

Spark! 3-5 Implementation Guide

Use this guide to get a snapshot of each unit your grade 3-5 students can complete in **Career Cruising for K-12**, including learning objectives and topics covered in **Spark! 3-5 Reflection Activities**. For more detailed instructions, please download the **Spark! Grades 3-5 Educator Guides** in the Career Advisor Management System (CAMS) by logging into your account at careercruising.com/school and navigating to “Helpful Documents.”

GRADE 3				
Unit 1	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements and Grade Badges
All About Me Send a letter of introduction home to parents (in CAMS under <i>Helpful Documents</i> > <i>Parent Letter</i>)	Students will develop an understanding of self in order to maintain a positive self-concept: “If I have a positive self-concept, it will help me to prepare, obtain, create, and maintain employment skills now and in the future.”	Give students a sheet of art paper and get them to fold it in half to make a card. Ask students to write, “Smile, It’s Me!” on the cover and then draw a picture of themselves. Inside the card, have them write, “I Like” on one side and “I Do Not Like” on the other and write down a few items on each side. How would these feelings relate to careers?	Environment Leadership Creative	My First Sparkdale Episode! (Note: Students can see their badges by navigating to <i>My Profile</i> > <i>My Badges</i> . They’ll earn more badges as they move through the game.)
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete the first episode: The Potato Prowler Problem . Ask students to make a list of the career characters they meet in this episode and write a statement by each character expressing how they think the character felt and what they were trying to accomplish. What skills did the characters need or not need in this episode?		
Day 2 Online Reflection Activity	Estimated Time: 30 minutes	Complete the <i>Reflection Activity</i> in Spark! Write a list of school subjects on the board. Ask students to copy the subjects and draw a face beside each one that best describes how they feel about the subject.		
Day 3 Offline Reflection Activity	Estimated Time: 30 minutes	Most students will need this time to finish the first episode and reflection activities. Students who are finished can write a journal entry titled, “The thing I like best about school and why.”		

Unit 2	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
What is Work? (Career Paths)	<p>Students will learn to use accurate and current information to explore careers. They will use this information to begin a career plan.</p> <p>Students will become familiar with the term “work” and be introduced to different career pathways.</p>	<p>Ask students to make a list of all the jobs they do at home. Have students decide if they are jobs, occupations, or careers. How do you determine the difference?</p> <p>Define “career clusters” to students and give examples of jobs within each cluster.</p>	<p>Work Occupation Career Career Clusters Career Plan Make a list of the feeling words that were in the episode; for example, Chef Boyarzee was pleased, calm, and frazzled.</p>	<p>I Contribute!</p>
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete the Restaurant Rescue episode. Ask students: What career clusters are in this episode? What career pathways are they connected with? Then divide students into groups and give them a large piece of butcher paper. Assign each group a career cluster and ask them to draw and/or write jobs that are in that cluster.		
Day 2 Online Reflective Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 2 Reflection Activities</i>.</p> <p>Print and photocopy the <i>Jobs in my Community</i> work sheet (<i>CAMS > Helpful Documents > Grades 3-5 Reflection Activities > Grade 3 > pages 8-10</i>). Ask students to check who is the most responsible to do these jobs. Where are the jobs performed in the home or community? What happens if the person responsible for the job doesn't do it?</p>		
Day 3 Offline Activity	Estimated Time: 30 minutes	Ask students to write down five different kinds of work they do at school and five different types of work they do at home. Then, ask them to write down five different types of work they do when not at home or work (e.g. clubs or sports). From this list, ask students to pick the five types of work they like to do the best and the five types of work they like to do the least.		

