

<b>Unit #1 Title:</b> Finding My Place In The World	
<b>Lesson Title:</b> Where Do I Fit Now? Have I Changed?	<b>Lesson:</b> 1 of 3
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 30-40 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
<b>Grade Level Expectation (GLE):</b> CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community. CD.7.C.05.a.i: Describe the self-satisfaction that comes from completing a work responsibility.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

<p><i>Where Do I Fit?</i> Activity Sheet each student completed in grade 4, plus a new copy for grade 5 (if not used in 4<sup>th</sup> grade adapt lesson to meet your needs)                  Career Paths Mini Poster                  Mini Poster <i>Jobs in the World of Work</i></p>
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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
X	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	X	Integrity	X	Problem Solving
	Courage		Compassion		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.**

Students will complete a new Activity Sheet indicating individual preferences. They will compare these preferences with their in grade 4, preferences contrasting the two sets of responses. Using the Career Paths Mini Poster, students will select a career that matches their preferences.

**Lesson Preparation**

**Essential Questions:**

1. Why is it important for things to change in the world?
2. How have you changed over the years? How were those changes important to you?
3. What are your personal and educational interests and strengths now?

**Engagement (Hook):**

Counselor asks: "Have you changed your interests since you were in Kindergarten? How have they changed?" Students will give their ideas of how they have changed. "Thumbs up if you have changed since last year?" Students will give thumbs up if they agree. Counselor explains that students will be doing a self-assessment (Where Do I Fit) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year's responses with this year's responses, and decide areas in which they have changed. "Remember: there are no wrong answers...only right ones because they are personal to you."

**Procedures**

**Instructor Procedures:**

1. Counselor will use responses in the "Hook" to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.
2. Counselor will distribute the new copy of the *Where Do I Fit?* Activity Sheet. Students will be given time to "read-through" the

**Student Involvement:**

1. Students listen and contribute personal change.
2. Students will complete the worksheet.

<p>Activity Sheet and to ask questions. They will be instructed to follow the directions by using “Y” “N” “M” to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).</p> <p>3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5<sup>th</sup> grade version. If a student did not complete the “Where Do I Fit” last year, have them contribute from their memory of last year’s preferences.</p> <p>4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – <i>Jobs in the World of Work</i>, which has a list of workers. Students will review attributes they marked on the “Where Do I Fit?” Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.</p> <p>5. Each student will choose a minimum of 5 workers from the list that they identify most. From the list of 5 they will pick one worker and will briefly discuss this worker’s contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).</p> <p>6. Ask students to tell one new “thing” learned about him or her and at least one new career that may match their personal attributes and preferences.</p>	<p>3. Students will compare their answers on the worksheet to the 4<sup>th</sup> grade results.</p> <p>4. Students will compare their 5<sup>th</sup> grade responses to the preferences of workers in the Career Paths.</p> <p>5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker’s contributions to society through his or her work.</p> <p>6. Students will reflect and give their responses.</p>
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### **Teacher Follow-Up Activities**

Teachers may decide to dialogue with the students about their personal strengths and interests,

relating them to academic strengths.

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

NAME \_\_\_\_\_ GRADE \_\_\_\_\_

## WHERE DO I FIT???

### (Fifth Grade Self Assessment)

Ever wonder what you'll do best at when you grow up? Do you think about your skills and talents and that which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should not answer yes or no to all questions.

1. Do you like to work with:

- a. \_\_\_\_\_ tools
- b. \_\_\_\_\_ animals
- c. \_\_\_\_\_ science
- d. \_\_\_\_\_ people
- e. \_\_\_\_\_ numbers
- f. \_\_\_\_\_ words
- g. \_\_\_\_\_ machines
- h. \_\_\_\_\_ musical instruments
- i. \_\_\_\_\_ computers
- j. \_\_\_\_\_ plants



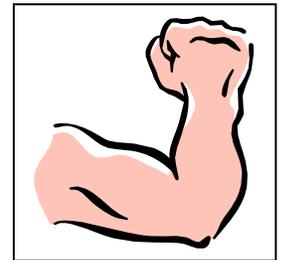
2. Do you like to:

- a. \_\_\_\_\_ be outdoors
- b. \_\_\_\_\_ be inside
- c. \_\_\_\_\_ move around a lot
- d. \_\_\_\_\_ stay in one place
- e. \_\_\_\_\_ be with other people
- f. \_\_\_\_\_ spend time alone
- g. \_\_\_\_\_ make/fix things
- h. \_\_\_\_\_ talk to people



3. Do you think you would be willing to:
- \_\_\_\_\_ work 10 to 12 hours each day
  - \_\_\_\_\_ work very early in the morning
  - \_\_\_\_\_ work in the evening or during the night
  - \_\_\_\_\_ work on weekends, if necessary
  - \_\_\_\_\_ travel and be away from home a lot
  - \_\_\_\_\_ get a college education or more career training
  - \_\_\_\_\_ continue to learn new things throughout your career

4. Are you physically able to:
- \_\_\_\_\_ climb a ladder
  - \_\_\_\_\_ stand on your feet for hours at a time
  - \_\_\_\_\_ walk a lot
  - \_\_\_\_\_ hear what others are saying
  - \_\_\_\_\_ see clearly
  - \_\_\_\_\_ use your eyes for close work for hours at a time



5. Could you:
- \_\_\_\_\_ sit in one place for hours at a time
  - \_\_\_\_\_ work alone if you had to
  - \_\_\_\_\_ work with other people
  - \_\_\_\_\_ speak pleasantly regardless of how you feel
  - \_\_\_\_\_ be pleasant to someone who is not pleasant to you
  - \_\_\_\_\_ do the same thing repeatedly and still be accurate and quick
  - \_\_\_\_\_ do many different things in the same day
  - \_\_\_\_\_ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
- \_\_\_\_\_ persuade other people to do what you want them to do
  - \_\_\_\_\_ keep accurate records
  - \_\_\_\_\_ follow written directions
  - \_\_\_\_\_ follow oral directions
  - \_\_\_\_\_ do a job as instructed
  - \_\_\_\_\_ get your work done even if the boss is away
  - \_\_\_\_\_ leave your personal problems at home



7. Are you willing to:

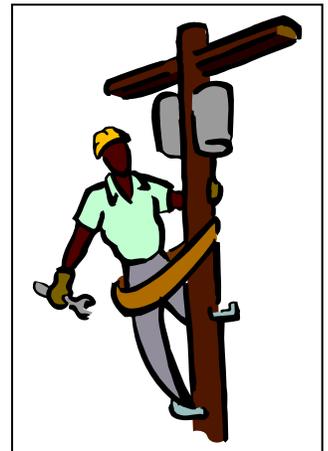
- a. \_\_\_\_\_be neat, clean, and dressed nicely while you are working
- b. \_\_\_\_\_be on time for work and regular in your attendance on the job
- c. \_\_\_\_\_get your hands and clothing dirty
- d. \_\_\_\_\_wear a uniform
- e. \_\_\_\_\_work without pay while you are learning how to do your job
- f. \_\_\_\_\_work at a job that might be dangerous

8. Are you the kind of person who could:

- a. \_\_\_\_\_keep doing the same tasks over and over, and still do them well
- b. \_\_\_\_\_work with people who are in trouble and need your help
- c. \_\_\_\_\_work with people who are sick or injured
- d. \_\_\_\_\_make decisions and accept blame if they are wrong decisions
- e. \_\_\_\_\_give orders in such a way that others will follow them
- f. \_\_\_\_\_think up ideas and new ways of doing things
- g. \_\_\_\_\_remain calm in an emergency
- h. \_\_\_\_\_meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. \_\_\_\_\_you were in an open place high above the ground
- b. \_\_\_\_\_you were in a small closed-in space
- c. \_\_\_\_\_there was a lot of noise around you
- d. \_\_\_\_\_you were in a place that was smelly
- e. \_\_\_\_\_it was very hot
- f. \_\_\_\_\_it was very cold
- g. \_\_\_\_\_you had to work outside in the rain and snow
- h. \_\_\_\_\_you had to work under pressure



Number of "yes" answers: \_\_\_\_\_

Number of "no" answers: \_\_\_\_\_

Number of "maybe" answers: \_\_\_\_\_

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the *Career Path* poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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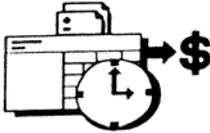
# Career Paths

## 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.



Job List Mini Poster



# ***JOBS IN THE WORLD OF WORK***



Review the list of jobs.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Waitress	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut