Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 3) **Lesson** 3 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

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

Grade Level Expectations (GLEs):
CD.8.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

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

A. Students will 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)

Roadmap; Student-made posters completed in Lesson 2
Counselor Resources: Career Paths and Example Careers"; "Career Path Posters" (set of 6); "Letter from *Careerville News* Reader" seeking help (1 copy for each group); "Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students: Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display, poster board or construction paper, pencils, markers

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

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	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
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 write a friendly letter focusing on a specific career and include the correlation of the student's current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Again, come to class dressed as Inspector "CareerSo." Draw a road on the Dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "Careerville." Using an oversized magnifying glass and a rumpled road map as props, pretend to search the classroom as if looking for clues and say, "I see that the Career Paths lead to Careerville! WOW! And there are SO many people on the road to Careerville—I hope we can help them find their way! You already know that people can get to Careerville in many different ways. All of us have the same destination: working to meet the needs of a community. Let's get started on OUR investigations and reporting about the world of work so we can help the people heading toward Careerville!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask: What do you remember from our last guidance lesson about where people learn how to do their work? Review the concept of post-secondary training and/or education by writing information on the board regarding options available to	1. Students will respond to the counselor's questions regarding post-high school job or training opportunities in the area, or military options.

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students in the area (e.g., vocational schools, technical training programs, the military, and colleges). Inspector CareerSo (Counselor) will use prompts such as: "What kinds of jobs are available for individuals who want to enter a full-time job right after they graduate from high school? What training and educational facilities are located in our area for a person who would want to go to more school after high school?" (Provide time for students to respond and comment.)	2. Students will respond to question regarding the responsibilities of a *Columnist*, for example: Seek information Write Columns Reflect/ Rethink Revise/Refine content of columns.
2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training, educational, or military setting. For example, what job responsibilities does a Newspaper Columnist have?	3. Students will listen to the instructions and then gather in their previously assigned groups. Each student will choose a career/job of interest from the assigned career path.
3. Say, "Remember, I have hired you to help me investigate and report on the world of work. You will be working as columnists for the *Careerville News'* award-winning column "Career Information for those on the Road to Careerville." You will be working in the same groups as in Lessons 1 and 2 – each group represents one of the Six Career Paths and each student in the group will represent a career within that Career Path. Explain that the responsibility of each student is to publish accurate information about a career in his or her assigned Career Path.	4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor) provides instructions.
4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: "Letter from *Careerville News* Reader"). The Inspector will review the elements of a friendly letter and then ask the students to examine the sample of the letter (Resource: "Columnist's Response to a Reader"). Each student will write a similar letter to the readers. (See,	5. Students will engage in the writing of the letters and will share their letters with the class.

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also, the Activity Sheet: "Template for Friendly Letter") If students do not have access to computers to write letters, they may write their letters on the template. 5. The letters will be self and peer critiqued. When the letters are completed, the counselor will ask each student to share his/her letter with a small group. Instruct group members to use "Letter from *Careerville News* Reader" as a guide to ensure that all questions are answered in each student's letter. (Suggestion: Use the "jigsaw" process for sharing – students have been working in expert groups addressing a single Career Path. In order to help peers learn about other Career Paths, arrange students in six-member groups so that there is at least one representative of each career path in each group). Before binding the letters into a booklet, you may want to post the letters outside your office for a broader audience. 6. The counselor or student volunteers will bind the letters into a classroom Career Information book.	6. Students interested in a career in publishing will volunteer to bind the letters into the classroom book.

Teacher Follow-Up Activities

The letter writing process might serve as a Communication Arts lesson on writing friendly letters. The process could be adapted to include writing a business letter to the readers. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resources).

Counselor reflection notes (completed after the lesson)

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RESOURCE: LETTER FROM *CAREERVILLE NEWS* READER

1234 Rooftop Lane
Larae, MO, 65000

September 5, 2006

Dear CN Columnist,

I hope you can help me! I am seeking more information about the World of Work, and Workers. I am trying to decide where I want to live and work when I graduate from high school. Inspector CareerSo told me that Careerville is the best community in the world because all workers are valued and all work is important there. I want to move to Careerville and help make the community even better. The problem is that I have many, many skills and like to do many, many kinds of things. I study hard and enjoy all (well, most) of my learning. I just can't decide which career to choose. Since you have the reputation of being the most accurate source of information about careers in Careerville, I decided to write to you.

Would you please help me find answers to the following questions?

1. I know all Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one of the jobs that he or she might like?
3. What "school skills" are needed in that job?
4. Can someone get this job when he or she graduates from high school? If not, what kind of post-secondary training or education is needed?
5. If you were thinking about doing this job, what are some things you would like about it?
6. If you were thinking about doing this job, what are some things you would NOT like about it?
7. Do you know of anything else I should know about Careerville, or the job you are suggesting?

That's all the questions I have for now. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

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RESOURCE: COLUMNIST'S RESPONSE TO A READER

4234 Careerville Newspaper Way
Careerville, MO 65216
Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CN Columnist. I have some ideas. However, C. A., you are the only one who can decide what is best for you! Since you didn't tell me very much about yourself, I will tell you about what I think is the best Career Path—the Helping Path! Remember, though, YOUR favorite or best Career Path will depend on YOU knowing what you like to do and/or would like to do in the future.

If you like to help other people and like to talk with people, and if the Communication Arts subject area is one of your strengths, then there are several careers for you in this career path. The one I will tell you about is "Teacher." This might be a good career for you because you said you like to learn and that you have a lot of skills – so do teachers. My teacher has to know all the school skills because he has to teach them to all of us. I know my teacher had to graduate from college after he graduated from high school, because his college diploma is hanging in our classroom. He tells us almost every day that he worked hard to get that diploma and he is proud to display it.

As for ME and a teacher's job—here are some things I would like about it:

- I would get to help great kids (like me) learn.
- I would get to eat lunch in the Teachers' Lounge.
- I would be able to decide what projects the kids would do.
- I would be able to help people solve problems.

And here are some things I would NOT like about a teacher's job:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting angry at me in front of the students.
- Going to school during the summer.

Well, what do you think, C. A.? Would you like to be a teacher? What other jobs have you considered? We have them all in Careerville – and you would love living here!

Sincerely yours,

The CN Columnist

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ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading
(Street Address
City, State, Zip)

Date

Greeting,

Body _____

_____

_____

_____

_____

_____

_____

_____

(New paragraph)

_____

_____

_____

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_____

_____

Closing.

Signature

Name

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