Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.

CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

American School Counselor Association (ASCA) National Standard:

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.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Please note: *This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new "Guidelines for Healthy Snacks" were issued. We retained the use of the Tootsie Roll ™ as an example with the caveat that the presenter review the "Healthy Snack Guidelines" and local school district's implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri's Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
Career Path Posters (Set of 6)
additional Career Path Posters are available through DESE
Occupation Card Sort Answers

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Activity Sheets: Career Path Group Project Form *Occupation Cards* *Worker Interview Form* Tootsie Roll ™ (or similar product)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

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Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question/answer, performance activity, etc.
The student will categorize 36 jobs into the 6 career paths.
The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall.	1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?
2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc. Students are given a 5-minute time limit to perform the task.	2. Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, **a recorder** who writes group answers on the project form; a **materials person** who is responsible for bringing materials to and from the group; a **sticky tack or tape person** who is responsible for this item; and a **poster** to post occupation cards on the board/wall. Once the group has made a decision about where each of those jobs fits, the **poster** from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).

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3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)	3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.
4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, "What do you think is in this package?" "How do you know what is inside without seeing the name of the candy?" "Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?" (Arts & Communication)	4. Students will respond to questions as a check for understanding.
5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. "Which career path produces these items?" (Natural Resources)	5. Students will respond to questions as a check for understanding.
6. "Now, imagine that you are working in the Tootsie Roll ™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?" (Industrial & Engineering Technology)	6. Students will respond to questions as a check for understanding.
7. "When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?" (Business, Management, and Technology)	7. Students will respond to questions as a check for understanding.
8. "Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is… (Read from the	8. Students will respond to questions as a check for understanding.

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nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)	
9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)	9. Students will respond to questions as a check for understanding.
10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?	10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.
11. Distribute the *Activity Sheet: Worker Interview* (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner. Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.	11. Students will contribute to list of interviewing skills.
12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the	12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.

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questions as if he or she were working in that work role (encourage outrageous roles). Give students time to review the *Activity Sheet: Worker Interview* from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the process. Have partners switch roles and follow the same procedures.	
13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.	13. Students will reflect on process and ask clarifying questions about the procedures and/or process.
14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students' commitment to completing the project. *Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.*	14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.

Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

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session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

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*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

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*One copy to be posted on the board or wall

ARTS & COMMUNICATION

Creative Path

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BUSINESS, MANAGEMENT & TECHNOLOGY

Business Path

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INDUSTRIAL & ENGINEERING TECHNOLOGY

Fixing and Building Path

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HUMAN SERVICES

Helping Path

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HEALTH SERVICES

Health Path

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NATURAL RESOURCES

Nature Path

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Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	**BUSINESS, MANAGEMENT & TECHNOLOGY**
INDUSTRIAL & ENGINEERING TECHNOLOGY	**HEALTH SERVICES**
HUMAN SERVICES	**NATURAL RESOURCES**

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*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

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Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

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Pest Control Worker	**Zoologist**
Fish Hatchery Worker	**Meteorologist**
Forester/Conservation Scientist	**Farmer**
Actor	**Professional Athlete**
Composer	**Reporter**

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Resource: Occupation Card Sort Answers

Business, Management, and Technology	Arts and Communication	Health Services
Hotel/Motel Clerk	Photographer	Chiropractor
Paralegal	Actor	Dentist
Loan Officer	Composer	Dental Assistant
Computer Programmer	Reporter	Physical Therapy Assistant
Travel Agent	Floral Designer/Florist	Speech Pathologist
Retail Sales Person	Professional Athlete	Nursing Assistant

Industrial and Engineering Technology	Human Services	Natural Resources/ Agriculture
Computer Repair Technician	Lawyer	Fish Hatchery Worker
Printing Press Operator	Firefighter	Meteorologist
Locksmith	Teacher	Zoologist
Welder	Barber	Pest Control Worker
Painter/Paperhanger	Pastor/Priest/Rabbi	Farmer
Architect	Recreation Worker	Forester/Conservation Scientist

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Activity Sheet: Worker Interview

Student Name: _____Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

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