My Attributes, Our Opportunities

Career Education, K-3

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| **Overview**  This three-part unit is appropriate for K-3, as all competencies are the same in Career Education K-3. Each part can be completed in one lesson or in multiple lessons, at the discretion of the teacher. This allows for flexibility, as the teacher can decide how long each section should take to complete. The teacher can also decide on the level of vocabulary and complexity in the discussions, using examples that are suitable for the specific class.  In this unit, students will identify their personal attributes and use this information to set personal goals. They will experience activities that require them to work both alone and with others to be successful. Through working with others, they will also be able to identify attributes of other people and how these influence their own learning. They will learn to set personal goals and work toward them using an action plan. They will also make connections to careers and learn about the attributes needed for success in certain careers. For example, carpenters need to be “creative,” “dedicated,” and “patient” in order to build furniture or houses. Computer programmers need to be “self-motivated” and “innovative.”  As a final project, students will build (using cardboard and recycled materials) an imaginary community and make decisions about what types of jobs/careers they want inhabitants to have in order to make their community successful. |

# Part 1: My attributes

This part of the unit focuses on identifying students’ personal attributes, skills, and interests in order for them to better understand themselves and be empathetic toward others when working in collaborative groups.

### Key questions:

* What are some things that you are good at?
* What are some things that you wish you were good at?
* What are some things that other people are good at?
* How did your group work together to complete the activity?

### Big Idea

* Effective collaboration relies on clear, respectful communication.

### Learning standards (Curricular Competencies and Content)

* Identify and appreciate their personal attributes, skills, interests, and accomplishments (Curricular Competency)
* Work respectfully and constructively with others to achieve common goals (Curricular Competency)

### Core Competencies

Positive Personal and Cultural Identity:

* I can identify my individual characteristics.
* I can describe/express my attributes, characteristics, and skills.

### First Peoples Principles of Learning

* Learning involves patience and time.

### Cross-curricular connections

Applied Design Skills and Technologies:

* Skills can be developed through play. (Big Idea)

## Learning activity

Ask students the first two key questions: What are some things that you are good at? and What are some things you wish you were good at? Collect all of the students’ ideas. Introduce students to the idea of attributes and give some examples.

Then have students complete a group task where they are required to build something together using materials available in the classroom. For example, have them build a table out of newspaper and tape that can hold three books. Or give each group one piece of newspaper and ask them to make it into the longest piece possible using scissors and tape. Ask students to watch for other people’s attributes, revealed during their group work.

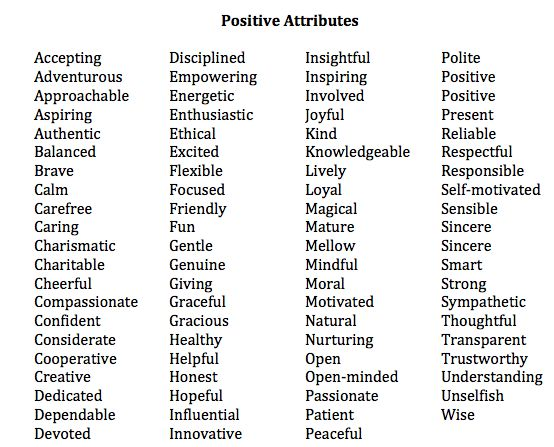
After the group work, discuss with the students how they worked as a group. Ask students to identify some attributes that they noticed in others and to acknowledge each other in a positive way. Ask students to reflect on the contributions and attributes that they displayed during the group work. This can be done independently, in pairs, or as a whole class.

Ask students which attribute they would like to work on and ask them to create an action plan. What are some things they can do to work toward their chosen attribute? For example, if they want to work on being “honest,” what are some actions they can take in school to practice this?

Finally, have students set a personal goal for next time — for example, “I want to be more reliable next time. I want to make sure that my group can count on me to do my share.”

