

Unit #1 Title: Making Connections	
Lesson Title: Connecting The Dots: Activities/Interests to Careers	Lesson: 1 of 3
Grade Level: 2	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.A.02.a.i: Identify new activities and interests to explore.	
American School Counselor Association National Standard (ASCA): Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: <i>New Things to Learn and Explore</i> Career Paths Mini-Poster (copy for each student)
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Show Me Standards: Performance Goals (check one or more that apply)

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

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

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.

Work Sample and Performance Task: Students will complete the first and second sections of the Activity Sheet "New Things To Learn and Explore." Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:

Why is it important to know one's own strengths and interests in regard to a future career? Hold up your hand if you have done a "connect the dots" activity. When connecting the dots what did you discover?

Engagement (Hook):

Let's think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures:

1. Begin by using the "hook." Ask: What is an explorer? What will you do as an explorer?
2. Ask students to reflect on last year's discussion on their strengths and interests.
3. Counselor will ask for a volunteer to explain what an "interest" is, and what an "activity" is. Counselor will ask, "How is an activity different from an interest?"
Counselor will instruct students that an interest is something you like to do or you want to learn more about ("I'm interested in reading." "I'm interested in building things."). An activity is something that you participate in at school, home or in the

Student Involvement:

1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places).
 - Volunteer definitions of "Explorer"
 - Volunteer descriptions of activities they will do as an explorer.
2. Students volunteer meaning/examples of strengths/interests.
3. Students volunteer to answers and invite others to volunteer.

<p>community. You can do this on your own or in a group (“I am reading all of the Harry Potter books.” “I am building a log cabin with my Lego’s.”). As appropriate... Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the Harry Potter books (activity) because I’m a good reader (skill strength) and am curious about wizardry (interest) OR “I’m listening “ to all the Harry Potter books on tape because I’m a slow reader (lack of skill strength) and a good listener (skill strength) and am curious about wizardry (interest).”</p> <p>4. Counselor will give each student the Activity Sheet “New Things to Learn and Explore.” Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn’t necessarily have to be good at an activity to learn it. But, it’s important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.</p> <p>5. Counselor will instruct students to complete the first two section of Activity Sheet by writing two activities and two interests that they will explore.</p> <p>6. Counselor will distribute copies of the Career Path Mini-Poster to students. Instruct students to turn the Activity Sheet over while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)</p> <p>7. Counselor will review the lesson by stating, “Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During</p>	<p>4. Students will listen to the instructions.</p> <p>5. Students will write their responses to the first two on the worksheet.</p> <p>6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.</p> <p>7. Students will listen and volunteer to tell one “thing” they learned.</p>
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our next lesson, we will be connecting the dots between Academic (School) Skills and Career Paths. Observe workers: look for the School Skills they use.	
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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

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Name _____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1. _____
2. _____
3. _____
4. _____

Write at least two new interests that you will explore:

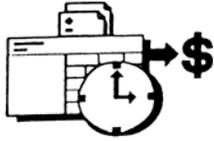
1. _____
2. _____
3. _____
4. _____

These are the Career Paths that my new activities and interests might lead to:

1. _____
2. _____
3. _____
4. _____

Career Path

Working Together in Our Community



Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.



Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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