

# Career Planning – What Do You Want to Be When You Grow Up?

**Utah Core:** WRITING Standard 5.W.4

**Grade Level:** 5<sup>th</sup> Grade

**Subject:** College and Career Readiness / Writing / Research Skills

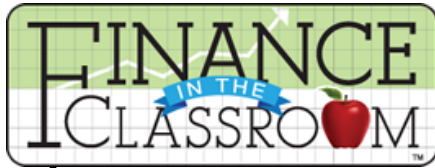
**Time Needed:** 1–2 class periods (45–60 minutes each)

**Objective:**

- I can plan for the future.
- I can research a career choice and what is involved in that career.

**Materials:**

- Blank paper (for initial brainstorming)
- Lined paper or digital document for essay writing
- Internet access or printed career information (optional: tablets, Chromebooks)
- Access to credible websites (e.g., [www.bls.gov/k12](http://www.bls.gov/k12), [careeronestop.org](http://careeronestop.org), [kids.usa.gov/jobs](http://kids.usa.gov/jobs))
- Pencils, pens, or markers



## Lesson Procedure:

### 1. Hook / Introduction (10 minutes)

Ask students:

- “What do you want to be when you grow up?”
- “Why does that career sound interesting to you?”

Discuss a few examples as a class (teacher shares one of their own dreams, too).

Explain:

“Today, you’ll start thinking like a future professional! You’ll explore what it takes to get the job you dream about — how much school you’ll need, what skills are important, what a typical day looks like, and how much you might earn.”

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### 2. Activity Part 1 – Brainstorming (10 minutes)

- Give each student a blank sheet of paper.
- Have them draw a **line down the middle**.
  - **Left Side:** Write several ideas for careers they might like.
  - **Right Side:** Choose one favorite and write what they already know about that career (education, skills, job duties, tools used, etc.).

Encourage creative and honest thinking—there are no wrong answers.

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### 3. Activity Part 2 – Research (20–30 minutes)

- Model how to use a **credible resource** (show example websites or library books).
- Students research their chosen career and take notes, focusing on:
  - Education or training required (college, trade school, apprenticeship)
  - Years of schooling or experience
  - Average salary or pay range
  - Typical work week or schedule



- Tools or skills needed
- Job responsibilities and work environment
- Career outlook or demand

Remind students to use **credible sources**—not just random internet pages.

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#### 4. Activity Part 3 – Writing the Essay (30–40 minutes)

Students use their notes to write an **informative essay** describing their chosen career.

Essay should include:

1. **Introduction:** What career did you choose and why?
2. **Body Paragraphs:**
  - What education or training is required?
  - What skills or knowledge are important?
  - What is the job like day to day?
  - What is the typical pay or schedule?
3. **Conclusion:** Would you still like to pursue this career? Why or why not?

Encourage proper paragraph structure, clear details, and personal reflection.

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#### 5. Sharing and Reflection (10–15 minutes)

- Invite volunteers to share highlights from their essays.
- Class discussion questions:
  - “Did anything surprise you about your career?”
  - “What skills could you start practicing now to prepare for that job?”



- **Support:** Provide structured note templates or printed research articles for struggling readers.
- **Challenge:** Ask advanced students to compare two careers or include data/graphs in their report.
- **Extension:** Have students design a “Career Poster” summarizing their research visually.

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**Assessment:**

- Completion of brainstorming sheet (left/right side ideas)
- Accuracy and depth of research notes
- Informative essay graded on organization, content, and clarity
- Participation in discussion

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**Exit Ticket:**

“One thing I learned about my future career is...”

“One thing I can start doing now to prepare for my future is...”