

**Unit #1 Title:** Making Connections

**Lesson Title:** Connecting The Dots: Activities/Interests to Careers      **Lesson:** 1 of 3

**Grade Level:** 2

**Length of Lesson:** 20-30 minutes

**Mississippi College and Career Readiness Standard:**  
W.2.2, W.2.5, W.2.8, SL.2.1, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.6

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
M 4, M 5  
B-LS.1, B-LS.2

**Materials (include activity sheets and/ or supporting resources)**

*New Things to Learn and Explore Activity Sheet*  
*Career Paths Mini Poster (copy for each student)*

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Measureable Learning Objective:**

The student will identify at least two new activities and interests to explore.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives.**  
**Assessment can be question answer, performance activity, etc.**  
Work Sample and Performance Task: Students will complete the first and second sections of the *New Things To Learn and Explore Activity Sheet*. Students will then identify the Career Path(s) that will link them to careers using the link between the activities and interests.

**Lesson Preparation**

**Essential Questions:**  
How are your strengths, interests, and future career connected?

**Engagement (Hook):**  
Hold up your hand if you have done a “connect the dots” activity. When connecting the dots what did you discover? Let’s think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p>	<p><b>Student Involvement/Instructional Activities:</b></p>
<p>1. Begin by using the “hook”. Ask: What is an explorer? What will you do as an explorer?</p> <p>2. Ask students to reflect on last year’s discussion of their strengths and interests.</p> <p>3. Counselor asks for a volunteer to explain “What is an ‘interest’? What is an ‘activity’? How is an activity different from an interest?” Explain an interest is something you like to do or you want to learn more about (e.g. “I’m interested in reading” or “I’m interested in building things”). Explain that an activity is something that you participate in at school or at home or in the community, and that one can do this on his/her own or in a group. Ask students to give examples of activities that they are currently involved in. Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I’m a good reader (skill strength) and am curious about _____ (interest).”</p> <p>4. Counselor gives each student the activity sheet, <i>New Things to Learn and Explore</i>. Counselor instructs students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor reminds students that a person doesn’t necessarily have to be good at an activity to learn it, but it’s important to be interested in learning. Counselor instructs students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.</p>	<p>1. Students offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. reading maps, boats, traveling to new places).</p> <ul style="list-style-type: none"> <li>• Volunteer definitions of “Explorer”.</li> <li>• Volunteer descriptions of activities they will do as an explorer.</li> </ul> <p>2. Students volunteer meaning/examples of strengths/interests.</p> <p>3. Students volunteer to answer and invite others to volunteer.</p> <p>4. Students listen to the instructions.</p>

<p>5. Counselor instructs students to complete the first two sections of the activity sheet by writing two activities and two interests that they will explore.</p> <p>6. Counselor distributes copies of the <i>Career Path Mini Poster</i> to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students match each activity and interest with the appropriate career path.)</p> <p>7. Counselor reviews the lesson by stating, “Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers. What did you learn today about exploring new things? During our next lesson, we will be connecting the dots between academic (school) skills and career paths. You are to observe workers: look for the school skills they use.”</p>	<p>5. Students write their responses to the first two sections on the activity sheet.</p> <p>6. Students write their responses on the activity sheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.</p> <p>7. Students listen and volunteer to tell one “thing” they learned.</p>
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**Teacher Follow-Up Activities**

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students’ listed activities/interests and the career paths.

**Counselor reflection notes (completed after the lesson)**

Name \_\_\_\_\_

## **New Things to Learn and Explore**

**Write at least two new activities that you will learn how to do:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Write at least two new interests that you will explore:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**These are the Career Paths that my new activities and interests might lead to:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Career Path Mini Poster

Working Together in Our Community

### Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



### Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



### Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



### Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



### Helping Path

(Human Services)

People who like to work with people to help make things better for others.



### Health Path

(Health Services)

People who like to care for animals and people.

