Unit #1 Title: Targeting Careers

Lesson Title: How Do They *DO* That? **Lesson:** 4 of 4

Grade Level: 3

Time Required: 30 minutes (may require 2 sessions to complete)

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.03: Compare and contrast the academic skills required of workers in the six career paths.
CD.7.C.03: Recognize the contributions made by all workers to the school and 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)

Job Picture Activity Sheet (cut up) **or** use Pictures of modern day local heroes and key figures in the school and community, representing all career paths (i.e. school principal, mayor, firefighter school nurse, etc.)
Activity Sheet – *The Career of a Community Hero*
Career Path Mini Poster (1)
Career Paths Posters (6)

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	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the academic skills required of two workers on each of the six Career Paths.

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 be able to identify, compare and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of: "The Career of A Community Hero."

Lesson Preparation

Essential Questions:
How is what you learn at school useful in a career?

Engagement (Hook):
Show a picture of a super hero. Why is this person a super hero in the cartoons? Today we are going to talk about heroes in our community, what makes each one great, and how they contribute to our school or community.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Showing the career path mini poster (1) the counselor asks the students if they remember the 6 Career Paths that were introduced last year. Students are paired up and asked to list the names of the six Career Paths and then to describe each Path using examples of job titles and/or the major function of each Path. The Career Path Posters (6) are introduced and posted on the wall at the front of the class (Health, Business, Helping, Nature, Fixing, Building and Technology and Creative).	1. Students work together to recall the names of the six career paths and their description. Partners share their ideas with the class.
2. Counselor asks the students: "What is a hero?" Counselor should emphasize that a	2. Students contribute names of jobs in our community that would be considered

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hero helps to make things better. Let's make a list of different types of community workers that would be considered heroes in our community. The counselor will write the list on the board.	local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)
3. Group students in an even number of groups; and give each group 2 or 3 pictures from *the Job Picture Activity Sheet*. Three students in the group are selected to do the following group job: • Leader – This person guides the discussion. The Leader should be a strong leader and not bossy. • Recorder – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on *The Career of a Community Hero*. • Reporter – This person reports out information to the class. The Reporter should be good at sharing information with a large group. Group members will consider personal strengths of each group member to select roles. Encourage students to volunteer for roles…and to "try out" roles in which they are interested and have not yet developed the skill.	3. Groups assign the roles of group members.
4. When students are finished answering the questions on the activity sheet for each picture/job, each group Reporter will share the pictures of their heroes, and explain why she or he is a hero. What school subjects added to their greatness, and what's the person's contribution is to his/her school/community?	4. Students discuss the 4 questions for each of their heroes in the pictures, coming to consensus on responses. A spokesperson (Reporter) for each group will present the group's information to the rest of the class.
5. Each group will select one picture as the group's favorite hero. Groups are then paired to compare and contrast the academic skills used by their heroes.	5. Reporters take notes for each group's discussion.
6. The Leader for each group will explain the comparison exercise.	6. Class listens as the Leaders for each group presents their comparisons.

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7. In conclusion, ask each group to identify one important point they learned from this activity.	7. Previous Reporters for each group will share the group's new learning with the class.

Teacher Follow-Up Activities

As they teach different subjects, teachers could ask the students what types of careers would use this subject area.

Counselor reflection notes (completed after the lesson)

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The Career of a Community Hero

Name of Career_____

Answer the questions below about this job.

