Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Name That Career Path **Lesson:** 2 of 4

Grade Level: K

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

Grade Level Expectations (GLEs):
CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths.
CD.7.C.0K: Recognize that all work is important.

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)

Career Path mini poster
Career Path posters (station throughout the room)
Same two puppets from lessons 1
Blank 5x7 index cards or sentence strips

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
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify all six career paths as a group and identify why they are important.

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.
Performance Task: Students will name the jobs of their parents or friends and then match the job with the appropriate career path.

Lesson Preparation

Essential Questions:
Why are there so many different kinds of jobs?
Engagement (Hook):
Puppets will perform a dialogue with students regarding various jobs as puppets wear different job hats or hold different job tools, or hold pictures of different jobs. (Hats, tools, or pictures should represent each of the six career paths.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask questions using props such as worker hats, tools, pictures and/or the individual mini poster of the career paths (Example: What job might require the use a hammer? Which career path do you think this job matches? Fixing and Building Technology). The puppets will give an example or two for each career path, thus reviewing the six career paths from the last lesson. Counselor will ask which, if any, career path is more important than the others.	1. Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important.
2. Puppets say, “Today we are going to play another version the ‘Career Path Game’.	2. Students will give names of jobs.

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Think of someone you know who has a job." Each student will have a chance to quickly name the job.	
3. The counselor will introduce the six separate *Career Path* posters posted around the room. As students name various jobs, the class will determine which career path the job matches. The counselor will write the job title on a 5x7 index card or sentence strip. (NOTE: Keep a fast pace so that 1st learners standing are engaged throughout).	3. The student takes the Career Card to the Career Path poster that is chosen. Procedure is followed for each job title/career card.
4. Once the career path is determined, the puppets will ask students, "What makes this an important job?	4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.
5. Puppets will dialogue with the students to review the 6 career paths and to restate the idea that <u>every</u> job is important.	5. Students will listen and respond appropriately.

Teacher Follow-Up Activities

The teacher can identify a career path for each special guest that visits the classroom.

NOTE: Counselor/teacher may also choose to paste the *Career Path* posters on separate colors of construction paper. Students can name the color even if they can't remember the name of the career path. Counselor/teacher would have pictures of people doing different jobs, which the class then assigns to a career path color. If colors are used to represent the career paths, then the colors need to be consistent lesson to lesson, year to year.

Counselor reflection notes (completed after the lesson)

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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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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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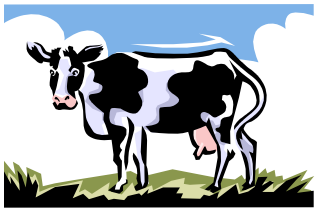

Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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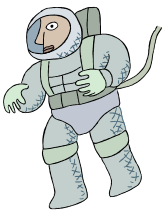
Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.



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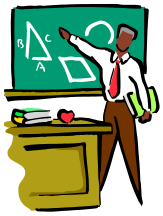
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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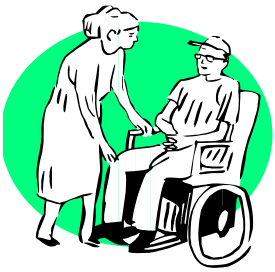
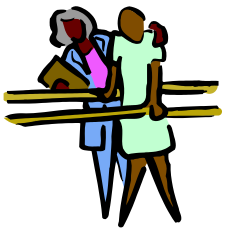
Health Path

(Health Services)

People who like to care for animals and people.





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