### Differentiation

1. Help struggling learners and ELL students with a list of attribute words:



2. Write the key vocabulary (*attributes, characteristics, contribution, personal goal*) on the board and review before beginning the lesson to ensure that all learners understand the meanings.

3. Provide a different activity for each group. The groups can be strategically organized in advance to support learners with different abilities. For example, one group can use newspaper to build a table that will hold three books, while another group can build a bridge using popsicle sticks or straws, and another group can prepare a small skit using a short script that you provide (e.g., Reader’s Theatre or online camp skits).

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 1 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning intentions** | **Assessment** |
| Identify personal attributes | *I can identify the things I am good at and the things I enjoy doing* |
| Understand that just because they don’t have certain attributes, it does not mean that they will never achieve their goals | *I understand that people have different attributes and that diversity can be helpful in a group* |
| Identify attributes of others | *I can identify ways in which I and others can contribute to my group* |

# Part 2: Attributes and careers

In this part of the unit, students connect their attributes and characteristics with the types of careers/jobs they would be suitable for. Students will begin to make connections with careers through interviewing those around them. They will also see how First Peoples traditionally divided up labour so that the community would thrive. This will help students understand that communities include different roles that require many different skills.

### Key questions:

* What are some types of jobs/careers that you know of?
* What do your parents, aunts, uncles, or grandparents do for work?
* What types of attributes are needed for each of their jobs/careers?
* How can knowing what your attributes are be helpful in life?
* Can people learn different attributes along the way?

### Big Idea

* Communities include many different roles requiring many different skills.

### Learning standards (Curricular Competencies and Content)

* Identify and appreciate the roles and responsibilities of people in their schools, families, and communities (Curricular Competency)
* Recognize the basic skills required in a variety of jobs in the community (Curricular Competency)

### Core Competencies

Positive Personal and Cultural Identity:

* I can reflect on my strengths and identify my potential as a leader in my community.
* I understand I will continue to develop new abilities and strengths to help me meet new challenges.

### First Peoples Principles of Learning

* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

## Learning activity

Discuss the different types of jobs/careers the students know about, drawing from their own experience with parents, uncles, aunts, grandparents, and so on. This can be done as a whole class or independently and then shared in small groups.

Make a list of the identified jobs/careers. Then have students assign each job/career on the list some attributes that are needed to be successful in that job/career. For example, a doctor needs to be smart in order to make good diagnosis. Or a fisherman needs to be adventurous in order to go out onto the wild ocean. Again, this can be done as a whole class, or a job/career can be assigned to each group or pair.

Finally, group the types of jobs/careers into categories, such as “caregiving,” “creating,” “fixing,” “helping others,” “providing goods,” or “providing services.” Then look for patterns in the types of attributes assigned to jobs/careers in each category.

### Applying First Peoples’ Principles of Learning

Try having the discussions sitting in a circle. Introduce the First Peoples Principle of Learning, “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”

### Differentiation

1. Give students options for presenting their research:

* Video: conducting an interview with someone about their job/career and the attributes they need to be successful
* Writing: using writing prompts or a framework; or writing interview questions to find out about different jobs/careers and their associated attributes
* Visual arts: creating an image (painting, collage, etc.) of the job/career they are interested in

2. Write the key vocabulary (*job/career, attributes*) on the board and review before beginning the lesson to ensure that all learners understand the meanings.

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 2 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning Intentions** | **Assessment** |
| Identify and connect attributes needed in certain jobs/careers | *I understand that different jobs/careers require different skills, strengths, and attributes* |
| Reflect on their strengths and attributes that could contribute to the well-being of their community | *I can identify my strengths and attributes that have positive impact on my community* |
| Understand that attributes aren’t fixed but rather can be fostered by setting goals and facing new challenges | *I can set goals that I want to achieve and work toward developing attributes that can help me face new challenges* |

# Part 3: Building my imaginary community of diversity

This part of the unit gives students a chance to create their own communities, using cardboard boxes and recycled materials. They will make decisions on the types of attributes they would like represented in their community, based on the traditional division of labour system in First Peoples cultures.

