

Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1)

Lesson: 1 of 3

Grade Level: 7

Length of Lesson: one class period

Missouri Comprehensive Guidance Standard:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association National Standard (ASCA):

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A Career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

	8. Explore, prepare for and seek educational and job opportunities.
--	---

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing; compare and contrast; research
X Mathematics	Data analysis
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Career interest inventory, such as those listed above, and authentic assessment through inclusion in career portfolio</p>

Lesson Preparation

<p>Essential Questions: How does <i>who you are</i> relate to possible choices for careers and career paths? How would an interest inventory help someone have an understanding of oneself?</p> <p>Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.</p>

Procedures for Session 1

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Introduce the Interest Inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory. 2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g., 	<ol style="list-style-type: none"> 1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately. 2. Post-inventory: Reflect on process and respond to questions

