LESSON PLAN #2

CAREER EXPLORATIONS

A lesson plan for K-1
With extensions for 2-5

CAREER DEVELOPMENT DOMAIN - Grades K-5
Content: Career and Life Skills
Standard 2: Career and life planning - Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career and life plans.

Gr. K-1:
Benchmark: Career awareness: Investigate and document skills, knowledge, and attitudes needed in a selected career area.

Self-awareness: Identify behaviors that contribute to a successful completion of tasks (individual and group).

Objective: Students will explore career options, including, specifically, science careers in Hawaii (to follow lessons regarding Hawaiian damselfly habitat in Keaukaha).

Materials: - Resource Units in Hawaiian Culture, D.K. Mitchell
- Books and magazines with pictures of people working in different careers
- Crayons, pencils, paper
Time estimated for lesson: 1.5 hours

PROCEDURE:

**Opening:** 1. Post pictures in classroom of people at work.

2. Ask students to think of other jobs people do in their school, neighborhood, community.

**Input:**

1. Talk about different jobs and how they require different tasks, tools, and sometimes uniforms. Ex: scientist's tasks could include collecting insects or looking at them under a microscope; uniform could be raincoat or labcoat; tools could be pan traps, thermometers, & measuring sticks or microscope, tweezers and slides. Tie in with lesson on Hawaiian Values (jobs in the ahupua'a - cooperation).

2. Ask students for examples in their daily lives.

**Modeling / Guided Practice:**

1. Walking tour around campus - talk about different jobs people do to make the school work. Briefly compare to jobs in the ahupua'a and how cooperation is still important to smooth functioning in the workplace.

2. Discuss different jobs/skills/tools used in science - i.e. lab, field, writing, drawing, math, computer, in order to make a project work.

**Ongoing Checking for Understanding:**
1. Ask students to name and describe some of the jobs, tasks and tools for careers in science, and the cooperation needed to perform the job well.

Assessment/ Independent Practice:
1. Have students share their drawings of a person and/or their tools for a chosen career in science.

Closure: 1. Have students share their drawings and explain what the person does in his/her work.

Extensions for Grades 2-5:

Benchmark: Career awareness: Investigate and document skills, knowledge, and attitudes needed in a selected career area.
Self-awareness: Identify behaviors that contribute to a successful completion of tasks (individual and group).

Objective: Students will explore career options, including, specifically, science careers in Hawaii (to follow lessons regarding Hawaiian damselfly habitat in Keaukaha).
Values: laulima (cooperation), ho‘ihi (respect), kuleana (responsibility)

Materials: - Resource Units in Hawaiian Culture, D.K.Mitchell
- Life in Early Hawai‘i: The Ahupua‘a, K.S. Press (Book and poster)
- Books and magazines about careers in
general, and science careers specifically
- Crayons, pencils, pens, markers, paper
- Computers for research paper

Time estimated for lesson: 2 hrs.

**Gr. 2-3:**

**Input:**
1. Teach students how to interview someone regarding their career.

**Modeling / Guided practice:**
1. Have students role play and make posters of careers, list skills / interests for chosen careers.

**Ongoing checking for Understanding:**
1. Have students interview someone in a chosen career.

**Assessment / Independent Practice:**
1. Have students report orally on their interviews.

Time estimated for lesson: 2 hrs. plus time for research report

**Gr. 4-5:**

**Input:**
1. Teach students how to research education needed for chosen careers in science, and how to match up with their own interests and skills.

**Modeling / Guided practice:**
1. Assist students with research.

**Ongoing checking for Understanding:**
1. Have students outline their research papers and explain to fellow students.

Assessment / Independent Practice:

1. Have students write reports and/or make posters demonstrating education, skills and attitude necessary for a chosen career in science.