



**Fifth Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency:</b>	<b>13.1.5A</b> Describe the impact of individual interests and abilities on career choices.
<b>Lesson Topic:</b>	What I Like
<b>Subject:</b>	Language Arts
<b>Length:</b>	1 class period
<b>Materials:</b>	Paper, pencils
<b>Evaluation:</b>	Students will explore their interests/hobbies and become aware how their interests/hobbies match certain careers.

**Procedure:**

1. The teacher will discuss how interests and hobbies or things a student likes to do are important. The teacher will provide a few examples of how these interests can match careers in the workplace.
2. Students will generate a list of hobbies or activities that they like to participate in either at home, school or in the community.
3. After the list of interests, students will list their favorite two classes in school.
4. Students will be paired up with a partner.
5. Students will work together to think of and list at least one career/job that match or are related to each listed interest/hobby.
6. Students will share the answers with the class.



**Fifth Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency:</b>	<b>13.1.5C</b> Relate the impact of change to both traditional and nontraditional careers.
<b>Lesson Topic:</b>	Traditional and Nontraditional Careers
<b>Subject:</b>	Language Arts
<b>Length:</b>	1 class period
<b>Materials:</b>	Traditional and nontraditional careers worksheet and pencil
<b>Evaluation:</b>	Students will list jobs that they think are traditional and nontraditional careers and take part in a group discussion on the reasons.

**Procedure:**

1. Teacher provides writing area on the board for traditional and nontraditional careers and provides students with the lesson worksheet.
2. The teacher leads the discussion by defining what traditional and nontraditional careers mean.

*Discussion can include:*

- For men, these are careers where few men work, for example: preschool teachers, nurses, dietitians, librarians, dental hygienists, secretaries, and paralegals.
  - For women, these are careers where few women work, for example: engineers, construction workers, police, and automotive technicians.
3. Students are paired up with a partner and complete the *traditional and nontraditional careers* worksheet.
  4. Once completed, the teacher leads another discussion asking students to share their answers and copies the information on the board.
  5. The teacher asks students to talk about reasons men or women may not choose a nontraditional career and reasons why they should.

# TRADITIONAL AND NONTRADITIONAL CAREERS WORKSHEET

Name: \_\_\_\_\_

List as many traditional and nontraditional jobs you can in the space provided below.

## Traditional Jobs

For boys:

---

---

---

---

---

For girls:

---

---

---

---

---

## Nontraditional Jobs

For boys:

---

---

---

---

---

For girls:

---

---

---

---

---

Do you like any of the nontraditional jobs listed by the class?

Why or why not? \_\_\_\_\_

---

---

---



**Fifth Grade ▪ Career Awareness and Preparation ▪ Language  
Arts, Computer**

<b>Competency:</b>	<b>13.1.5D</b> Describe the range of career training programs in the community such as, but not limited to: Two and four year colleges, career and technical education programs at centers and high schools, CareerLinks, community/recreation centers, faith based organizations, local industry training centers, military, registered apprenticeship, vocational rehabilitation centers, Web-based training.
<b>Lesson Topic:</b>	Training Opportunities in My Community
<b>Subject:</b>	Language Arts, Computer
<b>Length:</b>	1 1/2 class periods (homework)
<b>Materials:</b>	Career Training in My Community worksheet and pencil
<b>Evaluation:</b>	Students will identify the different types of career training programs in their community through research.

**Procedure:**

**Class One:**

1. Distribute the *Career Training in My Community* worksheet and explain students will use various sources to gain information such as: internet, phone book, parents, etc.
2. Students will complete assignment for homework and credit.

**Class Two:**

1. Students will share results with the class and the teacher will discuss what the programs have to offer.

# CAREER TRAINING IN MY COMMUNITY WORKSHEET

Name: \_\_\_\_\_

List any of the following career training programs that are in your community below. Not sure what any are? Ask an adult for help!

## Two/Four Year College:

_____	_____
_____	_____
_____	_____

## Vocational/Technical Schools:

_____	_____
_____	_____

## CareerLinks:

_____	_____
_____	_____

## Community/Recreation Centers:

_____	_____
_____	_____

## Military:

_____	_____
_____	_____

## Faith Based Organizations:

_____	_____
_____	_____



**Fifth Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency:</b>	<b>13.1.5F</b> Investigate peoples' rationale for making career choices.
<b>Lesson Topic:</b>	A Career Interview
<b>Subject:</b>	Language Arts
<b>Length:</b>	1 ½ classes
<b>Materials:</b>	Career Interview Worksheet
<b>Evaluation:</b>	Through a homework assignment, students will interview an adult to gain knowledge on the rationale for the career choice.

