Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2) Lesson: 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

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

Grade Level Expectations (GLEs):
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)
Completed career interest inventory (See Lesson 1)
Career information resources: Print (e.g., Occupational Outlook Handbook) and electronic Activity Sheets: “Who I Am…” “Researching a Career” (optional)

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

Goal 1: gather, analyze and apply information and ideas
X 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

Goal 4: make decisions and act as responsible members of society
X 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.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Communication Arts</td>
<td>Reading and writing; compare and contrast; research</td>
</tr>
<tr>
<td>X Mathematics</td>
<td>Data analysis</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>X Science</td>
<td>Scientific inquiry</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Integrity</th>
<th>X Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Courage</td>
<td>Compassion</td>
<td>X Tolerance</td>
</tr>
<tr>
<td>Respect</td>
<td>Goal Setting</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE’s.**
**Assessment can be question answer, performance activity, etc.**

Question answer, group discussion, group task completion

Lesson Preparation

**Essential Questions:** How does who I am relate to Career Paths and career choices?

**Engagement (Hook):** TOMORROW’S THE DAY!!!

**Procedures:**

### Instructor Procedures:

1. Say to students: You HAVE to get a job by noon TOMORROW!! The magic is … You have the ability get the job of your dreams … a job that will allow you to BE YOURSELF!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.

2. Return students’ career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results:
   - Are your results “YOU”?
   - How do your results fit with the job you identified in #1?
   - The person who “takes” an interest inventory MUST USE the results (NOT let the results USE THEM) with information

### Student Involvement:

1. Students will identify a job.

2. Students will review and reflect HONESTLY on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.
they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”).

3. Review Career Paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each Career Path and the job they identified in “1” above. Is there a fit? Would you still choose the job you chose in #1? Would you like to take the interest inventory again?

4. Provide instructions for the “Who I Am…” Activity Sheet and have students complete it by marking an X in the boxes that are “like them”.

**NOTE:** Students may be unfamiliar with the vocabulary on this Activity Sheet. The counselor may choose to read the items and offer explanation as questions arise.

5. Collect the completed Activity Sheets. Tell students that during the next guidance lesson, they will be using the results and that between now and then, they will be discovering more about a specific occupation.

6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check. While students are investigating a specific career, they should consider which Career Path that occupation “fits”.

3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories …in light of the job they identified in “1” above.

4. Review the “Who I Am…” Activity Sheet and ask clarifying questions.

5. Complete Step 1 of “Who I Am…” Activity Sheet; give to counselor when complete.

6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next guidance lesson, they will be using the information gained from their career research to complete Step 2 of “Who I Am…."

---

**Missouri Comprehensive Guidance Programs:** Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library.

Students may use information downloaded from an online source OR if they are unable to print a hard copy of their career information from an online source, they can use the Activity Sheet “Researching a Job” to record information they find during the research they conduct.

**Teacher Follow-Up Activities**

Students post careers they investigated on a classroom career path chart.

**Counselor reflection notes (completed after the lesson)**

Missouri Comprehensive Guidance Programs: Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
Activity Sheet: Researching a Career

Name: ____________________________________________ Grade: ____________

Career: ____________________________________________________________________________________

Career Path: ________________________________________________________________________________

Average salary/wage: ___________________________ Hours/work days: ______________________________

Describe work and working conditions:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

High school courses that will help you prepare for this job:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Education or training needed beyond high school to prepare you for this job:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Activity Sheet: Who I Am .......

Name: ____________________________________________________ Grade: ____________

A Career I’m Considering: _____________________________________________________________

Career Path: _________________________________________________________________________

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

[ ] High salary (over $50,000) [ ] Working in a wet place [ ] Working in a safe place

[ ] Middle income ($20,000 to $50,000) [ ] Working in some hazardous surroundings [ ] Working at the same location all day

[ ] Low income (under $20,000) [ ] Pleasant working conditions [ ] Working inside

[ ] Staying clean [ ] Working outside [ ] Getting dirty

[ ] Working in a factory [ ] Working in a rural setting [ ] Working in many areas

[ ] Working in a store [ ] Working in an office [ ] Traveling as part of the job

[ ] Working in a noisy place [ ] Working with other people [ ] Working in a quiet place

[ ] Working in heat [ ] Planning your own work [ ] Working alone

[ ] Working in cold [ ] Doing work that provides a chance to be creative [ ] Working in air conditioning

[ ] Working in a dry place [ ] Doing the same task each day [ ] Having a high level of responsibility

[ ] Following orders [ ] Spending lots of time with your family [ ] Doing different tasks every day

[ ] Working a seasonal job [ ] Being your own boss [ ] Having vacation time

[ ] Working for someone else [ ] Working short hours [ ] Having flexible hours

[ ] Performing mental, rather than physical, tasks [ ] Working a regular 40-hour week [ ] Having respect in the community

[ ] Working with details [ ] Working with tools [ ] Performing physical, rather than mental, tasks
<table>
<thead>
<tr>
<th>Having good fringe benefits</th>
<th>Manufacturing a product</th>
<th>Performing a service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working while standing</td>
<td>Working while sitting</td>
<td>Helping people</td>
</tr>
<tr>
<td>Doing work that requires a great deal of reading and writing</td>
<td>Competing with others</td>
<td>Working in an expanding career area</td>
</tr>
<tr>
<td>Motivating others</td>
<td>Influencing others</td>
<td>Working in a city</td>
</tr>
<tr>
<td>Working in the suburbs</td>
<td>Supervising others</td>
<td>Making decisions on the job</td>
</tr>
<tr>
<td>Working in a declining career area</td>
<td>No high school diploma or GED required</td>
<td>Social skills required</td>
</tr>
<tr>
<td>Listening skills required</td>
<td>Following directions carefully</td>
<td>Trade or technical school required</td>
</tr>
<tr>
<td>Working with a chance for advancement</td>
<td>Advanced college degree required</td>
<td>Using writing skills</td>
</tr>
<tr>
<td>Using speaking skills</td>
<td>Using reading skills</td>
<td>On-the-job training required</td>
</tr>
<tr>
<td>Apprenticeship offered</td>
<td>License required</td>
<td>Memory skills required</td>
</tr>
<tr>
<td>Working as a member of a team</td>
<td>Good grooming required</td>
<td>Using science skills</td>
</tr>
<tr>
<td>Advanced math skills required</td>
<td>Basic math skills required</td>
<td>Union membership required</td>
</tr>
<tr>
<td>Typing skills required</td>
<td>Special skills required</td>
<td>College degree required</td>
</tr>
<tr>
<td>Social studies skills required</td>
<td>Good manners required</td>
<td>Working by myself</td>
</tr>
</tbody>
</table>

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for YOU) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.