Unit #1 Title: Finding My Place In The Community

Lesson Title: Where Do I Fit? **Lesson:**1 of 2

Grade Level: 4

Length of Lesson: 30 minutes each

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.A.04: Compare interests and strengths with those of workers in the local community.
CD.7.C.04: Recognize the contributions of all jobs to the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet
Career Path Mini Poster
Job Picture Activity Sheet (pictures of community workers)

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

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify two contributions of five jobs in the community.

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.
Work Sample: The student will complete an inventory indicating individual work preferences. Complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. The student will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. The students will conduct an exploration of one occupation that matches their work preferences and one occupation that does not.

Lesson Preparation

Essential Questions:
How does knowing oneself better prepare a person for choosing rewarding career? How are people who have the jobs with the same job title, similar and different?

Engagement (Hook):
Counselor asks: "Who thinks that they know themselves very well?" Students will raise their hands if they agree. Counselor explains that students will be doing a self-assessment, an exercise that will help them discover more information about themselves and their own strengths and interests. "On this exercise, there are no wrong answers…only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will explain that it is important to know your strengths and interests lie because this knowledge helps each person make informed decisions for his/her own future.	1. Students listen.
2. Counselor will distribute the *Where Do I Fit?* Activity Sheet. Provide time for students to read through the inventory and to ask questions. Students will be instructed to mark those items that most reflect what they like and can do well and their work preferences.	2. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.

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3. When students are finished, the counselor will ask the students to look at the *Job Activity Picture Sheet* of community workers. Students will review at their chosen attributes, and will compare them to the attributes that they think specific community workers might use in the jobs pictured.	3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths Mini Poster for assistance.
4. The counselor will review the Career Path Mini Poster with the students. The students will use their knowledge of the career paths as a reference in identifying attributes.	4. Students will review the Career Path Mini Poster and use it as a reference when comparing attributes.
5. Counselor will guide students in developing a list of jobs that match students' preferences.	5. Students will create a list: • This job appears to match me. • This job does not appear to match me.
6. The counselor will instruct the students to choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. The counselor will ask each student to briefly describe the contributions to the community of one worker whose work matches the student's preferences and one worker whose preferences are very different from the student. (The counselor may choose to do this activity with individual students or in small groups.)	6. Students will choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. They will describe contributions to the community of one worker who "matches" and one who does not.
7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.	7. Students will reflect and give their answers. Respond to: I learned _____ about myself.
8. Counselor will determine best method for retaining students' completed "Where Do I Fit" Activity Sheets. They will be in references in subsequent lessons and will provide a means of comparing "today' preferences with "tomorrow's" (in this case tomorrow means next year).	8. Students will turn in Activity Sheets.

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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)

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NAME_____ GRADE_____

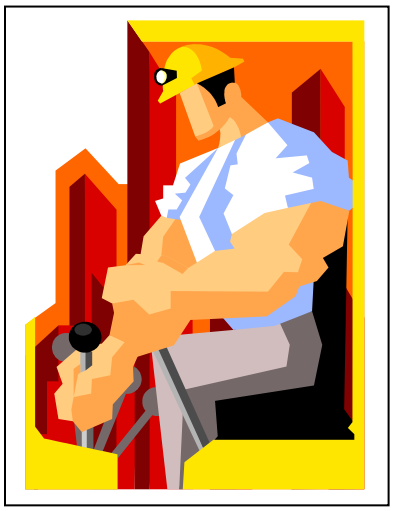
WHERE DO I FIT?

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and 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 honest and meaningful.

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



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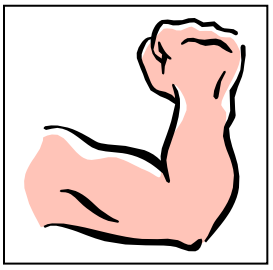
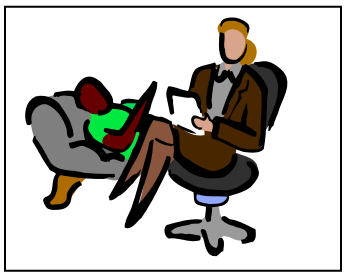
3. Do you think you would be willing to:
   a. _____work 10 to 12 hours each day
   b. _____work very early in the morning
   c. _____work in the evening or during the night
   d. _____work on weekends, if necessary
   e. _____travel and be away from home a lot
   f. _____get a college education or more career training
   g. _____continue to learn new things throughout your career

4. Are you physically able to:
   a. _____climb a ladder
   b. _____stand on your feet for hours at a time
   c. _____walk a lot
   d. _____hear what others are saying
   e. _____see clearly
   f. _____use your eyes for close work for hours at a time