Unit 3	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Self-Awareness: How I'm Feeling	Students will become aware of their feelings and the feelings of those around them. They'll explore the questions, "How might feelings be important when determining a career? When at work?"	<p>Show students pictures of people's faces. Ask them to tell you how the person is feeling and how they know the person is feeling a particular way.</p> <p>Make a list of "feeling" words and display them in the classroom. Make a display of pictures (student drawings or printouts) and capture with the proper feelings.</p>	Add "feeling" words to the list generated in Units 1 and 2. Ask students to use the vocabulary words in sentences. Make some of the vocabulary words bonus spelling words. Add the word "evacuate."	Students can make their own "feelings badges" to wear as the teacher assigns or approves.
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 3: Construction Deduction . Ask students to make a list of the career characters in episode 3 and explain how each was feeling in this episode.		
Day 2 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 3 Reflection Activities</i>.</p> <p>Have students complete the statement: I will be ___years old in 5 years. I will be doing _____. I will be ___years old in 10 years. I will be doing _____. I will be ___years old in 15 years. I will be doing _____.</p> <p>Ask students to share their answers and how they arrived at them.</p>		
Day 3 Offline Activity	Estimated Time: 30 minutes	<p>Divide students in groups, give them a statement, and have them decide what they would do in different situations. Examples:</p> <p>Your mother tells you to clean up the kitchen, but your favorite TV show is on. What do you do?</p> <p>Your best friend calls you a bad name. What do you do?</p> <p>You see a friend steal money from the cafeteria. What do you do?</p>		

Unit 4	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
My Interests	Students will start to be aware of their personal interests and how that information affects career interests.	<p>Ask and discuss these questions: Where are you going? Do you have an idea of a career? What were the results of the Day 2 activity in Unit 3? Do they relate to what interests you're exploring in this program? Do your interests match your personality?</p> <p>Make a chart on the board. On one side, make a list of personality types. On the opposite side, list careers that would match each personality type.</p>	Patients Patience Feeling words	I'm a Lifelong Learner
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 4: The Case of the Peculiar Package . Ask students: What's a career you'd like to know more about? Are there any of the careers in this episode that you'd like to explore further?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to make a list of the career characters in this episode. What were their feelings? How do they know each character felt that way? Describe each feeling using the vocabulary words in this and previous units.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 4 Reflection Activities</i> . Ask students to draw a picture of themselves with their favorite toy or pet.		

Unit 5	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Communication Skills: Active Listening	Students will learn about communication and listening skills. What are communications skills? Why are they important in finding a career?	Introduce “I” messages (find examples in CAMS under <i>Helpful Documents > Grade 3 Educator Guide – Unit 5</i>). Read messages to students, talk about body language, and remind them that it’s as important to listen as it is to speak. Then ask for student volunteers to pick an “I” statement from a pile (have them typed or written out). After the student reads the statement, ask the class to discuss their reaction.	Use vocabulary words from previous units and ask students to write “I” messages with them.	I Can Spot an Active Listener!
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 5: Who Made That? Ask students to make a list of the careers introduced in this unit. Ask them to identify the characters who did not listen. What happened? How could it have been different if they had listened?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Share the pictures in <i>Unit 5 (Reflection Activities)</i> found in the <i>Helpful Documents</i> section of CAMS). Ask students to identify the good listener in each picture and then ask: Who is not listening in the picture? What might happen due to someone in the picture not listening? What happens at school when you do not listen? What happens at home when you do not listen?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Ask students to complete the <i>Unit 5 Reflection Activities</i> . Divide students into small groups and give each group five “feeling” words. Each person in the group must use “I” messages and share with group members a time they felt that way.		

Unit 6	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Taking Initiative	Students will gain an understanding of what initiative is. Why is it important in career planning?	Define initiative. Ask students if they can think of an example of someone who has initiative.	Add the career clusters introduced in previous units. In this episode: Nature, Health, Building and Fixing, and Business.	I Know About Career Paths and Clusters
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 6: A Little Off (the Top) . Ask students: Did anyone in this episode have initiative? Who? How did initiative affect those who were going to the prom? What about the real estate person? If everyone had shown initiative, how would this episode be different?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students: What are the careers and career clusters in this lesson? Would they fit into your career plan? How might you take initiative? Examples: Learn something new Help others or ask for help when it's needed Make a new friend Do chores at home without being asked Plan a special party for someone else		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 6 Reflection Activities</i> . Ask students: Have you learned something new? What's something you've never tried before? How do you feel when you try something new and are successful?		

