



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



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<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>	One class period
<b>Materials</b>	<i>Traditional and Nontraditional Careers</i> worksheet, 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 *Traditional and Nontraditional Careers* worksheet.
2. The teacher leads the discussion by defining what traditional and nontraditional careers are.

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 and complete the *Traditional and Nontraditional Careers* worksheet.
  4. Once the students complete the worksheet, 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:

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For girls:

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### Nontraditional Jobs

For boys:

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For girls:

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

Why or why not?



**5th 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, 2- and 4-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>	One and a half class periods (homework)
<b>Materials</b>	<i>Career Training in My Community</i> worksheet, pencil
<b>Evaluation</b>	Students will identify the different types of career training programs in their community through research.

**Procedure:**

**Class Period 1**

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

**Class Period 2**

1. Students share results with the class, and the teacher discusses 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. Not sure what they are? Ask an adult for help!

### 2- or 4-Year Colleges:

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### Vocational/Technical Schools:

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### CareerLinks:

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### Community/Recreation Centers:

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### Military:

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### Faith-Based Organizations:

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**5th Grade ▪ Career Awareness and Preparation ▪ Language Arts**

<b>Competency</b>	<b>13.1.5F</b> Investigate people's rationale for making career choices.
<b>Lesson Topic</b>	A career interview
<b>Subject</b>	Language Arts
<b>Length</b>	One and a half classes
<b>Materials</b>	<i>Career Interview</i> 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 Period 1**

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

**Class Period 2**

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 *Career 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 in the results.

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

Where do you work?

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How did you get your job?

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Why did you decide to work at your job?

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

How long have you worked there? \_\_\_\_\_

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

Why or why not?

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

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

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### 5th 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>	One and a half class periods
<b>Materials</b>	<i>Careers, Training, and Me</i> worksheet, pencil <i>Additional materials and assessments are available on <a href="http://EducationPlanner.org">EducationPlanner.org</a>.</i>
<b>Evaluation</b>	Students will explore career plan, including career goals, interests, abilities, and training.

#### Procedure:

#### Class Period 1

1. Teacher discusses the importance of starting to think about what they may like to be or do when they graduate school. Teacher explains the importance of matching likes to a career so students can enjoy what they 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 Period 2

1. Students discuss their career goals with the group.
2. Students share the training/education requirements, research, and costs associated with their career goal using 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:

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Things I like to do in my spare time:

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

Sports that I play:

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Activities that I am involved with:

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What I would like to be when I grow up: \_\_\_\_\_

My favorite classes:

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Classes I do not like:

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My special talents:

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Books I like to read:

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<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, one-half a class period
<b>Materials</b>	<i>Classes Count</i> 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 list related jobs next each one.
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.

<b>Math</b>	
<b>Science</b>	
<b>Social studies</b>	
<b>English/reading</b>	
<b>Art</b>	
<b>Music</b>	
<b>Gym</b>	
<b>Computers</b>	

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