1. What makes this person a hero in our community?

_____

_____

2. What school subjects added to the hero's greatness?

_____

_____

3. What is this hero's contribution is to the school/community?

_____

_____

4. What Career Path does this job fit? _____
The Career Paths are:

Creative Path

Helping Path

Business Path

Fixing, Building and Technology Path

Health Path

Nature Path

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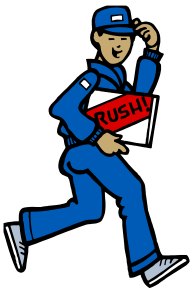
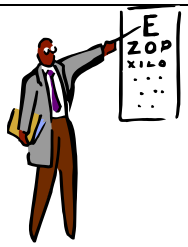
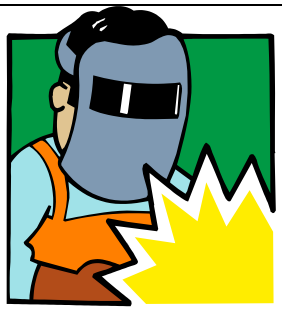
Job Picture Activity Sheet

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

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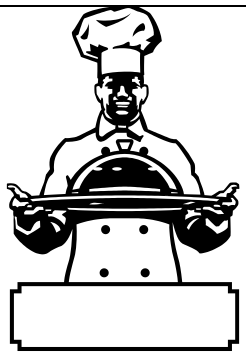
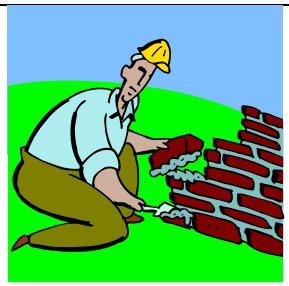
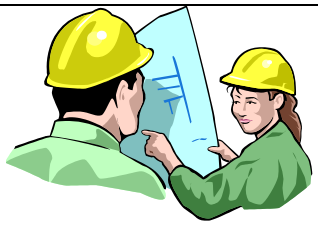
 **Chef**	**House Keeper**	**Lawn Care Person**
 **Bricklayer**	**Receptionist**	**Pediatrician**
Physical Therapist	**Pet Groomer**	 **Construction Worker**
Veterinarian	**Carpenter**	**Gas Station Attendant**

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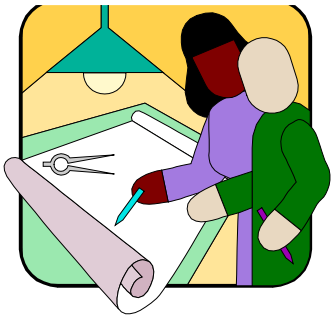
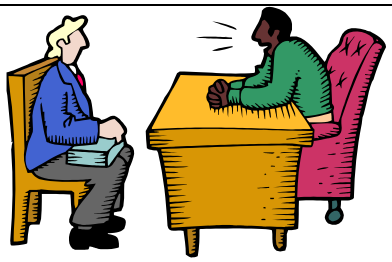
 **Architect**	**Singer**	**Police Officer**
Banker	**Artist**	**Meteorologist**
Clergy	**Zoo Keeper**	**Forest Ranger**
Actor	 **Counselor**	**Taxi Driver**

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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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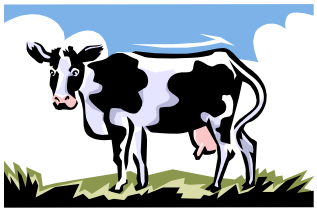

Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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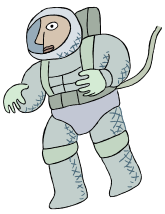
Fixing, Building and Technology Path

(Industrial & Engineering Technology)

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



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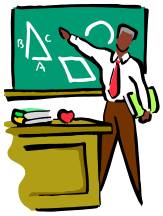
Helping Path

(Human Services)

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



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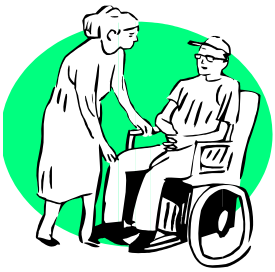
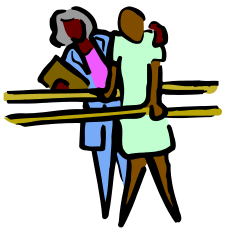
Health Path

(Health Services)

People who like to care for animals and people.





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