Unit 7	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Social Awareness	Students will learn about how important it is to consider their interpersonal skills, including respect for diversity.	Students must understand that to have successful careers they must be able to communicate well with others. Review “I” messages. Give each student a piece of paper with a career written on it (one introduced in Unit 3). Ask them to share with the class how they would accomplish becoming successful in this particular career using “I” messages.	Diversity Interpersonal skills Expertise Respect	I Can Take Initiative!
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 7: Start Up Sparkdale . Ask students to make a list of the careers and characters introduced in this episode and share how those characters have demonstrated social awareness.		
Day 2 Offline Activity	Estimated Time: 30 minutes	Have a class discussion about what respect is and what it means. Ask students to make a list of people they respect (e.g. parent, teacher, classmate, janitor, bus driver) and then write out the ways they show respect to those people.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 7 Reflection Activities</i> . Explain that accomplishments are important and they affect our feelings. Put students in small groups and give them butcher paper. Have them make a list of characteristics that they like in friends and give examples of their accomplishments.		

GRADE 4

Unit 8	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Learning Styles	Students will learn that to be successful, they must have an understanding of self and a positive self-concept. How does the way people learn have an effect on how they accomplish tasks?	Divide students into groups and give each group a task (e.g., build a paper airplane, put together a simple puzzle, fix a broken toy, clean a bookshelf, etc.). After students complete (or attempt to complete) each task, ask them what groups were successful. Define success and have them explain what each member did to help them succeed.	Employment Economic Goal Goal setting	I Know My Learning Style
Day 1 Online Episode	Estimated Time: 10-20 minutes	<p>Complete episode 8: Hiway Hijinx. Ask students: What are the careers in this episode? Do any of them display success?</p> <p><i>Please keep in mind that it might take more than 1-2 settings to complete the episode and Reflection Activities. Students can stop and continue next time where they left off. You can also encourage students to finish at home (they can log in wherever they have internet access).</i></p>		
Day 2 Offline Activity	Estimated Time: 30 minutes	<p>Give students learning style suggestions, e.g. touching, hearing, seeing, or a combination. Then ask the following questions:</p> <p>Do you know how you like to learn? What makes you think you learn best this way? When you use the way you learn and you understand a math problem or are able to write a good sentence, how do you feel? (This activity can be done as a class or in small groups.)</p>		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 8 Reflection Activities</i>.</p> <p>Explain to students the results of the Unit 8 Learning Styles questions (page 5 of the <i>Grades 4 Reflection Activities</i>). Have students share what type of learner they are with classmates.</p>		

Unit 9	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Evaluating My Performance	Students learn to set goals and then learn how to attain those goals and develop better study habits.	As a class, decide on an event on the school calendar (e.g., a field trip, school dance, career day). As a class, walk through how the event would be planned. What steps need to be taken? How does this exercise relate to a career plan? What information is needed to have a successful career plan?	Responsibility Productive Discipline Enthusiastic Long-Range Plan Career Plan	I Have Great Work Habits!
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 9: Doggone Dogs Gone.		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask each student to decide on a particular career, then follow up with: What are the steps and planning needed to achieve this career goal? How will you be the best you can be? Will you need a plan?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 9 Reflection Activities</i> . Show students an example of a career plan made by high schools students. Discuss the items that are included in a career plan.		

Unit 10	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Occupation Tools	Students become aware of careers that are available, looking at different geographic locations and the skills needed to be successful.	<p>Display a large map of the United States. Have a class discussion on topical geography of the United States and compare with what you think populations in those areas might be, e.g. mountains of Eastern Kentucky – what jobs are available in those mountains? What is the population in an area such as mountains?</p> <p>Students often think they want to live on the beach. What are jobs there? This episode also references the 21st century – ask students, what does that mean? Does the job market affect the economy of the region?</p>	Medieval Harker/Herald Editor Employment Economy Economic conditions Job market	I Am An Achiever * Gifted students might do a visual project, e.g. make a chart of an area of the United States. Research the job market, job descriptions, education requirements for those jobs, and earnings for that region of the country. Compare with job availability and earnings elsewhere – are they similar or different?
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 10: Let's Get Medieval . Make a list of the career characters in this episode. Where in the geographic areas (based on the map used in the Introductory Lesson lesson) might people in these careers find the best work?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Continue the process of looking at careers that have been introduced in earlier episodes and in grade 3. Where would these career characters be most successful looking for employment? Does economy make a difference? How? Pick a geographic location that you think you'd like to live and research what careers are available in that area.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 10 Reflection Activities</i> . Re-look at the pictures in the activities and ask students to make a list of the geographic locations they think would be good employment areas. What careers would be available? (There might be more than one geographic location for each picture.)		

