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**Unit #1 Title:** Finding My Place In The Community

**Lesson Title:** Information, Please! **Lesson:** 2 of 2

**Grade Level:** 4

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Grade Level Expectation:**
CD.7.B.04.a.i: Identify school and community resources available for exploration of the six career paths.

**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.

**Materials (include activity sheets and/ or supporting resources)**

For "hook": map, travel books, hotel guide
Career Path Mini Poster
Job Picture Activity Sheet
Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)
Computer or computer lab
Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin 3.com)
**or** Career exploration books, such as *Children's Dictionary of Occupations (Hopke and Parramore, Meridian Education Corporation)*
**or** Local Speaker in the Community e.g. banker, human resource person, city sanitary worker

**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 |


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**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<br>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 | | 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.**
Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, conduct a Webquest; find and use print resources.

**Lesson Preparation**

**Essential Questions:**
Why is it important to research careers? When will you know that you have enough information to make a decision about your career?
**Engagement (Hook):** Counselor stands in front of class holding a map or a travel guide. Counselor says: "If I were going to take a trip, what kinds of things would I need to get from here to there?" Counselor says: "A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information."

**Procedures**

| **Instructors Procedures:** | **Students Involvement:** |
|---|---|
| 1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration.<br>***Note:*** *This lesson plan is formatted using three difference options for accessing career resources.*<br>*a. The first option is using computer* | 1. Students listen to the examples of different resources and share ideas about resources during essential questions. |


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| *software (Example: Career exploration software, such as Paws In Jobland (Bridges.com), Coin Climb (www.coin3.com).*<br>*b. The second option is using a resource book for career exploration (Example: Children's Dictionary of Occupational Titles).*<br>*c. The third option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).* | |
| 2. **Option 1:** The counselor boots up the *Jobland* Program. The counselor familiarizes the class with the icons used in the *Jobland* program.<br>NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience. | 2. The students observe the method of booting up a computer. |
| 3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program.<br>NOTE: This is an opportunity for those who may not have access to computers at home to gain experience. | 3. Students listen to the opening statements from Paws. |
| 4. The counselor instructs the student to click on Jobland. Counselor tells students some general information about Jobland. | 4. Students watch the software and listens to the explanation of *Jobland.* |
| 5. The counselor selects another student to click on one of the buildings in Jobland (this can be counselor choice or student choice). | 5. Students watch the demonstration. Students may encourage buildings to choose. |
| 6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected. | 6. Students watch and listen to the description of the selected career. |
| 7. Steps 5 and 6 are repeated, as time allows. | 7. Additional students will be chosen to assist the exploration. |
| 8. Counselor tells the class that there are 100 | 8. Students listen to the explanation and |


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| careers in the *Jobland* program, showing them the alphabetical list. | name jobs they hope are on the list. |
| 9. Counselor leads class in the *Jobland* Job Finder assessment. When the Job Finder is complete, it indicates which area of *Jobland* might be of most interest, based on the students' responses. | 9. Students help complete the assessment by responding to the questions. Students continue to share responses. |
| 10. Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's) | 10. Students review where computers are located. |
| 11. **Option 2**: Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: *Children's Dictionary of Occupations*) is given to share in each group. Each student will also be given a job picture from the *Job Activity Picture Sheet* or select career to research based on what they discovered about themselves when they completed *"Where Do I Fit"* (Lesson 1). The students are also given a job research sheet *"A Job I'm Interested in Finding Out More About…"* to use with the resource book to research about a certain job. | 11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet. |
| 12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work. | 12. Students share their research with the class. |
| 13. **Option 3:** This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used:<br>• Introduction of Self<br>• Job Title<br>• Description of Job | 13. Students will listen to the classroom speaker(s) and ask appropriate questions. |


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| • Job Training Needed<br>• School Skills They Use on the Job<br>(i.e. math, science, reading, writing)<br>• Demonstration of Equipment (if needed) | |
| 14. The students are given a Job Research Activity Sheet *"A Job I'm Interested in Finding Out More About…"* to complete while listening to the speaker. | 14. Students will complete worksheet. |
| 15. After using one of the above resources in the classroom the counselor will review the other resources available for future career exploration. Students will be encouraged to use the Job Research Activity Sheet to interview workers outside the class. | 15. Students will participate in the review of resources and what they have learned. |

**Teacher Follow-Up Activities**

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| Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources. |

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

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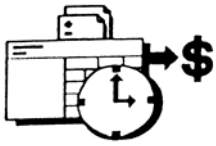
# *Career Path*
# *Working Together in Our Community*

**Business Path**

(Business, Management, & Technology)
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.

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Job Picture Activity Sheet

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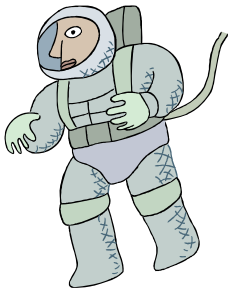
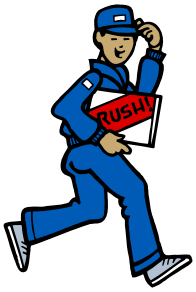
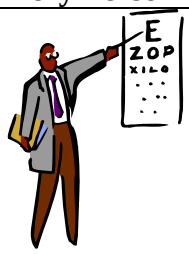
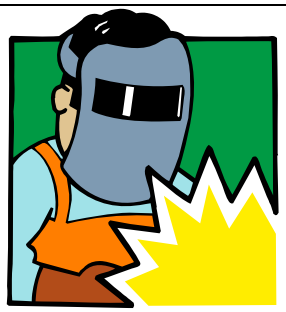
|---|---|---|
| **Farmer** |  **Astronaut** |  **Deliv ery Person** |
| **Computer Programmer** | **Bus Driver** |  **Optometrist** |
| **Manicurist** | **Photographer** | **Camera Person** |
| **Teacher** | **Sanitation Worker** |  **Welder** |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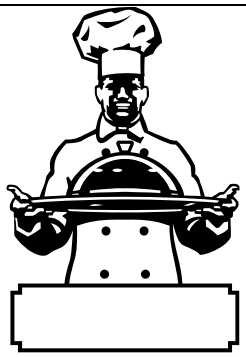
|  **Chef** | **House Keeper** | **Lawn Care Person** |
| **Bricklayer** | **Receptionist** | **Pediatrician** |
| **Physical Therapist** | **Pet Groomer** | **Construction Worker** |
| **Veterinarian** | **Carpenter** | **Gas Station Attendant** |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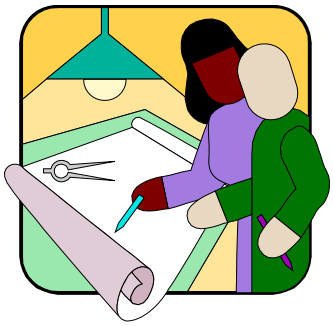
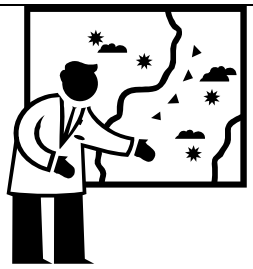
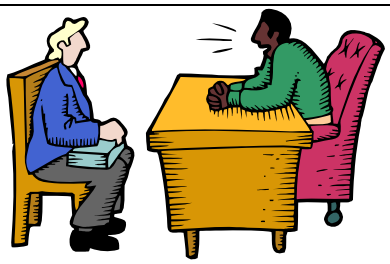
|  **Architect** | **Singer** | **Police Officer** |
| **Banker** | **Artist** |  **Meteorologist** |
| **Clergy** | **Zoo Keeper** | **Forest Ranger** |
| **Actor** |  **Counselor** | **Taxi Driver** |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Job Research Activity Sheet

# *A Job I am Interested in Finding Out More About…*

*Name of Job:* _____

*Job Description:* _____
_____
_____
_____

*Personal Skills needed:* _____
_____

*School Skills needed:* _____
_____

*Education needed:* _____
_____

*Job Outlook/Estimated Salary:* _____
_____

*Career Path this job fits best:* _____
*(Circle) This job matches/does not match my personal preferences.*

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