

<b>Unit #1 Title:</b> Finding My Place In The World	
<b>Lesson Title:</b> Back In The “Old Days”	<b>Lesson:</b> 2 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.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.	
<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)**

Picture of a family sedan from 10 years ago or ask students to bring to class a picture of their family car when he or she was born. Picture of a current “hot” car Activity Sheet <i>How Times Change</i> Activity Sheet <i>Job Changes in the World of Work</i> (one for each group)
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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		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.**

Using the data collected during their worker interviews, students will work in groups to compile job changes. Using data from the list of changes the group generates, students will analyze the data to determine: categories of changes (e.g. changes in tools/equipment), patterns/trends of change (e.g. more/fewer changes in service related jobs than manufacturing jobs), future projections. Students will develop a graph to represent changes over time (group members will decide the kind of graph to be used). At conclusion of all group presentations, students will write a paragraph interpreting their findings in relation to their future.

**Lesson Preparation**

**Essential Questions:**

1. How have jobs changed in your lifetime? (e.g. medical changes, technology, teaching)
2. What are some ways that change in jobs impacts our lives?

**Engagement (Hook):**

Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family sedan from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. "Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?" Counselor then shows the picture of the new hot car, and repeats the process.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. After the hook, explain that in the course of their lifetimes, many things have changed...cars, clothes, computers, music...even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that those changes can bring.</li><li>2. The class is divided into small groups of three or four students. Each group is given a <i>Job Changes in the World of Work</i> Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a <i>Recorder</i> to write changes group members think have taken place over the past 10 years or more in each job.</li><li>3. When the activity sheet has been completed the counselor asks each group <i>Reporter</i> to report groups thoughts about changes have taken place in the world of work.</li><li>4. <b>Assignment for next class session...</b> Each student will be given an interview Activity Sheet "<i>How Times Change.</i>" The counselor will review the worksheet step-by-step, allowing time for questions.</li><li>5. Each student uses the form as a guide for interviewing a parent, adult friend or a school staff member. The information (data) gathered during the interview and brings the completed Activity Sheet back to school. If a student is not able to interview a parent or adult friend, the student will ask a school staff member for an interview.</li></ol>	<ol style="list-style-type: none"><li>1. Students listen and offer suggestions of "things" that they've seen change.</li><li>2. Students will divide into small groups, assign group roles (Leaders, Recorder, Reporter) and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet.</li><li>3. <i>Reporters</i> will share the changes they think have taken place in the world of work.</li><li>4. Students will ask clarifying questions.</li><li>5. The students will take the "How Times Change" sheet and interview an adult before the next class period. They will bring the completed Activity Sheet back to class the next session.</li></ol>
<b>Follow-Up Session (Lesson 3):</b>	
<ol style="list-style-type: none"><li>6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews.</li></ol>	<ol style="list-style-type: none"><li>6. Students will offer information that they gathered in their interviews.</li></ol>
<ol style="list-style-type: none"><li>7. In groups, students will develop a graph</li></ol>	<ol style="list-style-type: none"><li>7. Students will be encouraged to comment</li></ol>

<p>representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>8. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>8. Students will write a paragraph relating future changes to their own future.</p>
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**Teacher Follow-Up Activities**

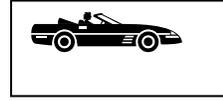
Teacher might discuss the many changes in teaching in recent years.

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

Name \_\_\_\_\_



## HOW TIMES CHANGE!



**NAME OF PERSON INTERVIEWED:** \_\_\_\_\_

**PLACE OF EMPLOYMENT/JOB:** \_\_\_\_\_

### 1. HOW HAS YOUR JOB CHANGED OVER THE PAST 10 YEARS?

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### 2. HOW HAVE THESE CHANGES INFLUENCED/IMPROVED YOUR JOB?

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### 3. HOW HAVE THESE CHANGES AFFECTED YOU? DID YOU NEED MORE TRAINING? WHAT ELSE HAPPENED?

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Job List Change Activity Sheet



***JOB CHANGES IN THE WORLD OF WORK***

Write a change that has taken place in each job over the past 10 years or more.

<b><u>Job Name</u></b>	<b><u>Change</u></b>	<b><u>Job Name</u></b>	<b><u>Change</u></b>
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	_____