Unit 11	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
My Success Tools (Organization & Study Skills)	Students will become aware of what they do with their time and how they can manage their time to become more successful.	<p>Make a list of all of the things you did as a class yesterday at school, then chart the time it took beside each activity.</p> <p>Give each student two pieces of paper. Ask them on one piece to list all of the things they do on a school day, beginning with waking up (brush teeth, make bed, breakfast, etc.). Then turn the paper over and have them make a list of what they do on a Saturday.</p> <p>On the second piece of paper, ask students to make a chart and list the job on one column and on the next how long it takes them to do each task.</p> <p>At the end, ask students: Is there any place in the school tasks that you might change something to make it more efficient? What about at home on Saturday?</p>	Skills Efficient Time Management Employment Skills	I'm Organized * Gifted students can rewrite this episode and change the career characters. Ask them to keep time management and personal skills in mind.
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 11: WhoDunit? Where were time management and skills important in this episode? If skills had been different, would the episode have been different?		

Day 2 Offline Activity	Estimated Time: 30 minutes	Have each student interview a parent or grandparent asking them if skills and time management are important in their work day. Do skills affect the work habits and goals they have for daily accomplishments?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 11 Reflection Activities</i> . Have students review their learning style and ask: What points in the learning style might help you with time management? What skills might you apply to help you become a better learner?		
Unit 12	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Cooperation & Team Work/ Respecting Others	Students will learn that making good decisions is an important characteristic of being successful and making the right career choice.	Ask the class, "Would you rather have a home and successful job, or just be dependent on others and not have to work or make any decisions? Why or why not?" Have a class discussion and make a chart that you and students can refer to on making a good decision. What are the steps you need to take to make a good decision?	Decision Making Effective Career Plan	I'm Not a Bully Just Say No To a Bully and Walk Away
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 12: The Case of Mistaken Identity . In groups, ask students to decide what the word "team" means to them. What are the characteristics of a good team? Do these characteristics match the steps in making a good decision?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to bring in magazine/newspaper pictures of teams or to draw pictures of teams (e.g., football, cheerleaders, two friends, etc.). Have a discussion about the pictures. What characteristics do you think these team members have or had to be a part of this team? Would getting along with others be important when doing a job?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 12 Reflection Activities</i> . Ask students to make a list of careers and/or career characters that have been introduced in units 8-12. Have any of them made decisions to be a successful career person?		

Unit 13	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Cyber Safety	As the students explore careers, they'll make changes in their careers of interest and become aware that these changes are a part of their lifelong learning process.	Ask students to write what job they wanted to do when they were in kindergarten on a small piece of paper. Then ask them to write on another piece of paper what they think they'd like to choose as a career today. Ask students: Are the careers alike or different? What information did you use to make a decision to change? Do you think you'll change again in middle and then in high school? Does anyone have family members who have changed careers? Why do you think they made the decision to change? Have they been happy with their decisions? Do you have to make decisions about things other than career choices? Do you use the same process?	Cyber Safe Responsibility Change Work Dietitian nutritional	I'm Cyber Safe
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 13: School Daze . Ask students: Does anyone make decisions for you? Who? Would you like to make certain decisions yourself? What do you need to do to be prepared to make this decision yourself? In the episode, is there anyone not making a good decision? Who? What is it?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to pretend it's the future. They've just graduated from college and tomorrow is their first day of work. Students need to identify the job they'll be doing, the things they'll do on the job, and what skills they'll use. Are there any decisions they'll need to make that day? How do they feel about the job?		

Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 12 Reflection Activities</i> . Ask students: When and how long do you do activities online? Do you need to make decisions in the time you spend, making sure you're following your parent's rules? Check answers on the survey in <i>Unit 12 Reflection Activities</i> . What are some new decisions that you might need to make?		
Unit 14	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Understanding Stress, Anger, Anxiety	Students will continue to build an understanding of themselves and the importance of maintaining a positive attitude. This will enable them to make good decisions.	Read <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst to the class. Discuss Alexander's feelings as you read: What's happening to make him feel that way? Ask students to think about a time they've felt like Alexander. What was going on that made them angry? Was it the same thing Alexander was experiencing? Did Alexander's feelings cause him to make good or bad decisions? What is the cause of a feeling and how do you respond to it?	Stress Anxiety Arborist Environment Technician	I Have Coping Skills * Work with the media specialist to display all books that relate to feelings as well as careers.
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 14: My Evil Twin . Who in this episode is causing problems? How are the other characters responding to the causes?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to make a list of all the experiences that cause them to feel angry, stressed, or anxious. Beside each experience, have them describe how they responded to the situation.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 14 Reflection Activities</i> . Review "I" messages with students and ask them: Do you think these messages would help? What other tools could you use to help with these feelings?		

GRADE 5

Unit 15	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Goal Setting and Planning for Action	How will setting goals be important in making a career plan? Why is a career plan important?	Review the definition of a career plan with students. Show an example of a high school career plan and make a list of all the important information in a career plan.	Occupation Labor Market Goal Word of the Day Pick from occupations featured in episode 14: industrial designer, power plant operator, bank manager, environmental technician, journalist	I Set Goals
Day 1 Online Episode	Estimated Time: 10-20 minutes	<p>Complete episode 15: New to Town.</p> <p>As a class, students can choose one SMART goal. Review what SMART stands for:</p> <p>Specific Measurable Action oriented Realistic Timely</p> <ul style="list-style-type: none"> - What is our goal? - What are the strategies we'll use to get there? - How will we know that we got there? (Reflect as a class.) 		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to pick a career and begin to put together a career plan. Ask: What decisions do you have to make? Do you have to take into consideration other points besides what you like to do?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 15 Reflection Activities</i>.</p> <p>Have students sit in a circle. Invite them to think about something they do well. Ask them to share the thing they do well with the rest of the class and explain <i>how</i> they know they do it well (e.g., they've practiced it, they've received positive feedback).</p>		

Unit 16	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Responsibility and Decision Making (Problem Solving)	<p>Students will learn to evaluate their options to make informed decisions. Making decisions is an important part of career development and growth, as is learning to relate to peers and peer pressure.</p>	<p>Using the STOP, THINK, and GO problem-solving model, students will understand how decisions are made every day.</p> <p>Red: STOP What is the problem?</p> <p>Yellow: THINK Slow down. Proceed with caution. Brainstorm possible solutions. Think about what might happen in each scenario.</p> <p>Green: GO Try it out.</p> <p>Some other decision making models to explore:</p> <p>D: What is the decision to be made?</p> <p>O: What is the outcome of each action I could take?</p> <p>G: Go with the best outcome.</p> <p>D: What is the decision to be made?</p> <p>E: Examine possible options.</p> <p>C: Consider the consequences of each option.</p> <p>I: Identify the ideal solution.</p> <p>D: Do it.</p> <p>E: Evaluate it.</p>	<p>Problem-solving Employment Decision Outcome Peer Peer pressure Responsible</p>	<p>I Make Good Decisions!</p>

