

Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) **Lesson # 2 of 2**

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
 CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers.

American School Counselor Association National Standard (ASCA):
 Career Development
 A: Students will 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)

- Completed interview activity sheets (from lesson 1)
- “Interview Summary” Activity sheet

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 or informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
X	Fine Arts 1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
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X	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.
 After interviewing an adult about what they do and need to know to do their job, students will analyze the information they collect and synthesize the worker information.

Lesson Preparation

Essential Questions: Why is it important that we find information on training and education requirements for jobs or careers?

Engagement (Hook): Magnifying glass from the previous lesson. Call students’ attention to this.

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Review the previous lesson. If possible, use the magnifying glass saved from the previous lesson (this included a listing of career information resources). 2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs. 3. Tell class that today they will be working in small groups to compile information about the training people need to do their work. 4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4). 5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper. 2. Student responses about training might include: be a College Graduate, Practice Teaching, Classes in the Subject Area or Area of Specialty. 3. Students will ask clarifying questions 4. Students will “get out” their interview notes and take them to their groups of 4. 5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.
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<p>6. Have Activity Sheet, “Interview Summary”, ready for analyzing the information.</p> <p>7. Have students share what they learned.</p> <p>8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.</p> <p>9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.</p>	<p>6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book.</p> <p>7. Groups will report information to the class and help compile evidence pages for “Evidence Book” which will be kept in the classroom for students to read.</p> <p>8. Students will write a concluding paragraph in response to the prompt “As a result of analyzing the data collected by our team, I conclude the following about the world of work and me”.</p> <p>9. High Five!</p>
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Teacher Follow-Up Activities

Encourage teachers to talk about the “school skills” workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)

Activity Sheet: INTERVIEW SUMMARY

Group Report
Group Member's Names

Name of worker and job:

1. We learned that this person's role is to:

2. We learned that one of this person's responsibilities is:

3. We learned that one skill this person uses is

4. We learned that one knowledge skill this person needs is

5. Another thing we learned about this person is:

6. I might like to become a _____

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe