yourjob

# CAREER EXPLORATION UNIT OF STUDY

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# Mission

Our most critical mission is to show all young people that there's no single route to success, and that anything is possible. Your Job empowers kids to tap into their strengths and start exploring career opportunities relevant to the ever-changing future of work.



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Your Job invites students to discover an ever-expanding range of careers and explore the many available paths to a future of meaningful work, all based on a kid's unique mixture of talents and interests.

A super easy-to-use platform showcases videos, articles, and interactive quizzes, and partners with standards-aligned materials for teachers.

Top-notch content by the team at TIME for Kids—featuring dynamic leaders in their fields—means Your Job is as relevant and engaging as it is accessible and inclusive.

# CAREER EXPLORATION MATTERS

## STUDENTS ARE EMPOWERED TO . . .

- ✔ **Gain valuable insight** into potential careers.
- ✔ **Imagine** themselves in the workplace.
- ✔ **Make informed decisions** both during and after their academic careers.
- ✔ Discover what skills they need and routes they can take to **reach their goals.**

### ASPIRATIONS HAVEN'T CHANGED

**Young people's career aspirations have remained largely frozen since**

**2000**

### CHANGING CAREERS

**61%**

**of college grads would change their majors if they could go back**

### LACK OF SCHOOL COUNSELORS

**Across all schools, the average student-to-school-counselor ratio is**

**464:1**



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# Our Approach

The *Your Job Career Exploration Unit of Study* was designed to equip students with the knowledge and skills to prepare for wherever the future might take them. According to a *Populace Insights* study, Americans' priorities for K–12 education include thinking critically to problem-solve and make decisions (number 2); demonstrating character, such as honesty and integrity (number 3); and being prepared for a career (number 6). We agree these are top priorities. But we also understand that education does not happen only in the classroom. We've prepared opportunities for learning both in school and beyond.

## IN SCHOOL

- We designed our career exploration curriculum to spark curiosity in children and help them develop the critical life skills to be successful on whatever path they eventually choose. Each lesson is filled with opportunities for students to express their ideas and interests, define what success looks like for them, and build the skills and confidence to achieve it.

## BEYOND THE CLASSROOM

- Each lesson includes a home-to-school connection to extend learning opportunities. Continuing conversations after school or at home can cement new ideas and open the door to opportunities. We've also developed a separate set of activities that can be used by families or community members to further engage students in exploring what's possible for their future. You can find those at *timeforkids.com/your-hot-job/beyond-classroom.*



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# National Standards Alignment

## COMMON CORE STATE STANDARDS

### CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

## STATE-SPECIFIC CTE PROGRAMS

California Industry Sectors

Virginia Career Clusters

Georgia Educational Career Pathways

### CASEL FRAMEWORK FOCUS

**SELF-AWARENESS**
The abilitiy to understand one's emotions, thoughts, and values and how they influence behavior across contexts.

**SELF-MANAGEMENT**
The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

### 21ST-CENTURY LEARNING

These skills separate students who are prepared for increasingly complex life and work environments in today's world from those who are not. Your Job helps students develop greater proficiency in . . .

**CRITICAL THINKING**

**COLLABORATION**

**COMMUNICATION**



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# Dear Educator,

One of the reasons we embark on the journey of educating young people is that we hope for a moment in a classroom that will be the start of a lifelong curiosity or inspiration for a student. What if these moments of curiosity or inspiration became the first steps toward a career that brought a student happiness and success? Many of us can remember the moments that started us toward where we are now. What if it were possible to better understand those moments so we knew how to create them for our students?

This is not only an interesting question, it's an urgent one. The job landscape is changing rapidly, and so must our approach to teaching young people how to find their own pathways into it. Young people's career aspirations have remained largely frozen since 2000. How do we broaden the scope of their understanding of the opportunities that lie before them and the opportunities they might create for themselves, based on their talents and interests?

Considering that if they could go back to school, 61% of college graduates would change their major, how do we empower young people to make informed decisions, both during and after their academic career? How can we help them feel free to change their mind or set new goals along the way? The current ratio of 464 students to every guidance counselor prevents young people from gaining proper access to the career resources they need. Which puts the need for career exploration in classrooms.

Your 🔥 Job gives you an opportunity to introduce the topic of career exploration before your students enter high school and make pivotal decisions about what to do next. It's a chance for young people to find answers to the question they often ask in class—"Why is this important?"—and start making connections to the real world. And most important, it's a way for students to identify their strengths and interests, and to answer the age-old question "What do you want to be when you grow up?"

We look forward to supporting you on your journey of sparking moments that lead your students to better understand themselves, their talents, and the opportunities that lie before them.

Sincerely,

TIME for KiDS

# Pacing Guide

Lessons in this unit are designed to support multiple grade levels, ideally grades 3 through 8. There are 12 lessons in this unit. The pacing guide below spreads them across six weeks, two per week. You can also extend this to a 12-week program, using one lesson per week. Each lesson will take at least 60 minutes to complete. If you have only 45 minutes a day to complete the activities, you can break each lesson into a two-day lesson, or assign the independent work as homework.

| WEEK | FOCUS | LESSONS | GUIDING QUESTIONS |
|---|---|---|---|
| 1 | Understanding what traits and motivations can guide us toward jobs that would be a good fit | Lesson 1: Motivation Matters<br>Lesson 2: Emphasizing Our Strengths | What motivates me?<br>How can motivations guide my career?<br>With which strengths do I most strongly identify?<br>How can my strengths help guide my career goals? |
| 2 | Understanding the career options we have and what they might be like | Lesson 3: What Path Can I Take?<br>Lesson 4: Real Talk About Real Jobs | What career options do I have?<br>How can I find out what a career is like? |
| 3 | Understanding different kinds of skills and the roles they play in life and work | Lesson 5: Skills, Skills, Skills<br>Lesson 6: Power Skill: Time-Management | What is an academic skill? What is a power skill?<br>What skills are important for a given career?<br>Why is time-management important in different careers? |
| 4 | Understanding how people work through problems that arise | Lesson 7: Power Skill: Problem-Solving<br>Lesson 8: Power Skill: Conflict Resolution | How is problem-solving related to perseverance?<br>What are ways to successfully deal with conflict? |
| 5 | Understanding how to effectively work with others and express ourselves to them | Lesson 9: Power Skill: Communication<br>Lesson 10: Power Skill: Collaboration | Why is communication an important skill?<br>What is the relationship between collaboration and communication?<br>How is collaboration beneficial in school or at work? |
| 6 | Understanding that the future will include successes and failures | Lesson 11: Defining Success<br>Lesson 12: Navigating Change and Adversity | What does success look like to you?<br>How can you prepare for challenges on your career path? |



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# LESSON 1: MOTIVATION MATTERS

**Students will think about their dream careers and how these have changed over time. They will then assess their motivations and how these might relate to their career goals.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.6
CCSS.ELA-LITERACY.CCRA.RI.8
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.3
CCSS.ELA-LITERACY.CCRA.W.2

## CASEL

Self-Awareness

## 21st-Century Skills Focus

Initiative, Critical Thinking

## Essential Questions

1. How have my career ideas changed over time?
2. What motivates you?
3. How can your motivations guide you in your career?

## Materials

YHJ student accounts; Class set of "My Career Path" worksheet; class set of "On Motivation" worksheet; class set of "Looking to the Future" worksheet; journal or journal template; access to *On Motivation* video on Your Job; access to "Believe in Yourself" article on Your Job

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# INSTRUCTIONAL PLAN

## Introduction

- Ask students to think of first time they were asked what they wanted to be when they grow up. What was their response? Has it changed? Provide students with the "My Career Path" worksheet and give them time to reflect and to fill in the first three boxes. Explain that they'll return to this throughout the unit.
    - Modification: Start by modeling your career path. Include your actual career trajectory and ideas you had along the way. Explain why each interested you and what you learned.
- Have students note where each of their career ideas originated, if they know. Have them add what they think they'll enjoy about each job.
    - Modification: Have students swap career paths with a partner. Challenge partners to find commonalities between these choices. Have students discuss with one another for some insight. If there are no commonalities, have partners discuss why that might be.

## Whole-Group/Small-Group

- Provide students with the worksheet "On Motivation." Have students watch the video *On Motivation* and take notes about each speaker while they watch.
- Ask volunteers what motivates each person they heard from in the video. Then ask students to name some other possible motivators. List these on the board. They might include making money, learning something new, and helping others.
- Ask "What gets you out of bed in the morning?" and explain that this question helps people assess their motivations. Have students think about why they get out of bed and go to school each day. Is it to make themselves proud? Is it to see their friends? To prepare for their future? Have them consider whether this will be a lifelong motivator and what else might motivate them in the future. Have them add the things that motivate them to the bottom of the "On Motivation" worksheet.
- Group students based on their top motivation. Have them discuss why this factor is important to them and have them discuss jobs that might be good for them.
    - Modification: List several professions on the board, such as doctor, professional athlete, chef, teacher, author. Have groups discuss which jobs fit best with each motivation, and which motivation might not be a factor. (For example: A teacher might be motivated by helping people, but is probably not highly motivated by making money.)

## Independent

- Provide students with the worksheet "Looking to the Future" and have them use the first box to list factors that are most and least likely to motivate them.
- Have students return to their "My Career Path" worksheet. Have them note or put a star next to some

of the career ideas they feel best match their motivations. For the ones that don't fit as well, have students consider why they might have made the list.

- Modification: Conference with students who need extra support to help them align some of their career ideas with what motivates them.

## Closing

- Have students journal after this lesson. They can use the journal page template or a blank sheet of paper. Some questions they might consider:
  - How does it feel to be thinking about your future? Is this the first time you are thinking about careers seriously?
  - What excites you most about career exploration?
  - What makes you nervous?

## Optional Extension

- Write the phrases *intrinsic motivation* and *extrinsic motivation* on the board. Underline *in-* and *ex-,* and ask students if they can define these two phrases. Explain that intrinsic motivation comes from inside yourself. Extrinsic motivation comes from outside sources. Give as examples "learning something new" vs. "getting recognition from a boss." Ask groups or partners to come up with other examples.
- Have students read "Believe in Yourself." Ask them to identify the example of extrinsic motivation in the article. Why was it necessary? *(Because Terina Allen didn't believe in herself at the time.)*
  - Have groups or partners discuss why believing in yourself is so important and how it ties into motivation.
- Students may also return to their "Looking into the Future" worksheet to identify which of their motivations are intrinsic and which are extrinsic.



## HOME-TO-SCHOOL CONNECTION

Have students go home and ask an adult what they wanted to be when they grew up. Are they in that career now? Are they in a similar career? What changed along the way?

Have students take home their "My Career Path" worksheet (or a copy of it). Have them ask adults if they remember the student's earliest ideas about their career path. What dreams do the adults have for the student now? Ask students to compare their adults' answers to their own answers on the worksheet. Is there any alignment? Is anything surprising?

# LESSON 2: EMPHASIZING OUR STRENGTHS

**Students will assess their strengths to better understand what careers might be a good fit for them.**

### Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

### Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.9
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.W.2

### CASEL

Self-Awareness, Responsible Decision-Making

### 21st-Century Skills Focus

Critical Thinking, Collaboration, Flexibility

### Essential Questions

1. What are my strengths?
2. With which strengths do I most strongly identify?
3. What do other people see as my strengths?
4. How can my strengths help guide my career goals?

### Materials

Class set of "Emphasizing Our Strengths" worksheet; Access to Skills Explorer on Your Job; one or more copies of "Your Skills Summary" list; a blank sheet of paper for each student; "My Career Path" worksheet; journal or journal template; "Exploration Navigation" choice board (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Provide students with the "Emphasizing Our Strengths" worksheet. On one side of the T-chart, have them list their strengths (e.g., "I take feedback well," "I can hit a line drive in baseball"), and on the other, their weaknesses ("I don't communicate my ideas well in writing," "I struggle with free throws in basketball"). Have them consider how their strengths and weaknesses align with activities they enjoy. For example, students might enjoy creative writing but struggle with getting their ideas across in essays.
    - Modification: Have a set of starters for students. Examples might include: "I take notes better on paper than on the computer," "I'm good at keeping my desk and backpack organized."
- Take a class poll. Ask: Do you think it's more important to emphasize your strengths or to improve your weaknesses? Note responses on the board.
- Tell students they'll be taking a survey to help them better understand their strengths. Introduce them to Your Job and take a tour of the site. Pull up the Skills Explorer and go through the first couple of questions as a class, to demonstrate how the scale works on the assessment.
- Allow students to independently complete their Skills Explorer. Explain that there are no right or wrong answers: Students should be as honest as possible, for the most valid results.

## Whole Group/Small Group

- Once everyone is done with the Skills Explorer, go through all six skill categories—conventional, investigative, realistic, artistic, social, and enterprising—as a class. You can use the "Your Skills Summary" sheet to summarize each skill and provide examples.
    - Modification: Have volunteers share one of the six traits they ranked highly in. Ask them to explain what it means, and to give an example of why they rated highly in this area.
- Tell them they'll have a chance to share ideas about their peers' strengths. Have each student take a blank sheet of paper and write their name on top to leave on their desk. Or use the back of the "Emphasizing Our Strengths" worksheet. Then have students grab a writing instrument and go around the room, adding classmates' strengths to their papers. They might write "helpful," or give an example such as "he/she always helps me in math when I get stuck."

## Independent

- After students have completed their Skills Explorer, have them return to their "Looking to the Future" worksheet to check off their top three strengths.
- Have students compare their Skills Explorer, their T-chart, and what their classmates said about them. Is there alignment? Ask them to add the strengths from their T-chart to their "Looking to the Future" worksheet. If they've been assigned strengths that they don't necessarily agree with, they can add them to the list, but they don't need to check them off yet. They can return to them throughout the unit.

## Closing

- Have students compare the job suggestions from Your Job with the jobs they listed on their "My Career Path" worksheet. Do the ones they had on their path match the strengths from their Skills Explorer? Do they want to add any of their suggestions to their path in the "More Ideas" box?
- In students' journals, have them complete a 3-2-1 reflection:
  - List three of your top strengths (this can be from the Skills Explorer or the T-chart).
  - List two jobs you think might be good for you, based on your strengths and interests.
  - Name one job that doesn't interest you or doesn't match your strengths.
- Students can also free-write about what they learned about themselves from this lesson and how the lesson might influence their career ambitions.
- Return to the poll from the beginning of the lesson. Ask again: Do you think it's more important to emphasize your strengths or to improve your weaknesses? Analyze any changes in responses from the beginning of the lesson. Call on volunteers to explain their reasoning.

## Optional Extension

- Provide students with the "Exploration Navigation" choice board. Have them choose one activity to complete based on their Skills Explorer results.



## HOME-TO-SCHOOL CONNECTION

Repeat the activity that was done in class. Have participating kids and adults write their name on a blank paper. Ask them to write strengths on one another's papers. You can extend this and have them add jobs they think the other person(s) would be good at.

After sufficient time, have a discussion about what was written, and allow time for questions. Have students share what classmates said about their strengths, and note where there is agreement.

# LESSON 3: WHAT PATHS CAN I TAKE?

**Students will learn about different career industries and identify those that align with their strengths and interests.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.RI.6
CCSS.ELA-LITERACY.CCRA.RI.8
CCSS.ELA-LITERACY.CCRA.SL.1

## CASEL

Self-Awareness, Social Awareness

## 21st-Century Skills Focus

Critical Thinking, Information Literacy, Flexibility

## Essential Questions

1. What career options do I have?
2. How do I feel about my future career options?

## Materials

Sticky notes (optional); access to "Go Your Own Way" article on Your Job; class set of "In My Own Life" worksheet; eight pieces of chart paper, or poster board; class set of "Exploring My Feed" worksheet; journal or journal template (optional); slips of paper with a different job written on each (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Start the lesson by writing the word *pressure* on the board. Give each student a sticky note. Ask them to name a pressure they feel about their future and stick the note on the board.
    - Modification: Create a consensogram about career pressures. Make a graph with five labels. (Labels might include things such as "pressure to do what my family expects," "pressure to do what my friends do," "pressure to go to college," "pressure to make a decision now," and "other.") Give each student a sticky note and have them add it to the graph to indicate where they feel the most pressure. Invite students from the "other" category to explain the pressure on their sticky note.
- Read through some of the responses. Assure students that it's normal to feel pressured or stressed about decisions for the future, but the purpose of these lessons is to better equip them for their decisions.
- Read "Go Your Own Way" on the Your Job site aloud to the class. Tell students they will be learning about some different career industries today that might help them narrow down their paths of interest.

## Whole Group/Small Group

- Have students return to their journal entry from the previous lesson to compare/contrast the two jobs they mentioned that they're interested in. Are there similarities between these two careers? What is the biggest difference between them?
- Write each of the eight industries on a piece of chart paper:
    - Climate: Environment & Sustainability
    - Creators: Artists & Innovators
    - Health: Care & Science
    - Hospitality: Tourism & Service
    - Public Service: Government & Education
    - Space: Science & Exploration
    - Sports: Athletics & Management
    - Technology: Engineering & Coding
- Have students go around the room and add any careers they can think of to one of the categories.
    - Modification: Go to the Your Job platform and read through the description of each industry and flip through the "Jobs at a Glance" cards to give students a starting point.
- Check-in on several occasions as students move around the room. Call out "pause," and have students freeze where they are. Then call on one have them read out an example from the list. Have classmates give a thumbs-up or a thumbs-down if they agree that the job belongs in that category. Have students discuss any disagreement.

## Independent

- Provide students with the "Exploring My Feed" worksheet. Then give them time to explore the "My Feed" section of Your Job. As they scroll through, have them tally the industries they see for each

piece of content in their feed. Content might include articles, videos, quotes, and meetup recordings.

- Then ask them to choose two articles/videos in their feed that caught their interest as they were scrolling through. Ask them to read or watch these while they fill out the bottom portion of the worksheet with a summary of the information and a ranking of their interest in the job.

## Closing

- Have students return to their "Looking to the Future" worksheet and name up to three industries that interest them. Have them give examples of jobs they like in that industry.
- Ask students to stand next to the industry poster of the job that most interests them. If the job is not listed, have them add it. If it's already on the list, have them put a check mark next to it. Then ask the groups that are standing at each poster to discuss their job choice and why they think it would be a good fit for them.
- If students have new career options, they can add these to their "My Career Path" worksheet. They might journal about how they're feeling after this lesson.

## Optional Extension

- Provide students with the worksheet "In My Own Life," and have them return to the article "Go Your Own Way." Instruct students to fill out the worksheet to help identify their feelings and concerns about the future.
    - Offer one-on-one conferences with students as they are working, so they can talk about their worries in a safe space.



## HOME-TO-SCHOOL CONNECTION

Have students play a guessing game with an adult. Have them choose one of the careers they've learned about and make a list of clues about that job. These might include the industries it is part of, the main responsibilities of someone in the job, what kind of experience the job requires, etc. Then have them provide one clue at a time to see if someone at home is able to guess the job. Have students report back about whether their partner was able to guess the job and which clue helped them identify it.

# LESSON 4: REAL TALK ABOUT REAL JOBS

**Students will read interviews with people in different industries to learn more about their jobs. Then they will prepare their own questions for someone in the industry.**

### Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

### Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.3
CCSS.ELA-LITERACY.CCRA.SL.4

### CASEL

Self-Awareness, Social Awareness

### 21st-Century Skills Focus

Critical thinking, Creativity, Communication

### Essential Questions

1. What questions will give me the most information about a job?
2. How can I find out what a career is like?

### Materials

Class set of "Real Talk" worksheet; access to Your Job; Internet access for research (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Tell students they'll have a chance to interview you about your job as a teacher. Group them and have each group work together to come up with one question to ask you. You might review these before the interview session.
    - Modification: Give students a list of questions from which they can choose one to ask.
- Run the interview, allowing each group to ask its question. Answer as honestly as possible. Have students write down any follow-up questions that arise as you're responding.
- Have the class think about what questions gave them the most information. You can make a list on the board for students to refer to in the later part of this lesson.

## Whole Group/Small Group

- Partner students up and provide each person with a "Real Talk" worksheet. Explain that each student will choose an article from one of their top industries on the worksheet and then will be reading through the article with their partner as if it is an interview. Have each student circle the expert they choose. Then they can use the search function on Your Job to find the article of their choosing.
- Each student will act as the interviewer for the expert that they circled. They will read aloud the questions in the interview. Their partner will take on the role as the expert, reading the interview responses aloud. Encourage students to take notes on their worksheet as partners read through the interview responses. Have partners repeat this for the other article so that each partner has taken on the role of interviewer and interviewee.
- After each partner has had an opportunity to go, have individuals fill out the lower portion of the worksheet and add questions they'd ask someone in the same industry. They may refer back to the list on the board.
    - Modification: Group students based on the industry they learned more about. Have groups work together to think of other questions they'd ask someone in that industry.
- Tell students they wlll be doing research to answer some of the questions they came up with. Does anyone have any suggestions of what sources they could look for? *(video interviews, profile articles, or bios of people in the field)*. After some brainstorming of where to search, allow students time to work independently.

## Independent

- Give students time to look for answers to the questions they prepared on their "Real Talk" worksheet. Have them summarize the responses to each question. On the back of the page, they can write any other follow-up questions they came up with during their research.

## Closing

- Were there any questions that weren't adequately answered by their research? Have students share the questions they still have. Make a list on the board. If time permits, invite classmates to help each other with their research. Have students take notes of the sources they use to get their answers and create a class list for later use.

### Optional Extension

- Invite a person or people to the class to talk about their career. Introduce students to the career(s) before the visit. Have students or groups prepare questions to ask the visitors to learn more about their jobs.



## HOME-TO-SCHOOL CONNECTION

Tell kids that an interview is a common step in a job application process. In job interviews, people answer questions about why they would be a good fit for a job. They also have a chance to ask questions about the job. Have students ask an adult to tell them about an interview they've had. What was the best question they were asked? What was the most difficult?

# LESSON 5: SKILLS, SKILLS, SKILLS

**Students will distinguish between academic and power skills and learn how each type of skill plays a role in career success.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.RI.4
CCSS.ELA-LITERACY.CCRA.RI.9
CCSS.ELA-LITERACY.CCRA.W.7

## CASEL

Self-Awareness, Social Awareness

## 21st-Century Skills Focus

Critical Thinking, Information Literacy

## Essential Questions

1. What is an academic skill? What is a power skill?
2. How do academic skills and power skill differ?
3. What skills are important for a given career?

## Materials

Class set of "Career Comparison" worksheet; one or more copies of "Power Skills" one-pager; class set of "Researching a Career" (you may provide each student with more than one); job description samples from a job-posting site (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Create a Venn diagram on paper or on the board. Write the word *teacher* in one circle and write another the name of another common job, such as *veterinarian,* in the other. Work together as a class to fill in the diagram. You can include responsibilities and skills associated with each job.
    - Modification: If you had class visitors talk about their career for the previous lesson, you can use those jobs in the Venn diagram.
- Have a discussion about the overlap between the two jobs.

## Whole Group/Small Group

- Tell students that they'll be working with a partner on a similar activity. Have each student in the class choose an article to read. Have them take notes about skills needed for the job they're reading about.
- Randomly partner students and have them fill out the "Career Comparison" worksheet together, based on the articles they read. Call on groups to talk about the two careers they analyzed and one thing these careers have in common.
- Introduce the class to the term *power skills*. Have them look at the "Power Skills" one-pager to learn more about what these are. Check for understanding by asking students to summarize what power skills are and to give an example.
- Return to the Venn diagram from the beginning of the lesson, and have students add any power skills to the chart that they think fit for each job.

## Independent

- Provide students with the "Researching a Career" worksheet, and have them do a deep dive on a career that interests them. They can start on Your Job, and use the sources from the previous lesson, as needed. (Hint: the trading cards found on the Skills Explorer page are a great resource.)

## Closing

- Name each of the following power skills: time management, problem-solving, communication, teamwork, and conflict resolution. As you name each, have students raise a hand if they noted one of these as an important skill in the career they researched.
- Point out that, despite the very different careers that students might have researched, some power skills are important in many of them.
- Have students return to their "Looking into the Future" worksheet and add any power skills that they think they excel in to the "strengths" section.

## Optional Extension

- Pull up a sample job description from Indeed.com, LinkedIn, etc. Read through it with the class, and have students point out academic skills and power skills necessary to succeed in the job. You can repeat this for several jobs, if time permits.
- Challenge students to write a full job description for the career they researched. Make sure it includes

both academic and power skills. Have students share with a classmate. Or, as students are working, print out actual job descriptions for the same or similar jobs. Have students compare what they wrote to a real job description.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. Have them watch the video "Power Skills" to learn more about power skills and to unlock courses for future lessons. You can find the video at *timeforkids.com/your-hot-job/power-skills*.



## HOME-TO-SCHOOL CONNECTION

Have students ask an adult to write a detailed description of their job, as if they were making a job listing. Did they list any power skills? Have students introduce the idea of power skills. They can refer to the one-pager for help. Have them ask an adult how they use any of these power skills on a daily basis.

# LESSON 6: POWER SKILL: TIME MANAGEMENT

**Students will learn about time management and how it plays a role in different careers.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.RI.4
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.4

## CASEL

Self-Awareness, Self-Management, Responsible Decision-Making

## 21st-Century Skills Focus

Flexibility, Productivity

## Essential Questions

1. What is time management?
2. What are some ways I can best manage my time?
3. Why is time management important in different careers?

## Materials

Class set of "Exploration Navigation" choice board; copy of "Skills Summary" one-pager; class access to "In the Field" article on Your 🔥 Job; class set of "Power Skill: Time Management" worksheet; individual access to Your 🔥 Job articles; journal or journal template (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Have students take out their "Exploration Navigation" choice board and tell them they have 30 minutes to complete three items from it.
    - Let students know once 10 minutes have passed.
    - Let another five minutes pass (15 minutes total), and tell students to stop working.
- Have students turn and talk to a partner about the following:
    - How far did you get in your work?
    - Did you have a plan for how you would get your work done?
    - How did the assignment feel? Explain.
- Explain that the assignment was a test of their time-management skills. Ask volunteers how they did with their timing. Were they about halfway through by the 15-minute mark? Encourage them to share what they should have done differently.
    - Modification: After explaining the assignment, walk students through what they should do (e.g., "First we'll read through the board and choose three tasks we think we can accomplish easily. Then we'll decide which of the three we can get done quickest . . .")

## Whole Group/Small Group

- Ask students to rank themselves in time management from 1–5, with 1 being the lowest and 5 being the highest.
- Pull up the Skills Summary for students again. Which kinds of people do they think would be best at time management? *(realistic and conventional)* Which might not be the strongest with time management? *(social and artistic)* Does this align with students' Skills Explorer results and their self-assessment?
- Remind students that time management is a power skill, and is important in all careers. Tell them they'llbe exploring that today.
    - Modification: Read through the article "In the Field" together and point out the reasons that time management is important in that career.

## Independent

- Provide students with the worksheet "Power Skill: Time Management." Have them fill out the first box. Call on volunteers to share their definition and a few examples.
- Give students time to read one of the following articles or to watch one of the videos from Your 🔥 Job to better understand how time management plays a role in that career and fill out the rest of the worksheet.
    - Climate: "Earth Architects" article
    - Creators: "Creative Writing with Celeste Ng" video
    - Health: "A Day at Work: Medical Librarian" article
    - Space: "Real Talk with Joan Melendez Misner" article
    - Sports: "Get in the Game" article
    - Technology: "5 Questions for a Game Developer" video

## Closing

- Have students who ranked themselves high in time management (4 or 5 on the scale) stand on one side of the room with their "Power Skill: Time Management" and students who ranked themselves low on the scale (1–3) stand on the other side, all with their "Power Skill: Time Management" worksheets in hand. Partner students up so there's one strong in time management and one who's weaker. Double some students up, as needed.
- Have students who might struggle with time management explain to their partner what they find difficult about managing their time. Invite stronger partners to use their notes to offer suggestions or give some tips based on how they manage their time.
    - Modification: Have volunteers share their tips with the class. Then work together, as a class, to create a time-management plan for everyone to try.

## Optional Extensions

- Repeat the activity from the beginning of the lesson. Choose a specified amount of time and a number of choice-board activities to complete. Have students use their time-management skills to try to accomplish the work in the given time.
- Have students create a time-management goal for themselves. Have them write it in their journal.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. See if they can master the Time Management Skills Course. You can find courses at *timeforkids.com/your-hot-job/power-skills*.



## HOME-TO-SCHOOL CONNECTION

Do students have chores at home? Do they have after-school or extracurricular activities? Have students work with an adult to create a time-management system for their activities or responsibilities. This could be a calendar with a daily to-do list, a chart that helps rank tasks and activities by priority, a device storage area to help avoid distractions, etc.

# LESSON 7: POWER SKILL: PROBLEM-SOLVING

**Students will learn about problem-solving and its role in different careers.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.3
CCSS.ELA-LITERACY.CCRA.RI.4
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.4

## CASEL

Self-Awareness, Responsible Decision-Making

## 21st-Century Skills Focus

Critical Thinking, Creativity, Flexibility

## Essential Questions

1. What is problem-solving?
2. Why is it important to have problem-solving skills?
3. How is problem-solving related to perseverance?

## Materials

Sticky notes; prepared solutions to math problems (see introduction); access to "In the Field" article on Your Job; class set of "Power Skill: Problem-Solving" worksheet; journal or journal template (optional); a variety of puzzles such as sudoku (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Start the lesson by writing the solutions to several math problems on the board. For example, you might write "She had five peaches." or "Each person gets two donuts." You can vary these depending on students' math ability.
- Give students several sticky notes and have them write a math question that can get them to one of the provided solutions. For example: "Amari had 20 peaches. She baked three pies using five peaches each. How many peaches did she have left?"
    - Modification: Prewrite several math questions, and have students match them to the correct solution.
- After sufficient time, choose several sticky notes, and invite the students to come up and show their work. Have them explain how they came up with the idea, and how they checked their work.
- Point out how varied the responses were, and explain that this was a lesson in problem-solving. Define *problem-solving* as the process of finding solutions to difficult issues or tasks. Have students rate their problem-solving abilities on a scale from 1–5.

## Whole Group/Small Group

- Explain that problem-solving skills are important because there isn't always just one solution to a problem, or only one route to a particular solution. Return to the previous lesson's article, "In the Field." Reread the article, as needed. Ask students what kinds of problems Danielle Belleny must solve in her job (such as maintaining a safe habitat for box turtles).
- Then pose a hypothetical problem that someone in Belleny's job might face. For example: A group of birds has made a home on a family's roof. The birds are very noisy and are making a mess of the roof. What might someone in Belleny's position do to solve the problem? Have groups discuss some solutions and share them with the class.

## Independent

- Provide students with the worksheet "Power Skill: Problem-Solving." Have them independently explore articles and videos on Your Job and identify a good example of someone who is a problem-solver. Once they find a good example, have them fill out the worksheet.
    - Modification: Provide students with the article "Off the Charts" to use as an exemplar of someone who used problem-solving in their career.
- When students have finished their Power Skill worksheet, have them return to one of the jobs they're most interested in. Have them come up with a scenario that someone in that job might face, and how that person might solve the problem. They can write about this in their journal or on the back of the Power Skill worksheet.

## Closing

- Bring the class back together and have several students share the job they chose and the problem scenario they came up with. Have peers share the way they would solve that problem.
- Then have students reflect on why problem-solving skills are important. Those who think problem-solving is a strength of theirs can add it to their list on the "Looking to the Future" worksheet.

## Optional Extension

- Then explain that you can improve your problem-solving abilities by challenging yourself to think creatively about different scenarios and by not giving up when a problem seems too difficult. Introduce the concept of *perseverance.* This means that you keep trying even when things are difficult. Persevering often includes trying different methods when the first doesn't work. Invite students to talk about a time when they persevered. .
- Have a variety of problem-solving stations around the room. They can have different puzzles, like sudoku, logic puzzles, and crossword puzzles. Model each with the class, and then give students time to travel around the room working on different puzzles. Encourage them to persevere, even when students feel the puzzles are too challenging or make a mistake the first time.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. See if they can master the Problem-Solving Skills Course. You can find courses at *timeforkids.com/your-hot-job/power-skills*.



## HOME-TO-SCHOOL CONNECTION

Have students play a game called "Outside the Box" with an adult. This game will help them see what a creative thinker each person is. Have each participant draw a box (a square) on a blank sheet of paper. Then each person should draw the most creative thing they can, incorporating the square into their drawing. For example, the square could become a top-hat for a snowman, or an ice cube in lemonade.

# LESSON 8: POWER SKILL: CONFLICT RESOLUTION

**Students will learn about conflict resolution and its role in different careers.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.3
CCSS.ELA-LITERACY.CCRA.RI.4
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.4

## CASEL

Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

## 21st-Century Skills Focus

Critical Thinking, Collaboration, Communication, Social Skills

## Essential Questions

1. How does it feel to witness or be involved with a conflict?
2. What are ways to successfully deal with conflict?
3. Why are conflict-resolution skills important?

## Materials

Journal or journal template; access to "Together, We All Win" article on Your 🔥 Job; class set of "Combating Conflict" worksheet; access to "Be an Upstanding Coworker" article on Your 🔥 Job; class set of "Power Skill: Conflict Resolution" worksheet; slips of paper for role-playing activity (optional)

# INSTRUCTIONAL PLAN

## Introduction

- Write the word *conflict* on the board. Have students call out words associated with that word. Then have them call out how conflict makes them feel.
- After this exercise, have students think of a time they were involved with or witnessed a conflict. Have them journal about the experience. Have them explain the conflict, what the result was, and how the experience made them feel. Have volunteers share their story.
    - Modification: Choose a trusted student or students and prepare them to be an actor, but do not tell the rest of the class. Tell the class you'll be collecting yesterday's journal assignment (or another relevant assignment). The actor should speak up and tell you that you never assigned that to the class. Have a back-and-forth disagreement with the student(s) and see how the class reacts. End the disagreement by having the student ask if he or she can have extra time to complete the assignment. Tell the class that it was pretend, and have a discussion about how it felt to witness this and how the conflict was resolved.
- Explain that conflict can arise in many situations, including the workplace. Some conflicts require problem-solving skills to resolve. Others can be prevented. Understanding that conflict is normal and can be worked through might make it seem less intimidating.

## Whole Group/Small Group

- Pull up or print out the article "Together, We All Win," about inclusion in school, work, and life. Read it aloud to students. Have a discussion about how some conflicts can be prevented with inclusiveness. Is there any way in which being inclusive might *create* conflict? Provide students with the notes sheet "Combatting Conflict" and fill out the first section as a class.

## Independent

- Have students read the article "Be an Upstanding Coworker" on Your Job. As they read, have them fill out the "Combating Conflict" worksheet.
- Have partners turn and talk about their takeaways from the article.
- Then provide students with the "Power Skill: Conflict Resolution" worksheet, and have students fill it out independently.

## Closing

- Bring the class together and have them come up with some examples of conflicts that might arise in the workplace or at school. Have peers identify some ways to prevent these conflicts (if possible), and some ways to resolve them.
- Have students group themselves by one of their strengths from their Skills Explorer. Encourage them to choose a new group from the one they were in yesterday.
- Give each group the following scenario: "You come up with a really great idea at work, and you excitedly tell a coworker. At the next group meeting, your boss tells the group about a great idea that your coworker came up with—and it's your idea! You're upset that your coworker took credit for your work. What do you do?"

- Have each group come up with a way to solve the problem. Compare and contrast each group's solution and see if it matches their group's strength.
- Have students return to their journal entry from the beginning of the lesson. After this lesson, is there anything they would have done differently? Are they feeling any differently about conflict now?

## Optional Extension

- Set up a role-playing activity. Prepare a hat with several slips of paper inside. Each slip of paper should list a potential conflict that might arise in school, in the workplace, or in elsewhere. Have partners or groups work together to come up with a resolution, and turn it into a role-playing scene. After sufficient time, have partners act out the scenario (you may need to be pulled into the action as the boss or person in charge). Invite classmates to give feedback and suggestions after each group's performance. Some scenarios you can use include:
    - You're doing a group project and there's one person who's not pulling their weight.
    - You catch a classmate cheating on a test. They ask you not to tell anyone.
    - You and a peer are working on a similar assignment. You notice the peer is doing it incorrectly. They insist they are doing it right.
    - You make a mistake on a big project. A peer teases you about it.
    - You and a group often eat lunch together. A peer is never invited to come. Sometimes, your group talks negatively about this peer at lunch.
    - You worked really hard on a project. You get a bad review on the project, which you don't agree with.
    - You've been working really hard. There's an opportunity for one person to take lead on a new project. Someone else is given the chance you feel you deserved.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. See if they can master the Conflict Resolution Skills Course. You can find courses at *timeforkids.com/your-hot-job/power-skills*.



# HOME-TO-SCHOOL CONNECTION

Conflict can cause negative feelings. It's important to know how to handle these feelings. Have students work with an adult to identify some events or interactions that might stir up negative feelings. Come up with ways to manage emotions so that students can respond appropriately to these events.

# LESSON 9: POWER SKILL: COMMUNICATION

**Students will learn about communication and its role in different careers.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.4

## CASEL

Self-Awareness, Social Awareness

## 21st-Century Skills Focus

Collaboration, Communication, Social Skills

## Essential Questions

1. In what ways can people communicate?
2. Why is communication an important skill?
3. What are some careers that revolve around communication?

