

Unit #1 Title: Finding My Place In The World	
Lesson Title: How Times Have Changed	Lesson: 3 of 3
Grade Level: 5	
Length of Lesson: 30-40 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.B.05.a.i: Describe occupational changes that have occurred over time within 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)

Activity Sheet <i>How Times Change (completed in Lesson 2)</i> Flip chart/chalkboard

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
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	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. Why will there always be change?
2. Why do you think there have been changes in the world of work over the past 10 years or more?
3. How do you know that change occurred?

Engagement (Hook): Remind students of the hook from last session and the job changes list. This was what was said last session...

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

Instructor Procedures:

1. Remind students of the *Assignment from the last class session...* “Each student was given an interview Activity Sheet “*How Times Change.*” Each student interviewed a parent, adult friend or a school staff member. Get out your completed interview Activity Sheet from our last lesson.” Students who do not have a completed Activity Sheet, will be asked to work with someone who has the completed Activity Sheet.
2. During this lesson, the counselor will ask the students to share the information

Student Involvement:

1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet.
2. Students will offer information that they gathered in their interviews.

<p>gathered during their interviews.</p> <p>3. In groups, students will develop a graph representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>4. 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>3. Students will be encouraged to comment on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>4. Students will write a paragraph relating future changes to their own future.</p>
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Teacher Follow-Up Activities

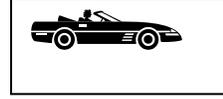
Teacher might remind the students of their discussion after the last guidance lesson when he or she shared the many changes in teaching in recent years. The students who didn't have an opportunity to complete the "How Times Change" sheet will be given one to take home and complete with an adult family member or friend. The student will have the opportunity to share the results with the teacher/counselor when they return the Activity Sheet is returned.

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?

2. HOW HAVE THESE CHANGES IMPROVED YOUR JOB?

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