

# "What to learn" poll



Concept:  
**Career/life skills  
vocabulary**



Recommended:  
**2nd grade**



Length:  
**30-80 minutes**

## About this lesson

In this lesson, students brainstorm careers they are curious about, organize careers into groupings, and vote on the career they'd like to learn more about as a class. Students will also help create a bar graph using the career data which can be used to inspire future activities such as career displays, field trips, and guest visits. While we suggest 2nd grade for this activity, you can adapt it to suit the needs and interests of your class.

## Learning objectives

By the end of this lesson, students will:

- Identify careers that interest them
- Group careers into categories
- Collect and tally class data using a survey
- Create and interpret a bar graph with guidance to help make a group decision

## Driving question

How can we find out which careers our class is most curious about?

## Future ready skills

Collaboration

Critical thinking

Decision making

Problem solving

Responsibility

## Lesson breakdown

**45-50**  
minutes

### Activity 1 - "What to learn" brainstorm and vote

In this activity, students brainstorm careers they are curious about, organize careers into groupings, and vote on the career they'd like to learn more about as a class.

**30-40**  
minutes

### Activity 2 - "What to learn" bar graph

In this activity, students use the vote results from Activity 1 to help create a bar graph which can be used to inspire future activities such as career displays, field trips, and guest visits.

## In-app My Files

Upload a photo of students completing the "What to learn" sticky note grouping activity to the **My Files** app on their **Dpad**.

## Lesson vocabulary

- Survey
- Tally
- Compare
- Data
- Information

## ASCA standards

**B-SS 6.** Effective collaboration and cooperation skills

# "What to learn" brainstorm and vote



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vocabulary



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**2nd grade**



Length:  
**45-50 minutes**

## Inquiry prompts

- Which careers are you the most curious to learn about?
- How can we find out which careers are the most interesting to us?
- Why is voting a fair way to make a class decision?

## Instructions

In this activity, students brainstorm careers they are curious about, organize careers into groupings, and vote on the career they'd like to learn more about as a class.

- 1 Ask students to think of careers they want to learn more about. Have students write down the names of each career they think of on a sticky note.
- 2 Place all sticky notes on a wall and ask students to help you group identical or similar careers together (e.g., placing all "Vet" notes in one column).
- 3 Ask simple math questions about the piles. "Which career has the most notes? How many more people chose Astronaut than Teacher?"
- 4 Select the top 4 or 5 results and ask students to vote on which career they would like to learn more about. You can do this informally, keeping track of the results on the board or paper, or you can create a survey sheet that students can use to tally the results of the vote. Ask students to explain why they voted for the career or what interests them about the occupation.
- 5 Keep the final numbers safe as they'll be used in [Activity 2 - "What to learn" bar graph](#).

## Materials required

- Sticky notes
- Pencils and markers
- Whiteboard or chart paper
- Survey sheets (optional)

## Artifacts

Grouped collection of career sticky notes and completed class vote tally or survey sheets

# "What to learn" bar graph



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**Career/life skills**  
vocabulary



Recommended:  
**2nd grade**



Length:  
**30-40 minutes**

## Inquiry prompts

- Why is it important to learn about many different careers?
- How can a bar graph tell a story?
- How can collecting data help us make a decision?

## Instructions

In this activity, students use the vote results from [Activity 1 - "What to learn" brainstorm and vote](#) to help create a bar graph which can be used to inspire future activities such as career displays, field trips, and guest visits.

- 1 Remind students of the vote results they collected in Activity 1. Tell them you are now going to turn those numbers into a bar graph.
- 2 Using the final tally, create a bar graph with the career names on the x axis and the number of students on the y axis. Use the information from student surveys to indicate how many people in the class voted for each career.
- 3 Ask students to look at the graph. Which bar is the tallest? Which is the shortest? Discuss how this data provides a visual story about which career path to research first.
- 4 Now that you've determined which career students are most interested in learning about, you can create a bulletin board display, identifying tasks, tools, and terminology related to the career. You can also arrange field trips (real-world or virtual), guest visits, and other in-class activities that support learning about the feature career.
- 5 Repeat the activity throughout the year to decide as a class which career you would like to learn about next. You can also opt to create your own bar graph after surveying students about which occupation they'd like to learn more about, and have students answer questions, compare data, and solve problems using the information presented in the graph.

## Materials required

- Results tally from [Activity 1 - "What to learn" brainstorm and vote](#)
- Large graph paper
- Marker

## Artifacts

Completed career interest bar graph.