## Materials

A blank sheet of paper for each student; a simple image, such as a house or a bird; dividers (optional); stations with access to "My Chat with a Meteorologist" article, "By the Numbers" article, and *Sian-Pierre Regis, Storyteller* video on Your Job; note-taking materials (optional); access to "Skills Summary" sheet; access to "Real Talk with Joan Melendez Misner" article on Your Job

# INSTRUCTIONAL PLAN

## Introduction

- Partner students up and have them sit back-to-back or beside each other with a divider between them. Give one partner a blank sheet of paper and the other a printout of a simple image (hint: Google "clip art" and choose some from Google Images). Tell students the goal is for one partner to give directions about how to draw the image as best they can, without telling their partner what they are drawing. For the first round, the drawer can only follow directions without asking questions.
- After sufficient time, have partners compare the drawing to the original image. Have them discuss where any miscommunication might have occurred.
- Have them switch roles. This time, the drawer may ask for clarification or may ask follow-up questions. Have partners compare the drawings to the image, and have them compare how close the drawings were in each round. Did being able to ask questions help?
    - Modification: You can do this activity whole-group, with students as the drawers and you as the describer. Have students draw the same image both times, without telling them. In the first round, give vague directions. In the second round, give much clearer instructions, and allow follow-up questions. Note in which round the drawings were closest to the original image.
- Bring students together and ask them to share what they learned about communication from this lesson.

## Whole Group/Small Group

- Explain that people communicate differently and for different reasons. Today, students will be visiting communication experts at three different stations. Put students in three groups. Have the following three stations set up with access to these resources:
    - "My Chat with a Meteorologist" (article)
    - "By the Numbers" (article)
    - *Sian-Pierre Regis, Storyteller* (video)
- Depending on the reading ability of your class, give students 10 to 15 minutes at each station. For the first 7 to 10 minutes, students should be reading an article or watching a video and considering why this person is a communication expert. The rest of the time should be spent in a group discussion. You can prompt discussion by listing the following questions for students to discuss:
    - What kinds of information does this person communicate?
    - How does this person communicate the information?
    - Why does this person communicate this information? How does the information affect others?
- Have students repeat the process at each station. Then bring them together and open a discussion comparing and contrasting the communication experts they've learned about.

## Independent

- Provide students with the "Power Skill: Communication" worksheet. Have them fill it out, using one of the three people they learned about at today's stations.
- Encourage students to return to their "My Career Path" and/or their "Looking to the Future" worksheet to add or edit, based on the past couple of lessons.

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## Closing

- Pull up the "Skills Summary" sheet again for students. Have a discussion about how a person with each strength might best communicate (for instance, a realistic person might communicate best by using numbers or charts). Have students make a connection between their Skills Explorer results and the way they prefer to communicate.

## Optional Extension

- Pull up the article "Real Talk with Joan Melendez Misner" (note: it's okay if students have read it in a past lesson). Read Orlie's question—"The second part of your job is to be a science communicator. Can you explain what that means?"—and the response aloud. Discuss what a science communicator is and why it's an important job.
- Scroll to the bottom and watch the video as a class. Explain that short videos can be a good way to get information across to people who might not go out of their way to read or learn about something. Challenge students to create a 30- to 60-second video teaching someone something new.
- Have a discussion about the challenges of this assignment and what students liked about it.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. See if they can master the Communication Skills Course. You can find courses at *timeforkids.com/your-hot-job/power-skills*.



## HOME-TO-SCHOOL CONNECTION

Have students work with an adult to create a list of things they're good at communicating. For example, kids might be good at telling stories, or explaining how to solve a math problem. Then have students create a list of things they do not communicate so well. Students might have a hard time talking about their feelings, or struggle to ask for help. Have students pick something they'd like to work on from the list. Students and adults can work together to come up with a plan to make communication easier. Maybe the student would like more check-ins about the topic, or would like to write about it instead.

# LESSON 10: POWER SKILL: COLLABORATION

**Students will learn about collaboration and its role in different careers.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.RI.4
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.2
CCSS.ELA-LITERACY.CCRA.SL.4
CCSS.ELA-LITERACY.CCRA.SL.5

## CASEL

Social Awareness, Relationship Skills

## 21st-Century Skills Focus

Collaboration, Communication, Social Skills

## Essential Questions

1. How is collaboration beneficial in school or at work?
2. What is the relationship between collaboration and communication?
3. How do you feel about working with a group?

## Materials

Access to "Tech for Trees," "I'm a Flight Surgeon," "Algorithm Artists," "Work Week," "Knitting Hearts," and "Security Check" on Your Job; class set of "Collaborative Conversations" worksheet; "Power Skill: Collaboration" worksheet; presentation exemplar or template (optional); journal or journal template; puzzles from the previous lesson (optional)

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# INSTRUCTIONAL PLAN

## Introduction

- Ask all students to come to the front of the room (or wherever there's enough space to form a line). Tell students that there will be no talking. Instruct them to line up in height order without speaking. They may use only nonverbal communication. Time them to see how long it takes to form the line.
- Have a discussion about how the class thinks they did, working together. Tie this back to previous lessons about problem-solving and communication. How did they approach the problem? How did they communicate with one another?
- Tell students that this lesson will be about collaboration, or teamwork. Explain that collaboration can be very helpful in problem-solving, but only if there's effective communication.

## Whole Group/Small Group

- Place students in groups based on one of their top traits from the Skills Summary. There should be six groups with three or four students in each. Have students in the group start by reading an article that matches their top trait (see suggestions below). Have them take notes while reading.
  Suggested articles:
    - Realistic group: "Tech for Trees"
    - Investigative group: "I'm a Flight Surgeon"
    - Artistic group: "Algorithm Artists"
    - Social group: "Work Week: Podcast Producer"
    - Enterprising group: "Knitting Hearts"
    - Conventional group: "Security Check"
- After groups have had time to read, give each student the worksheet "Collaborative Conversations." Have the groups work together to fill out the worksheet information.
- Then tell students they'll come up with a presentation to teach the class about the job they read about. Challenge students to take roles in the group that fit their strengths. Jobs may include:
    - **Writer:** the person who copies down the information necessary for the presentation
    - **Organizer:** the person who keeps the others on task and makes decisions when the group is stuck
    - **Designer:** the person who decides how the presentation should look
    - **Presenter:** the person who shares the information with the class
- After sufficient time, have the presenters from each group share with the class. Students may take notes or not, as you choose.
    - Modification: You may choose to give students a template for their presentation, such as a poster or a slide show. You might also assign roles.

## Closing/Independent

- Provide students with the worksheet "Power Skill: Collaboration" and have them complete it independently with reference to someone *another group* presented about.
    - As students are working, question them about how they like group work and how they liked today's group presentation.

- Present the proverb "a chain is only as strong as its weakest link" to the class. Have them journal about what they think it means and whether they agree or disagree.

## Optional Extension

- Repeat the activity from the beginning of the lesson giving different prompts, such as "line up in order of your birthday." You can choose whether students are able to talk or not for each prompt. Time each round to see how students do.
- You might also bring back some of the puzzles from yesterday's lesson, but have students work in groups to complete them. Have them assess how it feels working with a team on the puzzles as opposed to working independently.

Have students go to the My Toolkit section on Your Job and visit the Power Skills Courses. See if they can master the Collaboration Skills Course. You can find courses at *timeforkids.com/your-hot-job/power-skills*.



## HOME-TO-SCHOOL CONNECTION

Have students ask an adult how that person works as part of a team at their job. What is the benefit of working together? Ask students to identify a large responsibility they have. Challenge them to break the task into smaller parts. Can anyone pitch in on one of the tasks? If not, have them continue this process until they find a task that can be broken down and shared with others.

# LESSON 11: DEFINING SUCCESS

**Students will think about what success means to them and synthesize the things they've learned during the unit.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.2
CCSS.ELA-LITERACY.CCRA.RI.6
CCSS.ELA-LITERACY.CCRA.SL.1

## CASEL

Self-Awareness, Self-Management

## 21st-Century Skills Focus

Creativity, Flexibility, Information Literacy

## Essential Questions

1. What does success look like to me?
2. What are the best career decisions for me, based on my idea of success?

## Materials

Sticky notes; access to "Go Your Own Way" article on Your Job; class set of "Putting the Pieces Together" worksheet; class set of Your Job journal template; "Exploration Navigation" worksheet; a printed photo of each student (optional)

your job
– FIND YOUR FUTURE –

# INSTRUCTIONAL PLAN

## Introduction

- Provide students with a sticky note and have them use it to write down their definition of success. Have students stick their responses to the board. Read a handful aloud. Point out that no two responses are the same. Explain that we all have our own motivations and goals for success.
- Have students reflect on what they've learned in this unit by returning to their "Looking to the Future" worksheet and their "My Career Path" worksheet. Give them time to make edits or additions.

## Whole Group/Small Group

- Return to the article "Go Your Own Way" and scroll down to the "Where to Start" section to read Terina Allen's tips aloud.
- Have a discussion about why each of these tips is important. Which have they followed during this unit?

## Independent

- Provide students with the worksheet "Putting the Pieces Together," to help them compile some things they've learned.
- Then have them write a letter to a future self. They can use their responses to the worksheet as inspiration. Things they might want to write about include . . .
    - Things they're interested in now.
    - Their current aspirations for the future.
    - Some career ideas they have now.
    - Where they expect to be when they're reading this letter in the future.

## Closing

- Have students return to their "Exploration Navigation" choice board and complete as many activities as they have time for. Invite them to share their work with the class.

## Optional Extension

- Take a photo of each student with a blank background. Print out each picture on printer paper. Give students drawing materials and have them draw an image of their future incorporating their picture now. This can be the uniform of a job they might be in, people they might be surrounded by, or a place they might be living. The drawing can depend on their motivations and how they define success. Have them include this image with the letter to their future self.
    - Modification: Provide students with their image virtually and allow them to edit it with a program such as Google Drawings.



## HOME-TO-SCHOOL CONNECTION

Have students ask an adult how the adult would define success for the student. What are the adult's hopes and dreams for that child? How do these align with the student's ideas of success? Students can take home a copy of their photo and invite an adult to draw their vision of the child's future on top.