**Procedure:**

**Class One:**

1. Teacher will discuss the many ways people prepare for careers through work and school.
2. Teacher will provide the *Career Interview* worksheet for students to complete for homework with an adult.
3. Students will interview a family member that works and the reasons why they chose their career.

**Class Two:**

1. Teacher directs students to write the results of their interview into a summary format.
2. Teacher asks volunteers to share their interview summaries with the class.
3. Students turn in interview worksheet and summary for homework credit.

## CAREER INTERVIEW WORKSHEET

Name: \_\_\_\_\_

Ask the following questions to a family member that has a job and write the results in below.

Name: \_\_\_\_\_

Where do you work?

\_\_\_\_\_  
\_\_\_\_\_

How did you get your job?

\_\_\_\_\_  
\_\_\_\_\_

Why did you decide to work at your job?

\_\_\_\_\_  
\_\_\_\_\_

Did you need college/training to get your job? \_\_\_\_\_

How long have you worked there?

\_\_\_\_\_  
\_\_\_\_\_

Do you like your job? \_\_\_\_\_

Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

If you could do something else, what would it be? Why?

\_\_\_\_\_  
\_\_\_\_\_

What advice can you give me when thinking about jobs and my future?

\_\_\_\_\_  
\_\_\_\_\_

**Fifth Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency:</b>	<b>13.1.5G</b> Identify the components of a career plan, such as, but not limited to Beginnings of career portfolio, Career goals, Individual interests and abilities, Training/education requirements and costs.
<b>Lesson Topic:</b>	Careers and Me
<b>Subject:</b>	Language Arts
<b>Length:</b>	1 ½ class periods
<b>Materials:</b>	Careers, Training and Me worksheet and pencil. <i>Additional materials and assessments are available on Educationplanner.org under the Discovering Section and include career assessment, self-assessment, and career search.</i>
<b>Evaluation:</b>	Students will explore career plan including career goals, interests and abilities and training.

**Procedure:**

**Class One:**

1. Teacher discusses the importance of starting to think about what they might like to be or do when they graduate school. Teacher explains the importance of matching your likes to a career to be able to enjoy what students will do in the workplace.
2. Teacher provides students with the *Careers, Training and Me* worksheet.
3. Students use remainder of the classroom time to complete worksheet.
4. Students take worksheet home to complete for homework.

**Class Two:**

1. Students discuss their career goals with the group.
2. Students share the training/education requirements research and costs associated with their career goal from one of the schools they listed on their worksheet.

# CAREERS, TRAINING AND ME WORKSHEET

Name: \_\_\_\_\_

Complete the worksheet about your goals, interests, abilities, and skills. Ask an adult to help you investigate the training and education for your goal.

\*\*\*\*\*

My goals for this school year are:

\_\_\_\_\_  
\_\_\_\_\_

In my spare time, I like to:

\_\_\_\_\_

I prefer to be inside or outside: \_\_\_\_\_

I play the following sports:

\_\_\_\_\_

I am involved with the following activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When I grow up, I would like to be:

\_\_\_\_\_

My favorite classes are:

\_\_\_\_\_  
\_\_\_\_\_

Classes I do not like:

\_\_\_\_\_  
\_\_\_\_\_

My special talents are:

\_\_\_\_\_  
\_\_\_\_\_

Books I like to read:

\_\_\_\_\_  
\_\_\_\_\_



**Fifth Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency:</b>	<b>13.1.5H</b> Connect personal interests and abilities and academic strengths to personal career options.
<b>Lesson Topic:</b>	Classes Count
<b>Subject:</b>	Language Arts
<b>Length:</b>	Homework and ½-class period
<b>Materials:</b>	Classes Count worksheet, pencil
<b>Evaluation:</b>	Students will be able to show how school subjects relate to a career and how they are used in the workforce.

**Procedure:**

1. Teacher provides students with the *Classes Count* worksheet.
2. Students select the classes they like and explore the jobs listed to each one that include using those subjects for homework.
3. Students turn in assignment for classroom credit.

# CLASSES COUNT WORKSHEET

Name: \_\_\_\_\_

Circle your top two or three favorite classes. List as many jobs as you can think of that would require the classes you listed to be successful.

Math	
Science	
Social Studies	
English/Reading	
Art	
Music	
Gym	
Music	
Computers	

From all of the jobs you listed which one do you like the best and why?

---

---

---

---