



– FIND YOUR FUTURE –

INTRODUCING K–2 TO CAREERS

Grade Levels: K–2

Although the *Your 🔥 Job* platform is designed for students in grades 3–8, we have adapted a lesson for students in K–2. We hope this learning experience is engaging for your students and leads them to thoughtful reflection about individual traits and talents, and early exposure to various career paths.

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RL.2
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.4
CCSS.ELA-LITERACY.CCRA.W.2

CASEL

Self-Awareness, Social Awareness

21st-Century Skills Focus

Creativity, Communication, Critical Thinking

Essential Questions

1. How is a job different from a career?
2. What traits do you need for different careers?
3. What careers match what you love and what you are good at?

Materials


Class set of “[Career Traits](#)” worksheet; Internet access so students can watch a [recording](#) from the Your 🔥 Job career exploration event; *Ish*, by Peter H. Reynolds, book or video (optional)

INSTRUCTIONAL PLAN

Introduction to Careers and Traits

- Ask your class: What is a job? What is a career? Is there a difference?
 - Modification: Use a T-chart or Venn diagram to compare or take notes about a job and a career. Encourage students to share examples of each.
- Explain that a job is work that you do to earn money but that might not be a long-term role. Working part-time after school bagging groceries might be a job. A career, on the other hand, is a long-term journey based on your interests and goals. Owning a store might be a career. Name some examples and see if students can classify each one as a job or a career.
- Have students talk to a partner about careers they know of or are interested in. Call on partners to share one idea. Write the examples on the board.
- Then explore how traits might suggest a career. Choose one of the examples on the board and use a thought-web to add personality traits that someone in that career might have. For example, put the word *teacher* in a circle. Draw a web that connects traits such as patient, organized, helpful, and creative. Then work on another thought web as a class.
- Provide students with the “[Career Traits](#)” worksheet. Have them work independently to match the careers to the traits.
 - Modification for pre-readers: Go through the worksheet as a class. Read each trait out loud, one at a time. Discuss what each trait means. Then have students point to or draw a line to the career or careers that best match that trait.
 - Modification for enrichment: Ask students to draw and write their own trait/career pairing on the back of the page.

Learn About a Career

- Explain to students that one way to learn about careers is by talking to people working in the field you’re interested in. Watch a [video](#) from a mentor that presented at the Your  Job career exploration event.
 - Note: Carol mentions her son’s autism diagnosis in the video. In her book, she talks about neurodiversity as it relates to the theme of “differences.” Before watching the session, you might have a conversation about what autism is. You can use the resources from [The Organization for Autism Research](#) to start the conversation.
- After watching, choose one or both of the extension activities below to help students engage with and reflect on what they learned from Carol Masiclat.

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Activity 1: 3-2-1 Reflection

- 3:** Name three of the traits Carol describes herself as having. Talk about how each of these can help someone who is an author.
- 2:** Carol mentions finding people who support you as you go. Name two people who support you.
- 1:** Carol shares her and Heming's formula for success. Write your own equation of the things that mean success for you.

Activity 2: Trust the Process


Carol says that the most successful people in the world are those who have failed the most and “in a variety of ways.” Read the book *Ish*, by Peter H. Reynolds, or play a video of it being read aloud. Have a discussion about what kids can learn about failure from the book. Then challenge them to think of a time they failed at something. How can they learn from that experience and turn it into a success?

Tie It Together

- Carol's video shows the ikigai diagram, “a recipe for an awesome life.” As a class, make a list of ideas for one component: “what the world needs.” Then focus on the “what you can be paid for” component (careers). Try to match some careers with your list of “what the world needs.”
- Then have students independently list their traits (things they are good at) and things they love. Conference with individual students to see if their traits and the things they love can help them find a career from the list you made. Then students can go to the library or online to learn more about that career.



HOME/SCHOOL CONNECTION

Students who engage with the Your  Job resources are given the opportunity to take a Skills Explorer Assessment. The questions and results help students think critically about their traits and interests. Have students take the Skills Explorer Assessment with an adult's help. Have them discuss the results and the suggested careers the student was given. Are any of them close to the one they chose in class?