# LESSON 12: NAVIGATING CHANGE AND ADVERSITY

**Students will consider obstacles they might face when working toward their goal and how they might prepare for them.**

## Grade Levels: 3–8

*Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels. Adjust to meet the needs of your students.*

## Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.RI.1
CCSS.ELA-LITERACY.CCRA.RI.3
CCSS.ELA-LITERACY.CCRA.SL.1
CCSS.ELA-LITERACY.CCRA.SL.4

## CASEL

Self-Awareness, Responsible Decision Making

## 21st-Century Skills Focus

Critical Thinking, Flexibility, Initiative

## Essential Questions

1. What does *adversity* mean? What is an example?
2. How can I prepare for challenges on my career path?
3. How might it feel to make a career change?

## Materials

Access to "In the Face of Adversity" and "Making a Change" articles on Your Job; class set of "SMART Goals" worksheet (may need multiple copies); class set of "Researching a Career" (optional)

your job
– FIND YOUR FUTURE –

# INSTRUCTIONAL PLAN

## Introduction

- Present the following quote from Booker T. Washington: "Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome." Have students talk to a partner about the following:
    - Do you agree or disagree with this quote?
    - Has your definition of success changed with this unit? Explain.
    - What do you think people should do when obstacles arise or change is necessary on their career journey?
- Explain that as this unit of study comes to a close, it's important to remember that obstacles are inevitable along one's career path. Today, students will learn how to prepare for adversity, or challenges, along the way.

## Whole Group/Small Group

- Read "In the Face of Adversity" aloud. Then tell the class they'll be focusing on tip number 2, "Set goals."
- Provide students with the "SMART Goals" worksheet and go through each piece of the acronym. Have them identify a goal they want to achieve in the next year or less. They might improve on a strength they identified in the unit, or take a step toward a career goal they identified. Have them fill out the worksheet, based on this goal. You can use the following example to model filling out the worksheet:
    - Specific: I will learn more about careers I might like.
    - Measurable: I will come up with a list of five different careers that match my interests.
    - Achievable: I have resources for career exploration and adults who can help me, such as my guidance counselor, my teacher, and my older sister.
    - Relevant: I am picking my electives for next semester soon, and might be able to pick one that's relevant to my career interests.
    - Time-Bound: I will create my list by the end of the semester.
- After students have filled out the worksheet, have them partner up with someone who will be their "success coach," like DeVanté Starks. Have one partner talk through what they filled out on the worksheet. Have the other partner suggest changes or ask questions. Then have them switch roles.

## Independent

- Give students time to edit their worksheet as needed. Then challenge them to identify some obstacles that might get in the way of their reaching their goal. Have them think through some ways they might be able to prepare for these obstacles. Or have them think of backup plans.
    - For example, if a student wants to be a better soccer player, one step might be to go to a summer camp. But the camp might be expensive. So students might identify some ways to raise money, or a less expensive way to practice soccer.
- Have students independently read "Making a Change" and respond to the questions at the end.

## Closing

- Bring the class together and discuss how it might feel to make a career change. Then have students think back to how much their career ideas have changed since the beginning of this lesson. As they learn and experience more, it's natural for some of them to change their minds.
- Have students return to their letter to their future self. Instruct them to add some advice if their future self hasn't reached the goal they had in mind. Remind them to stay positive.

## Optional Extension

- Provide students with another copy of "Researching a Career" and another copy of "SMART Goals." Have them use the information they pick up while researching to fill out a SMART goal sheet for reaching that career.



## HOME-TO-SCHOOL CONNECTION

Have students make a list of adults in their support system. Encourage them to ask someone on the list about challenges the adult has faced at work or in life. How did this person face those challenges? Is there anything they'd do differently? Have students share their SMART goals worksheet with this person. The adult might help them identify potential roadblocks the student hadn't considered. The adult might also indicate areas in which they can offer support to the student. Provide students with a clean copy of the "SMART Goals" worksheet to complete with the adult.

your job

NAME _____ DATE _____



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your job

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# MY CAREER PATH

Changing what you want to be is part of growing up. Use the spaces below to write down what you have wanted to be so far. Make sure to leave space for careers you might discover in the future!




## MY FIRST CAREER IDEA

Age: _____

## A LITTLE LATER

Age: _____



## MORE IDEAS

## CURRENT IDEAS

Age: _____




## AFTER EXPLORING

FROM START: HUMAN/GETTY IMAGES; LYTVYNOVA ALINA—GETTY IMAGES; IRINASTRELNIKOVA—GETTY IMAGES; ELIZA LIV—GETTY IMAGES

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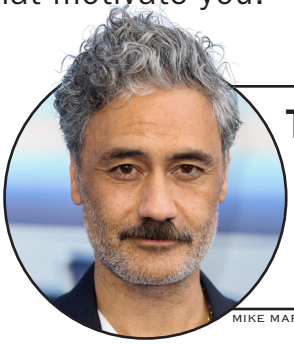
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your job

NAME _____ DATE _____

# ON MOTIVATION

In the video *On Motivation,* you hear from Taika Waititi, Mindy Kaling, and Katalin Karikó about what motivates them. Note down what each person says. Then consider the things that motivate you.



MIKE MARSLAND—WIREIMAGE/GETTY IMAGES

## TAIKA WAITITI



STEVE GRANITZ—FILMMAGIC/GETTY IMAGES

## MINDY KALING



DIMITRIOS KAMBOURIS—TIME/GETTY IMAGES

## KATALIN KARIKÓ



## WHAT MOTIVATES YOU?

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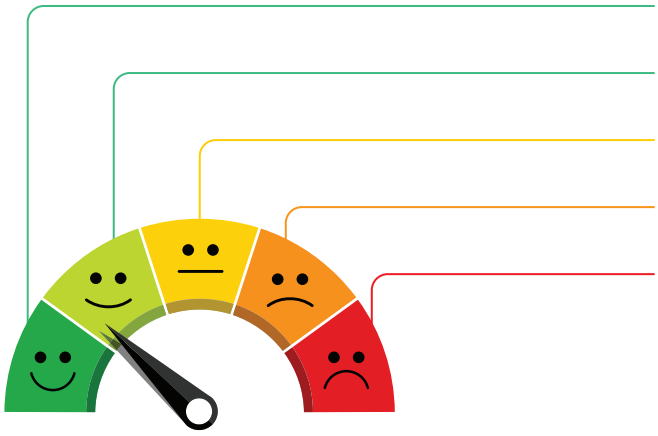
NAME _____ DATE _____

# LOOKING TO THE FUTURE

As you explore different career paths and start to think more about what your future could be, it's important to get it down on paper. Answer the questions below while taking your journey of career exploration to reflect on what you have learned.

## WHAT MOTIVATES ME?

Use the scale to list the factors that motivate you.



DZYUBA—GETTY IMAGES

## WHO AM I?

What are your top three strengths from the **Skills Explorer?**

- ☐ **Realistic**
- ☐ **Social**
- ☐ **Enterprising**
- ☐ **Conventional**
- ☐ **Artistic**
- ☐ **Investigative**



NICOLETA IONESCU—GETTY IMAGES

## WHAT ARE MY STRENGTHS?

List your best attributes below.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

## WHERE DO I SEE MYSELF?

Which industries make the most sense for me?

**1.** _____

**Examples:** _____

_____

_____

**2.** _____

**Examples:** _____

_____

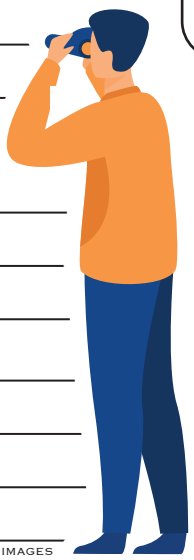
_____

**3.** _____

**Examples:** _____

_____

_____



SURFUPVECTOR/GETTY IMAGES

## HOW WILL I GET THERE?

What are some steps I can take now to reach my goal in the future?



_____

_____

_____

_____

_____

IRKUS/GETTY IMAGES

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# EMPHASIZING OUR STRENGTHS

Understanding our strengths helps us identify the careers where we might shine. Use the T-chart below to list some things you're really good at. Then list some things you could improve on. Lean into your strengths. Don't let your weaknesses discourage you.

| STRENGTHS | WEAKNESSES |
| --- | --- |
| | |

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yourjob

SEE IT. BE IT.

# Your Skills Summary

Considering your skills, interests, and passions is the first step toward a career path that's your perfect fit. Read the results of your Skills Explorer assessment below.

## INVESTIGATIVE

### You think things through.

You observe the world with a keen eye. You're eager to ask questions—and you love finding answers. When faced with a problem, you aren't satisfied until you've thought of a solution. Your brain can do some pretty amazing things.

### You are...

- Curious
- Independent
- Cautious
- Observant

### You might be a/an...

- Police and Detective
- Materials Engineer
- Sports Official
- Astronomer

## CONVENTIONAL

### You keep it all organized.

You care about details. Numbers, data, facts: You're on top of it all. Do you have an organizational system for your notes? Categorized music playlists? We wouldn't be surprised. You just like things to make sense.

### You are...

- Organized
- Efficient
- Ambitious
- Responsible

### You might be a/an...

- Aircraft Technician
- Aerospace Engineer
- Librarian
- Statistician

## ENTERPRISING

### You have persuasive powers.

You loved being line leader in kindergarten, didn't you? Being enterprising means you like to be in charge, and you're probably pretty good at it. It also means you like working with others and have strong speaking and presenting skills.

### You are...

- Adventurous
- Self-confident
- Ambitious
- Inquisitive

### You might be a/an...

- App Developer
- Top Executive
- Judge
- Software Engineer

yourjob

SEE IT. BE IT.

# Your Skills Summary

Considering your skills, interests, and passions is the first step toward a career path that's your perfect fit. Read the results of your Skills Explorer assessment below.