5. Could you:
   a. _____sit in one place for hours at a time
   b. _____work alone if you had to
   c. _____work with other people
   d. _____speak pleasantly regardless of how you feel
   e. _____be pleasant to someone who is not pleasant to you
   f. _____do the same thing repeatedly and still be accurate and quick
   g. _____do many different things in the same day
   h. _____tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
   a. _____persuade other people to do what you want them to do
   b. _____keep accurate records
   c. _____follow written directions
   d. _____follow oral directions
   e. _____do a job as instructed
   f. _____get your work done even if the boss is away
   g. _____leave your personal problems at home



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7. Are you willing to:
    a. _____be neat, clean, and dressed nicely while you are working
    b. _____be on time for work and have regular 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 Mini Poster and figure out careers and career paths that fit you best!

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

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Career Path Mini Poster

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.

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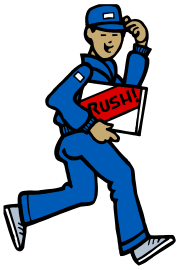
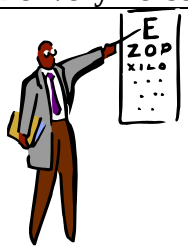
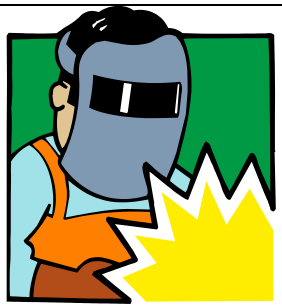
Job Picture Activity Sheet

Farmer	**Astronaut**	 **Delivery Person**
Computer Programmer	**Bu s Driver**	 **Optometrist**
Manicurist	**Photographer**	**Camera Person**
Teacher	**Sanitation Worker**	 **Welder**

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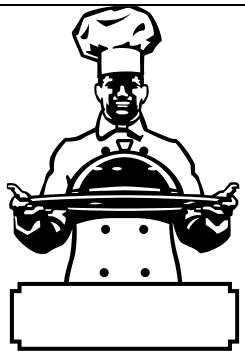
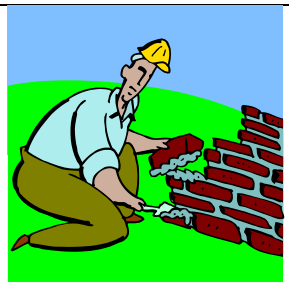
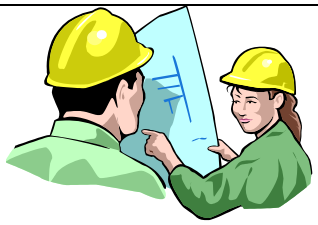
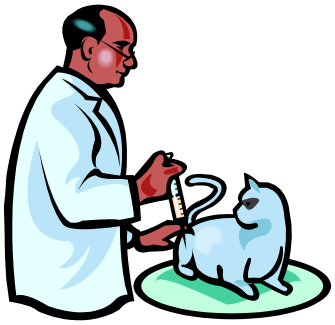
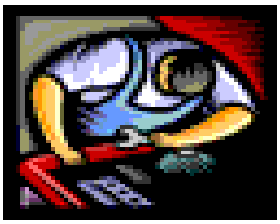
 **Chef**	**House Keeper**	**Lawn Care Person**
 **Bricklayer**	**Receptionist**	**Pediatrician**
Physical Therapist	**Pet Groomer**	 **Construction Worker**
 **Veterinarian**	**Carpenter**	 **Auto Mechanic**

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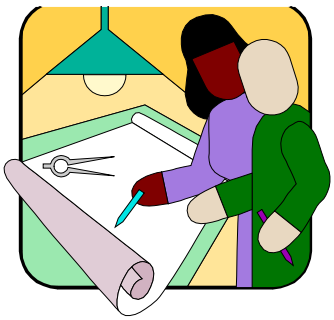
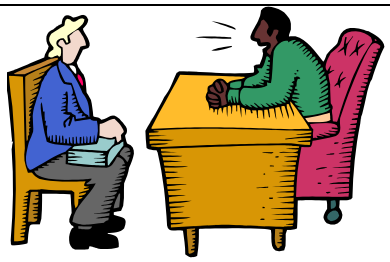
 **Architect**	 **Singer**	 **Police Officer**
 Banker	 **Artist**	 **Meteorologist**
 Clergy	 **Animal Care Taker**	 **Forest Ranger**
 Actor	 **Counselor**	 **Taxi Driver**

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