

## **SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES**

**TITLE:** FRIENDSHIP BACKPACK

**SUBJECT:** Guidance Activity

**GRADE LEVEL(S):** K-2

**SC Career Guidance Standard/Competency**

- Learning to Work: Standard 3. Students will explore careers and the connection of school to work.

Competency 3.3. Describe what they like to do and why

**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.K3. Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

### **Lesson Objectives**

1. Students will understand that many of the personal qualities that make a good friend are the same as those that make a good worker.
2. Students will identify some of their own positive personal qualities that make them a good friend and a good worker.

### **Assessment**

1. Students will participate in the class discussion (informal assessment-observation).
2. Students will draw a backpack and “fill” it with at least 5 of their own positive personal characteristics that make them a good friend and a good worker.

### **Preparation**

- Prior Learning—N/A
- Handouts/Worksheets—N/A
- Resources—construction paper, crayons, scissors, magazines, paste, optional—stories about friendship such as: *Princess Lulu Goes to Camp* – Kathryn Christaldi, *Best Friends Wear Pink Tutus* – Sheri Brownrigg, *Emily and Alice* – Joyce Champion, *Pirate School* – Cathy East Dubowski, *My Brother, the Brat* – Kirsten Hall, and *The Lunch Box Surprise* – Grace Maccarone
- Time Required—45 minutes

### **Procedures**

- Prior to the activity, gather the materials for the collages.
- Read a story about friendship to the students (see suggested list above or use one of your favorites). Discuss the story.
- Ask students to think about their best friends and the things they like most about them.
- Engage students in a brainstorm of the personal qualities and behaviors of a good friend. List them on the chalk/white board.

- Continue the discussion by asking students what qualities make a good worker. Are they the same as those that make a good friend? What other qualities are needed in a good worker?
- List the qualities of a good worker on the chalk/white board.
- Have students draw a backpack and “fill” it with at least five of their positive personal qualities that make them a good friend and a good worker.
- Display the collages on the bulletin board.