### Key questions:

* What would the world be like if everyone had the same strengths and attributes?
* Why do we need people to be diverse and have different abilities and attributes?
* How does diversity in strengths, abilities, and attributes support our community?
* How do First Peoples divide roles in their traditional ways of living?
* If you could create your own community, what types of jobs/careers and attributes would you have in your community? Why?

### Big Idea

* Communities include many different roles requiring many different skills.

### Learning standards (Curricular Competencies and Content)

* Share ideas, information, personal feelings, and knowledge with others (Curricular Competency)
* Set and achieve realistic learning goals for themselves (Curricular Competency)

### Core Competencies

Personal Awareness and Responsibility:

* I can take ownership of my goals, learning, and behaviour.

### First Peoples Principles of Learning

* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

### Cross-curricular connections

Applied Design, Skills, and Technologies:

* Choose an idea to pursue
* Choose tools and materials
* Make a product using known procedures or through modelling of others
* Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 3 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning intentions** | **Assessment** |
| Understand that diversity is necessary for a community to thrive | *I can explain why diversity is necessary for my community to thrive* |
| Be able to make direct link to their own attributes and their impacts on their community | *I know how my attributes can impact my community* |
| Set personal goals and create an action plan to achieve those goals | *I can identify attributes I want to work toward and can set goals to achieve them* |
| Create/build a model community and make decisions on what attributes their community will require to thrive | *My model community includes diverse jobs/careers that would benefit members of the community*  *I can explain my design and the thought behind the design of my community* |

## Learning activity

Divide students into small groups (i.e., four to six students). Give each group a *single* resource only — for example, paper, scissors, ruler, tape, or pencil. In other words, give one group some paper only, give only pencils to another group, and so on. Tell the students that they have to work as a group to make as many rectangles, circles, triangles, and squares as they can in a given time (maybe 10–15 minutes). Students will begin to notice that they lack some resources. If they figure out that they can trade with other groups, let them, but don’t suggest it — let them figure it out on their own. The idea is that students will begin to see how diversity in resources is required to be successful. Once students figure out that they can trade resources with others, let them complete the task and have a discussion about the process.

Then, if time allows, try the activity again, and this time ask the students to form their own groups to ensure that each member brings with them a different resource. Afterwards, discuss the difference in the level of success. Help students make connections between diversity in physical resources and diversity in human attributes.

Discuss the key questions. Provide different ways for students to express their answers to the key questions. For example, they can make a drawing of what the world would look like if everyone had adventurous attributes and had a career as a pilot. Or write a short journal entry. Or create a skit in a small group demonstrating the impact of lack of diversity in skills and attributes.

Discuss the need for diversity, using the traditional divisions of labour in the First Nations cultures as an example. (Suggested online resource: <http://www.thecanadianencyclopedia.ca/en/article/aboriginal-people-northwest-coast/#h3_jump_3>)

Have students design and build a community of their own, using cardboard boxes and recycled materials such as yogurt containers, juice boxes, twigs, and so on. They will have to consider the following questions when designing:

* What types of people do I need in my community?
* Where should they be located in the community?
* What services will my community members need?

Before beginning this activity, have students choose one attribute that they would like to develop as they work on their project — for example, “I would like to be more focused because I want to make sure I can get my work done on time.”

Ask the students to help define the success criteria for their project.

Finally, provide an opportunity for students to show off their final products.

### Applying First Peoples Principles of Learning

Try having the discussions while sitting in a circle. Introduce the First People’s Principle of Learning, “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” What different roles did First Peoples in your local area have in their traditional community? What are the traditional divisions of labour in First Peoples cultures?

### Differentiation

1. Write the key vocabulary on the board (*attribute, strength, diversity, impact, thrive*) and review before beginning the lesson to ensure that all learners understand the meanings.

2. Give students a list of jobs/careers to choose from.

3. Give students the choice between working in pairs and working independently on the project.