

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: HIGH FLYING KITES

SUBJECT: Guidance Activity

GRADE LEVEL(S): 6-8

SC Career Guidance Standard/Competency

- Learning to Work: Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.
 - Competency 1.3. Explain the relationship between personal success, lifestyle, and career choices

National Career Development Guidelines Goal/Indicator

- Personal Social Development: GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.
 - Indicator PS1.K1. Identify your interests, likes, and dislikes.
 - Indicator PS1.K2. Identify your abilities, strengths, skills, and talents.
- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.
 - Indicator CM3.K5. Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Lesson Objectives

1. Students will identify at least three of their interests and hobbies.
2. Students will identify at least three of their skills and abilities.
3. Students will identify at least three jobs they might like to do.
4. Students will identify at least five words to describe themselves.

Assessment

1. Students will construct a Career Kite that displays at least three of their interests, hobbies, skills, abilities, and jobs they might like to do, as well as at least five words they would use to describe themselves.

Preparation

- Prior Learning—N/A
- Handouts/Worksheets—N/A
- Resources—poster board, paper (white and construction), glue, scissors, tape, magazines or newspapers, string, and bows, demonstration Career Kite
- Time Required—45-60 minutes

Procedures

Part One

- Show the students your Career Kite and explain the sections of the kite. Explain that your interests, your hobbies, your skills and abilities played a role in your decision to become a counselor. People often work in jobs that relate to their interests and what they do well.
- Brainstorm with students jobs they might like to do some day. How do the jobs reflect their interests today? Continue by brainstorming some of the skills and abilities they have (be sure to develop a list that includes “soft skills” such as team work, being organized, etc.). Encourage students to share one word they might use to describe themselves.

Part Two

- Explain to the students that they will build a Career Kite that displays their interests, skills/abilities, jobs they might like, and words that describe themselves.
- Describe what goes on each of the four quadrants of the Career Kite:
 - Interests (at least three);
 - Hobbies (at least three);
 - Skills and abilities (at least three); and
 - Jobs of interest (at least three).

The tail of the kite will display at least five words they would use to describe themselves.

- Oversee the construction of the Career Kites. Display the kites as appropriate.
- Engage the students in a discussion of their kites. What did they learn about themselves? Do they have any skills right now that an employer might value? How will knowing about their own interests and skills help them choose a career some day?