the words and encourage students to share any prior knowledge or experiences related to the terms. Connect the vocabulary words to the essential question by asking students how these words might be related to the concept of work and achieving personal goals. Activity 1: Types of Work (20 minutes): Use the vocabulary words during the discussion of different types of work. Emphasize how each profession contributes to the well-being of the community.

	Encourage students to use the vocabulary words when sharing their thoughts about their future career goals. Activity 2: Personal Goals Collage (20 minutes): Incorporate the vocabulary words when discussing personal goals. Prompt students to think about how their goals contribute to their well-being and the well-being of others. Encourage students to use the vocabulary words while describing their collages and explaining how their chosen careers align with their passions and goals. Discussion (10 minutes): Use the vocabulary words during the discussion about how different types of work contribute to personal goals. Encourage students to use the terms when expressing what they have learned about work and personal goals. Conclusion (5 minutes): Summarize the key points of the lesson, reinforcing the use of the introduced vocabulary words. Connect the vocabulary words to the broader concepts of work, personal goals, and community contributions.
Additional Resources	For Teachers: Goal Setting article and ideas

LESSON 5

Lesson Target	I can connect my interests with different careers.
Career Standard	3.1 Utilize illustration to effectively communicate ideas 5.2 Describe the importance of goals
Objective	- Students will identify and express their interests in different careers. - Students will understand the connection between

	personal interests and potential future careers.
Essential Question	What do you want to be when you grow up? How does interests, aptitudes, and abilities play a key role in your career choices?
Vocabulary	Occupation-a job or profession Career-an occupation with a specific skill set Interest- something that a person wants to give special attention to Services-a job that people do to help others
Lesson Plan	Introduction (15 minutes): Begin by discussing the concept of careers. Ask students if they know what a career is and why people have jobs. Introduce the essential question and explain that today, they will explore their interests and learn about different careers. Show picture cards representing various careers and discuss briefly what each job entails. Activity 1: Career Interest Survey (25 minutes): Distribute the Career Interest Survey sheets to each student. Explain the survey and go through the list of professions. Ask students to mark or color the jobs they find interesting or exciting. Provide time for students to complete the survey independently. Activity 2: Sharing Interests (15 minutes): Create a large chart on the chart paper titled "Our Future Careers." Invite students to share one or two careers they marked on their surveys. Write these careers on the chart. Discuss why certain careers are interesting to them. Encourage them to talk about their passions and what

	they like about those professions. Discussion (10 minutes): Use the whiteboard to facilitate a discussion about the different careers students are interested in. Discuss how personal interests and skills might align with specific professions. Emphasize that there are many different jobs and careers, and everyone can pursue what they love. Conclusion (5 minutes): Summarize the key points of the lesson. Revisit the essential question and ask students what they learned about their interests and potential future careers. Reinforce the idea that exploring interests is an essential part of preparing for the future. Assessment: Evaluate student engagement during the Career Interest Survey and their ability to articulate reasons behind their choices during the sharing activity.
Additional Resources	Career Interest Survey Career Interest Survey Primary

LESSON 6

Lesson Target	I know what to share online and what not to.
Career Standard	4.1 Identify ways to be safe online 4.2 Discuss examples of things that are safe to share online
Objective	- Recognize the kind of information that is private. - Understand that they should never give out private information online.
Essential Question	How can I keep safe when I am online?

Vocabulary	Private/privacy Online
Lesson Plan	<u>ACCESS COMPLETE LESSON PLAN HERE</u> Ask: <i>What kinds of things should we not tell a stranger?</i> (Slide 3) Invite students to respond. Answers may vary, but highlight things like address, phone number, full name, etc. Say: <i>It is important for you to keep certain information about yourself, like your address and phone number, private from strangers.</i> Project Slide 4 and define private as <i>something that you should keep to yourself</i>. It should only be shared with people you trust, like your parents or teacher. Explain that private information is often connected to a specific person. For example, no two people in the class have the same full name and phone number. Invite students to give examples of information that they should keep private. Write down their responses on Slide 5 or on chart paper so that you can return to them later in the lesson. Make sure to cover the following: ● Picture ● Full name ● Age ● Birth date ● Address ● Telephone number ● Email address (or parents' email address) ● Passwords ● Where they go to school or after school ● Parents' full names ● Where their parents work ● Parents' credit card or bank account number Ask: <i>Why do you think it's important to keep this information</i>

	<i>private?</i> Invite students to respond. Reinforce that it is never safe to give out private information to people they don't know since it can be used to trick them or put them in unsafe situations. Explain that they should always ask a parent or caregiver before they give out private information to anyone. This applies to people they don't know in the physical world and people online. Ask: <i>How is sharing private information online the same as telling it to a stranger in person?</i> Invite students to respond. Make sure students understand that when they share information online, it can be viewed by people they don't know. Project Slide 6 and define online as <i>using a computer, phone, or tablet to visit a website or app.</i>
Additional Resources	Common Sense Lesson Resources