## ARTISTIC

### You love to create.

Go ahead, express yourself! You get excited about creative projects. When you unleash your imagination, there's no telling where it will take you. And you've got what it takes to bring your creation to life, whether it's a poem or digital artwork.

### You are...

- Creative
- Imaginative
- Innovative
- Bold

### You might be a/an...

- Graphic Designer
- Chef
- Producer and Director
- Author

## SOCIAL

### You're here to help.

You shine brightest when surrounded by friends and family. When you see someone struggling, you have a deep desire to help out. The world needs more people like you. When you have a concern, you jump into action.

### You are...

- Helpful
- Outgoing
- Understanding
- Insightful

### You might be a/an...

- Forest and Conservation Worker
- Middle School Teacher
- Physical Therapist
- Public-Relations Specialist

## REALISTIC

### You get things done.

You know what's up. You care about the things that have a real impact on your life. Other people worry about abstract ideas and hypothetical situations. But not you! You value what's real: the things you can see, touch, and use.

### You are...

- Athletic
- Independent
- Practical
- Ambitious

### You might be a/an...

- Auto Mechanic
- Civil Engineer
- Solar Panel Installer
- Zoologists and Wildlife Biologists

your job

NAME _____ DATE _____

# EXPLORATION NAVIGATION

Use the choice board below to select activities to complete while navigating the career opportunities featured on Your Job. To start, refer back to your top three traits from your Skills Explorer to see which categories to focus on.

| SKILLS EXPLORER RESULTS | REFLECTION CHOICES | | | |
|---|---|---|---|---|
| **REALISTIC: YOU GET THINGS DONE** | Draw a Venn diagram comparing the two jobs you're most interested in. | Make a list of pros and cons for a career you've read about. | Write three interview questions you'd ask someone who was applying for a job you've read about. | Make a Y chart of what's at play in this career. Label each section.<br>• Will look like . . .<br>• Will sound like . . .<br>• Will feel like . . . |
| **SOCIAL: YOU'RE HERE TO HELP** | Write or record a podcast episode teaching others about a career path. Why might someone want to choose it? | Talk with a peer about a job you read about that you think would be good for them. Explain your reasoning. | Collect advice. Travel around to staff in your school. Ask them for their best career advice. | Choose someone in the class whom you don't know very well. Ask to help them complete a task on their choice board. |
| **ENTERPRISING: YOU GET THINGS DONE** | Make a "wanted" poster for a career you read about. Make the job seem as appealing as you can, while supplying appropriate information. | Make a strengths-and-weaknesses list for a career you read about. How can you spin one of your weaknesses into a strength? | Write a one-minute speech to persuade classmates to try a career you've read about. Call it "You Should Be a _____!" | Write an article that might appear on the Career Development section of Your Hot Job. It should offer tips to people on their career journey. |
| **CONVENTIONAL: YOU KEEP IT ALL ORGANIZED** | Create a schedule in your planner for a normal workday in one of the careers you read about. | Create a recipe for success using the "ingredients" you think are important for a career. What about a recipe for disaster? | Make a thought map of ways this career might change in five, 10, or 15 years. | Imagine what your workspace would look like in a career you've read about. Draw or describe your dream workspace. |
| **ARTISTIC: YOU GET THINGS DONE** | Sketch a comic strip about a challenge you might face in one of the careers you've read about. | Draw a "road map" of the path to success in a career of your choice. Include speed bumps, pit stops, and dead ends. | Write a diary entry from the point of view of a person in a field you've read about. What are their inner thoughts? | Create a vision board. Use drawings, pictures, and words to create a visual representation of your future. |
| **INVESTIGATIVE: YOU THINK THINGS THROUGH** | Research how a job you've read about has changed in recent decades. How long has this job existed? Predict how it might change in the future. | Look up a historical figure who was a good leader. Learn more about this person. What jobs might they succeed in now? | Investigate the requirements for attaining a job of your choosing. Will you need a degree? An apprenticeship? | Find a company you might work at in a career you've read about. Explore its website. Does it seem like a company you'd like to work for? |

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# IN MY OWN LIFE

After reading the article "Go Your Own Way," by Terina Allen, on Your Job, connect what the author says about her career to your experience.

| WHAT THE AUTHOR SAYS | HOW I FEEL |
|---|---|
| *"First, I got overwhelmed with all the choices, and then I got worried. I worried about a whole bunch of things. Would I be able to get the help I needed to succeed? How would I know what the best career path was for me?"* | I get overwhelmed by . . . _____<br>_____<br>_____<br>_____<br>I worry about . . . _____<br>_____<br>_____<br>_____ |
| *"All I knew when I was an early teen was that I wanted a really cool job one day. I knew I didn't want to be ordinary; I knew I didn't want to be bored; and I knew I didn't want to be boring."* | All I know is . . . _____<br>_____<br>_____<br>_____<br>I know I don't want . . . _____<br>_____<br>_____<br>_____ |
| *"It was scary, sometimes, thinking about doing things that no one around me was doing or had done. But I just knew, deep down, that my journey and experience should—and could—be different."* | It's scary to think about . . . _____<br>_____<br>_____<br>_____<br>My journey and experience should be . . . _____<br>_____<br>_____<br>_____ |



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# EXPLORING MY FEED

The "My Feed" section on Your 🔥 Job is curated just for you. Explore the articles that are suggested, based on your Skills Explorer. Use the sheet below to track which industries appear most. Then dive deeper, with two of the suggested articles.

Tally the industries you see in your feed. Circle the two with the highest tallies.

**Climate:** _____ **Public service:** _____

**Creators:** _____ **Space:** _____

**Health:** _____ **Sports:** _____

**Hospitality:** _____ **Technology:** _____

**ARTICLE OR VIDEO TITLE:** _____

**JOB SUMMARY:** _____

_____

_____

_____

My level of interest



**ARTICLE OR VIDEO TITLE:** _____

**JOB SUMMARY:** _____

_____

_____

_____

My level of interest



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# REAL TALK

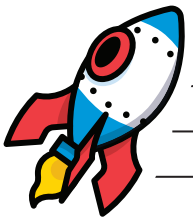
One of the best ways to learn about a career is to talk to someone who works in that field. Choose one of the experts below and read their interview on Your Job. Reflect on what you learned. Then come up with more questions for someone in the same industry.



## CHOOSE AN EXPERT

**Coach K** (sports)
**Forrest Galante** (climate)
**Jennifer Heldmann** (space)
**Jason Reynolds** (creators)
**Ainissa Ramirez** (technology)

**REFLECT:** What did you learn from this interview?



_____
_____
_____
_____
_____



**ASK ME ANYTHING:** What would you ask someone else in this field?

**Q:** _____
_____

**A:** _____
_____

**Q:** _____
_____

**A:** _____
_____

**Q:** _____
_____

**A:** _____
_____

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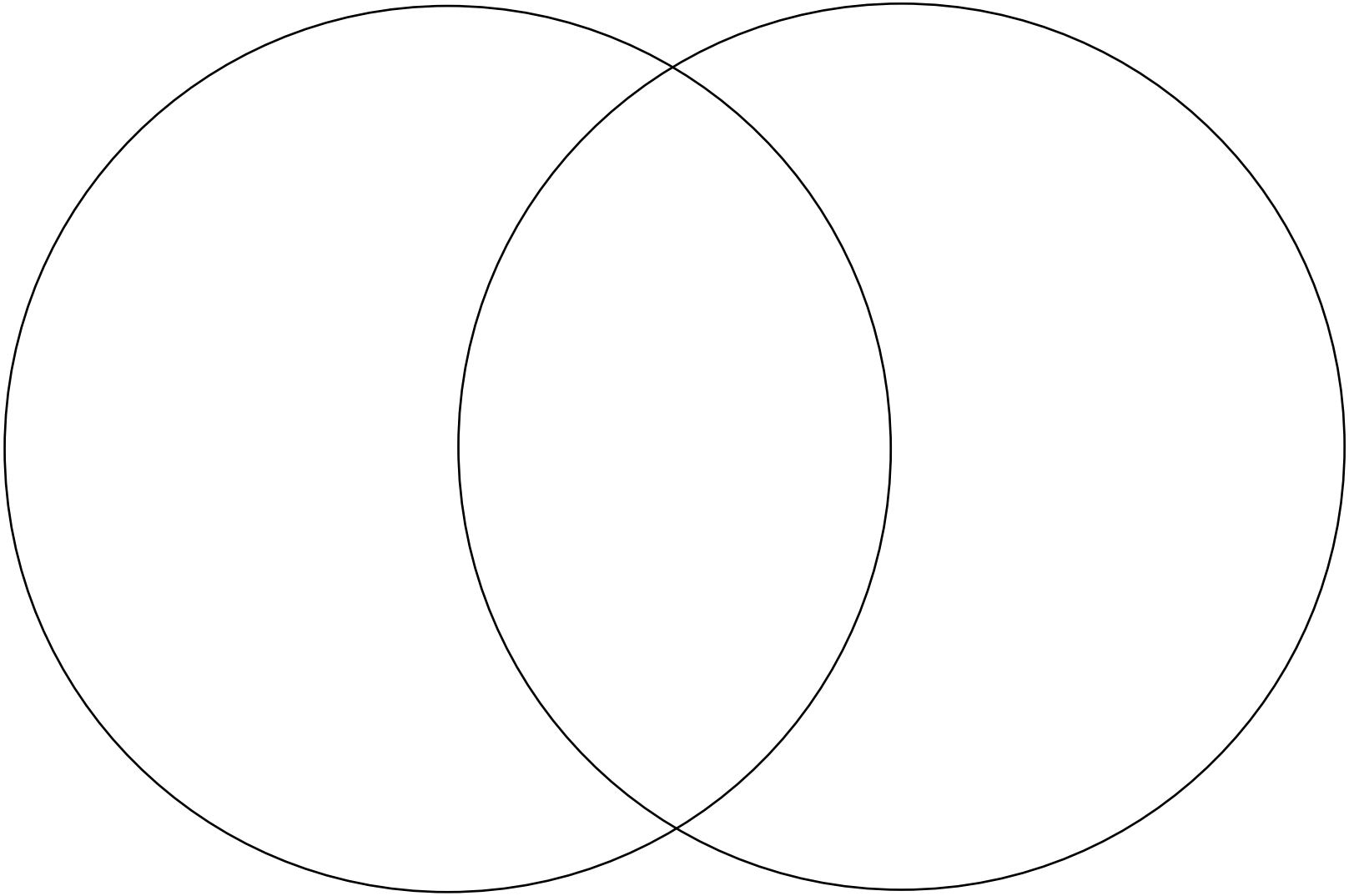
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# CAREER COMPARISON

All jobs require certain skills. There are also skills that are highly preferred. Use the Venn diagram below to compare two careers and the skills that would lead to success in each.