Day 1 Online Episode	Estimated Time: 10-20 minutes	<p>Complete episode 16: Stormy Weather. Ask: Did the episode have examples of someone experiencing peer pressure? What about decision making? Did they seek help?</p> <p>Ask students to make a decision about how they're going to choose a career to start creating a career plan. Do they need to set any goals?</p>		
Day 2 Offline Activity	Estimated Time: 30 minutes	<p>Cut up pieces of paper and write down questions that require decision-making (enough for the class or for small groups). Examples:</p> <p>You get a low grade on a math test. What would you do?</p> <p>Your best friend tells you they're moving away. What would you do?</p> <p>A schoolmate steals a pencil and you see them do it. What would you do?</p> <p>You don't make the team you tried out for. What would you do?</p> <p>Put pieces of paper in a bag or hat and ask students to draw a question. Then give the class time to use one of the decision making-models discussed and make a decision. Ask students to share.</p>		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 16 Reflective Activities</i>. Prepare a large poster of a traffic light, identifying red, yellow, and green.</p> <p>Pose the following problem to the class:</p> <p>You're walking down the hall and one of the students in your class makes fun of you. How do you solve this problem? Suggest that students use the <i>Stop, Think, and Go</i> model or one of the other decision-making models to come up with the solution.</p>		
Unit 17	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Flexibility Adaptability, Adversity	Students will learn that conflicts arise in peer-to-peer relationships. Managing conflict requires self-control and the use of effective social skills and strategies.	Facilitate a classroom card activity using Think/Pair/Share (found in <i>CAMS > Helpful Documents > Grade 5 Educator Guide, page 9</i>).	Conflict Career Resume	I'm Ready For Change
Day 1 Online Episode	Estimated Time: 10-20 minutes	<p>Complete episode 17: Lights, Camera, and Confusion! Ask students to make a list of the careers (occupations) in this episode. What career clusters do they belong to? Ask them to choose one career to research (go to media centre, ask an adult), including the job description, earnings, and educational requirements. Ask: Did you find something about the career you chose to add to <i>My Files</i> (in Profile)?</p>		

Day 2 Offline Activity	Estimated Time: 30 minutes	<p>Post a card in each of four corners of the room. Label cards as (1) <i>argue</i> (2) <i>give in</i> (3) <i>avoid (ignore)</i> and (4) <i>persuade</i> so that each card has its own term. Explain to students that the cards represent some of the ways we react when we're having an argument or disagreement with others.</p> <p>Describe a situation that involves a disagreement with another person. For example, there's only one basketball left on the rack in the gymnasium. You and another person in the class both think that you got there first and should get the basketball.</p>		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 17 Reflection Activities</i>.</p> <p>Divide students into groups. Give each group a large piece of butcher paper. Ask each student to put on the paper a conflict they've had with a peer. Ask: Did you resolve the conflict? If so, how did you resolve it? Students should be prepared to share at least one of the conflicts that the group recorded and how it was resolved.</p>		
Unit 18	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Character Traits	Students will learn that good character traits are important to be successful and employable no matter what career they choose.	<p>What are character traits?</p> <p>With your students, brainstorm three character traits that are important at home, at school, and in society.</p>	<p>Character</p> <p>Employability</p> <p>Industry</p>	Character Traits I Admire
Day 1 Online Episode	Estimated Time: 10-20 minutes	<p>Complete episode 18: Art Attack! Ask students to make a list of character traits. Then make a chart of traits and put it in the classroom in a place where students can refer to it. Ask:</p> <p>What character traits do you want a friend to have?</p> <p>What are the character traits of (choose a parent) or another adult?</p> <p>What are the character traits you need to have for one of the careers you have in your career plan?</p> <p>What character traits do your teacher and principal need to be a successful educator?</p>		
Day 2 Offline Activity	Estimated Time: 30 minutes	<p>Explore and discuss why character traits are important in home, at school, and in society. Ask: What are some of the character traits in this episode? Make a list of them and put the career character beside the character trait. How did their character trait help in solving the episode?</p>		

Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 18 Reflection Activities</i> . Ask students to think about the person they admire most. Write a story about the person and include at least five character traits the person displays. Which of these traits would be the reason they most admire this person?		
Unit 19	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Negotiation Skills	When choosing a career, it's important to know your skills. "What skills are needed to do the job of the career that I choose?"	What are soft skills? Hard skills? Can we use skills in more than one job? Ask students to make a list of as many skills as they can think of. Determine if they're soft skills or hard skills. Are skills needed only when you're choosing a career or working? Is negotiation a skill? When would you use the skill of negotiation? At school? At work?	Negotiate Investigate Environment *additional skills the teacher chooses to add to the list	I Can Negotiate * Students that display skills in relationships, school work, etc. Will be recognized by the principal or head teacher.
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 19: Can You Dig It? Ask students: Was the negotiation skill used at any time in this episode? When was it used? What career characters used it? Would the negotiation skill be necessary to that character's career?		
Day 2 Offline Activity	Estimated Time: 30 minutes	Ask students to make a list of jobs, and beside each job, list a skill that goes with that job (use jobs from the episode as well as your own ideas). From that list, write jobs on pieces of paper and skills on the other. Ask students to match the jobs with skills. What skills would be needed to successfully do each job?		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 19 Reflection Activities</i> . Get students to brainstorm and discuss what steps need to happen for a successful negotiation. Make a chart and display it so students can use as a reference (perhaps when in conflict with a peer).		

Unit 20	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Use of Information	Students will learn that one of the steps in preparing for a job is to be able to do well during a job interview.	<p>What is an interview? When and where is an interview important and necessary?</p> <p>Explain the steps of a good interview:</p> <p>Appearance (dressing the part)</p> <p>Knowledge</p> <p>Positive attitude</p> <p>...</p> <p>(continue this list as students participate and add to the list)</p>	Work Job Interview	<p>I Know About Preparing for Job Interviews!</p> <p>*Perhaps there are jobs that are outside the classroom in other areas of the school that students might apply for an interview to be chosen for the job.</p>
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 20: What Are Your Strengths? Have students identify their soft skills and hard skills. Ask: Do you need to improve on any of these skills? If so, which ones? Would you use these skills during a job interview? Ask students to write a short journal entry outlining the steps they're going to take to improve their skills.		
Day 2 Offline Activity	Estimated Time: 30 minutes	As a part of Language Arts, ask students to write at least six questions they think would be important in a job interview. Review these questions and edit and revise them as needed. Pair students that you know will work together effectively. Have them practice asking each other the questions each has written.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	<p>Complete <i>Unit 20 Reflection Activities</i>.</p> <p>Make a list of jobs that can be done at school, e.g. class leader, messenger, announcer and whatever other jobs you can think for students. Ask students who are interested in the jobs to write a paragraph about why they want the job and what skills they have for the job. Prepare a list of questions and then make a schedule and interview students for the job. Make sure they understand that the person who gets the job will have displayed good interview qualities and knowledge.</p>		

Unit 21	Learning Objective(s)	Introductory Lesson	Vocabulary	Achievements/ Grade Badges
Self-Confidence	Students will learn that to be happy and successful in their career choice, they must understand themselves and be positive. Opinions about how we look, what we can do and cannot do, and how lovable we are determine the choices we make in every area of our lives.	Get students to reflect on the following questions: Who am I? What are my accomplishments? What have I learned about myself and careers in Spark!?! How will I use all of this information be next year? Am I better prepared to make a career plan? How do I feel about this new accomplishment of completing Spark!?! Students can share verbally or in writing.	Self-esteem Self-concept Career pathways Confidence	Self-Esteem is Important!
Day 1 Online Episode	Estimated Time: 10-20 minutes	Complete episode 21: Quantum Leap . Have students create a collage of one of the career pathways. How do they see themselves fit in this career cluster? Also include a picture of yourself in the collage and show that you're confident and happy to be a part of that career cluster.		
Day 2 Offline Activity	Estimated Time: 30 minutes	Give each student construction paper with a color of their choice. Ask them to make a book and draw pictures of themselves preparing for school. Each page should be a different activity (e.g. in a school day, there are activities from getting on the bus at home until the student returns home). Ask: What are your feelings in each picture? What are your accomplishments? Are there activities that have helped you build self-confidence? This book can serve as a document of the student's accomplishments, skills, feelings, and success in learning new tasks and responsibilities.		
Day 3 Online Reflection Activity	Estimated Time: 30 minutes	Complete <i>Unit 21 Reflection Activities</i> . Ask students to make a list of the career characters in this episode. Are any of these careers in the career cluster that you feel best reflects your interests and skills? Are you feeling positive about yourself in this activity?		