LESSON 7

Lesson Target	I can explain why personal, ethical and work habit skills are important.
Career Standard	2.1 Develop collaboration skills to interact cooperatively with others 2.2 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism
Objective	Students will demonstrate knowledge of personal, ethical, and work habit skills for school success.
Essential Question	Why do people need good work habits? Why is honesty important at work and school? What makes a good helper?
Vocabulary	Ethical skills-are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. Personal skills-are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. Work habit skills-are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized,

	completing work and getting work done on time.
Lesson Plan	See Full Plan Here Part 2 1.Read poem 'I am Wonderful' 2.Choral read with students 3.Explain that the poem is about personal, ethical, and work habit skills and they are important every day 4.Explain that the skills help us be successful in school and work. Ask about various skills. 5.Have students give examples of skills. 6.students complete activity
Additional Resources	Lesson plan and resources Part 2

LESSON 8

Lesson Target	I can explain what career clusters are and the different paths.
Career Standard	1.2 Identify and follow steps of the decision-making process to solve problems and make choices
Objective	• Students will connect their prior knowledge about jobs and careers to understand the concept of career clusters. • Students will recognize how different jobs are grouped based on common skills and interests. • Students will identify examples of careers within specific clusters.
Essential Question	What are career clusters, and how do they help us understand different types of jobs?

Vocabulary	Career: A chosen pursuit or profession that involves a series of connected employment opportunities. Cluster: A group of similar things or people positioned or occurring closely together. Interest: A feeling of wanting to learn more about something or finding pleasure in a particular activity. Skill: The ability to do something well; expertise gained through training or experience. Industry: A category of business activity, often defined by the goods and services produced. Path: A way or track laid down for walking or made by continual treading. Explore: To investigate, study, or analyze in detail with the purpose of discovering or learning more. Pursue: To follow or chase with the intention of catching or reaching. Possibility: A thing that may happen or be the case. Pattern: A repeated or regular way in which something happens or is done.
Lesson Plan	Introduction (15 minutes): Begin by engaging students in a discussion about their prior knowledge of jobs and careers. Ask questions such as: • "Can you name some jobs that people in your family do?" • "What jobs do you see in your community?" • "Have you ever thought about what you want to be when you grow up?" Connect their responses to the concept of careers and

explain that today, they will explore how different jobs are grouped together in clusters based on common skills and interests.

Introduce the essential question and emphasize the relevance of their prior knowledge in understanding career clusters.

Activity 1: Career Cluster Chart (25 minutes):

Encourage students to share examples of jobs they know during the introduction to career clusters.

Use their prior knowledge as a starting point for explaining how certain jobs are grouped together.

Connect their experiences to the vocabulary words and ask them to use these terms when completing their Career Cluster Charts.

Activity 2: Group Discussion (15 minutes):

During the group discussion, reference the jobs mentioned by students in the prior knowledge session. Relate their prior knowledge to the idea of career clusters by discussing commonalities between the jobs they know.

Encourage students to think about why certain jobs are grouped together and if they notice any patterns based on their previous knowledge.

Discussion (10 minutes):

Use the whiteboard to facilitate a discussion that links their prior knowledge to the new information about career clusters.

Ask students to reflect on how their understanding of jobs has expanded and evolved during the lesson.

Discuss the idea that exploring interests and skills can help in pursuing various career possibilities, building on what they already know.

Conclusion (5 minutes):

Summarize the key points of the lesson, highlighting the connection between their prior knowledge and the

	new concept of career clusters. Revisit the essential question and ask students to share how their prior knowledge has enriched their understanding. Emphasize the idea that learning builds on what we already know, and exploring careers can be an exciting extension of their interests.
Additional Resources	

LESSON 9

Lesson Target	I can name jobs and careers in the STEM field.
Career Standard	2.2 Demonstrate skills in working together 3.4 Exhibit grade level oral and written communication skills
Objective	Students will recognize different STEM career choices in the community.
Essential Question	What are careers in the STEM industry?
Vocabulary	STEM Electrician Engineer Astronomer Architect Programmer
Lesson Plan	1. Begin lesson by asking students what a career is. What kinds of careers do your parents or other family members have? 2. Give the students an opportunity to share. 3. What kinds of different careers are at school? (e.g. nurse, custodian, secretary principal, lunch staff, librarian) 4. We are going to talk about different careers at a school and what each looks like. (10 min.) 5. Share career slides (Careers in STEM PowerPoint). Ask: Do you know anyone who has this career? 6. Have you seen anyone do these things on tv/movies/real life? 7. Turn and talk to a partner and share which one of these careers you would like to have one day or which one interests you. 8. Review Who Am I Cards. 9. Distribute one card to each child or pair of students. Let the student try to remember on their own, then reveal the names of the careers so the students can practice writing them. 10. Have students write the name of the career card. They will

	demonstrate their knowledge of the various careers by matching the career to the responsibilities. 11. Provide opportunities for the group to discussion to share.
Additional Resources	Full Lesson Plan