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# WHAT ARE POWER SKILLS?

These are personal skills that can be applied to different professions and roles throughout your life. These are harder to teach, and come with practice and experience. While they might not always be listed in a job description, they are just as important for success in your career and your life.

## LET'S COMPARE

| ACADEMIC/TECHNICAL SKILLS | POWER SKILLS |
|---|---|
| ● Skills learned in school or at work<br>● Often related to one specific job or task<br>● Measurable, specific, and concrete<br><br>**Examples: math, writing, coding, photography, plumbing, acting** | ● Traits and abilities that can be acquired with experience<br>● Can be used in all jobs, tasks, and environments<br><br>**Examples: creativity, problem-solving, flexibility** |

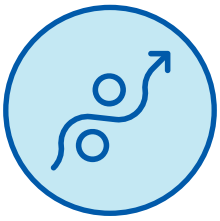
## LET'S EXPLORE

### COMMUNICATION



Expressing thoughts, feelings, and ideas clearly and effectively

### FLEXIBILITY



Adjusting to changing situations

### TIME-MANAGEMENT



Prioritizing responsibilities even in the face of distractions

### PROBLEM-SOLVING



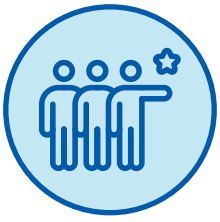
Finding creative solutions to difficult issues or tasks

### ORGANIZATION



Maintaining systems to keep thoughts, duties, and materials in order

### LEADERSHIP



Motivating and supporting others to succeed

### CONFLICT-RESOLUTION



Addressing and navigating issues with compassion and wisdom

### COLLABORATION



Working as part of a team to achieve a goal

ANASTASIA USENKO—GETTY IMAGES (8)

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your job

NAME _____ DATE _____

# RESEARCHING A CAREER

Your Job introduces you to a variety of careers. Use this worksheet to take notes about one that interests you. Remember, the trading cards have data concerning such things as education and salary. Use other sources for your research, as needed. List those below, too.

**CAREER PATH**

## WHAT QUALITIES AND SKILLS ARE NECESSARY FOR THIS ROLE?

### Academic or technical skills

- _____
- _____
- _____
- _____
- _____
- _____

### Power skills

- _____
- _____
- _____
- _____
- _____
- _____

## WHAT TRAINING OR COURSES WOULD HELP YOU PREPARE FOR THIS CAREER?

_____

_____

_____

_____

## WHAT WOULD YOU DO IN THIS CAREER?

_____

_____

_____

_____

**EDUCATION:** _____

**AVERAGE SALARY:** _____



LEMONO/GETTY IMAGES

**SOURCES**

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# POWER SKILL: TIME MANAGEMENT

Time management is an important skill in work and in life. Use this sheet to better understand the term. Then consider how this skill plays a role in your life and in the life of someone you've learned about.

**What does *time management* mean? Give an example.**

**Why is time management an important skill?**




**How does time management help the person in the career you learned about?**

**Are you good at time management? If yes, give an example. If no, how can you improve?**

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NAME _____ DATE _____

# POWER SKILL: PROBLEM-SOLVING

Problem-solving is an important skill at work and in life. Use this sheet to better understand the term. Then consider how this skill has played a role in your life and in the life of someone you've learned about.

**What does** problem-solving **mean? Give an example.**

**Why is problem-solving an important skill?**




**How does the person you learned about use problem-solving at work?**

**Give an example of a time that your problem-solving skills helped you.**



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NAME _____ DATE _____

# POWER SKILL: COLLABORATION

Collaboration is an important skill in work and in life. Use this sheet to better understand the word. Then consider how this skill plays a role in your life and in the life of someone you've learned about.

**What does *collaboration* mean? Give an example.**

**Why is collaboration an important skill?**




**How is collaboration useful or necessary in one of the jobs you learned about?**

**Do you like working with a group? Why or why not?**



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# POWER SKILL: COMMUNICATION

Communication is an important skill in work and in life. Use this sheet to better understand the word. Then consider how this skill plays a role in your life and in the life of someone you've learned about.

**What does *communication* mean? Give an example.**

**Why is communication an important skill?**




**How does the person you learned about use communication in their job?**

**Do you have good communication skills? In what ways do you prefer to communicate?**

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# COLLABORATIVE CONVERSATIONS

Collaboration is a helpful skill in life and in the workplace. Work with a group to fill out the information about a career in which collaboration is key.

CAREER

INDUSTRY

**ARTICLE TITLE:** _____

## WHAT SKILLS ARE NECESSARY FOR THIS JOB?

### Academic or technical skills

- _____
- _____
- _____
- _____
- _____
- _____

### Power skills

- _____
- _____
- _____
- _____
- _____
- _____

## SUMMARIZE THE JOB.

_____

_____

_____

_____

## COLLABORATION IS . . .

☐ **essential** ☐ **beneficial**



NADEZHDA KURBATOVA—GETTY IMAGES

## EXPLAIN THE ROLE OF COLLABORATION AND ITS IMPACT ON THE JOB.

_____

_____

_____

_____

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your job

NAME _____ DATE _____

# COMBATING CONFLICT

Conflict can arise in the workplace or in everyday life. Dealing with it can be uncomfortable. But there are tools for preventing or resolving conflict. Use the notes sheet below to reflect on two articles that will help you prepare for certain scenarios.

## "TOGETHER, WE ALL WIN"

What does it mean to be inclusive? _____

_____

How can being inclusive prevent conflict? _____

_____

What conflict might you face while being inclusive? What can you do in this situation?

_____

_____

_____

## "BEING AN UPSTANDING COWORKER"

What does it mean to be an ally? _____

_____

How can being an ally prevent conflict? _____

_____

What conflict might you face as an ally? What can you do in this situation? _____

_____

_____

_____

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# POWER SKILL: CONFLICT RESOLUTION

Conflict resolution is an important skill at work and in life. Use this sheet to better understand the term. Then consider how this skill has played a role in your life and in the life of someone you've learned about.

**What does *conflict resolution* mean? Give an example.**

**Why is conflict resolution an important skill?**




**What are some ways you can avoid conflict before it occurs?**

**What are some ways you can prepare to deal with conflict when it arises?**



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# PUTTING THE PIECES TOGETHER

At the end of the article, Terina Allen provides tips for choosing your own career path. Apply them as you start to sketch ideas below for your own career path.



PAY ATTENTION

What do you enjoy, and what skills do you have?



DEFINE SUCCESS

What does success mean to you?

How do you want to feel in your work? What kind of lifestyle would you like?

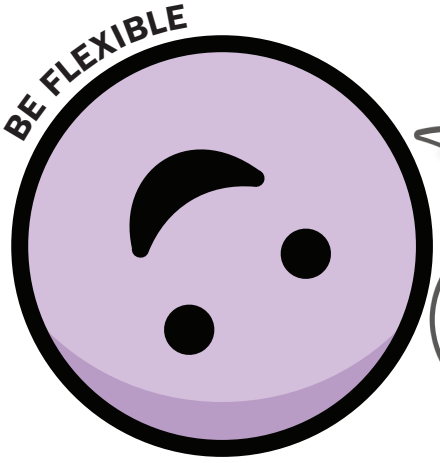


CONSIDER ALL ASPECTS



LOOK INWARD

Drown out other voices. What do *you* really want?



BE FLEXIBLE

What changes are you open to or expecting along the way?

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# SMART GOALS

Taking time to set goals is a key ingredient of success. Use the space below to write down the following requirements of a career goal. Then map out the smaller steps it will take to achieve it.

**S** SPECIFIC (What do you want to accomplish?)

**M** MEASURABLE (How will you know you met the goal?)

**A** ACHIEVABLE (How is the goal realistic for you?)

**R** RELEVANT (How does this make sense for your life?)

**T** TIME-BOUND (What is your deadline?)

## WHAT WILL IT TAKE?

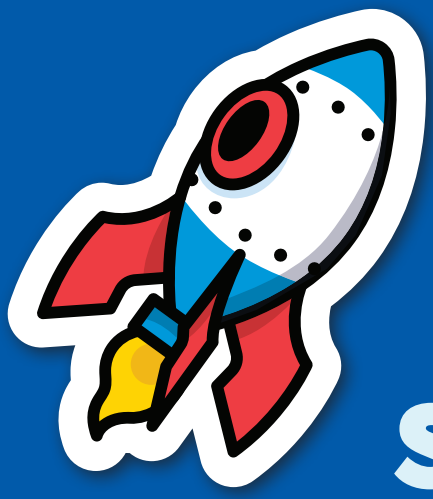
In the ladder spaces, list the small steps that will help you reach your goal.



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