

<p>Unit #1 Title: Making Connections</p> <p>Lesson Title: Connecting The Dots: Activities/Interests to Careers Lesson: 1 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectation (GLE): CD.7.A.02: Identify new activities and interests to explore.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>New Things to Learn and Explore</i> Activity Sheet <i>Career Paths</i> Mini Poster (copy for each student)</p>

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

Lesson Measureable Learning Objective:

The student will identify at least two new activities and interests to explore.

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 and Performance Task: Students will complete the first and second sections of the Activity Sheet “New Things To Learn and Explore.” Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:

How are your strengths, interests, and future career connected?

Engagement (Hook):

Hold up your hand if you have done a “connect the dots” activity. When connecting the dots what did you discover? Let’s think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Begin by using the “hook.” Ask: What is an explorer? What will you do as an explorer?	1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places). <ul style="list-style-type: none"> • Volunteer definitions of “Explorer” • Volunteer descriptions of activities they will do as an explorer.
2. Ask students to reflect on last year’s discussion of their strengths and interests.	2. Students volunteer meaning/examples of strengths/interests.
3. Counselor will ask for a volunteer to explain what an “interest” is, and what an “activity” is. Counselor will ask, “How is an activity different from an interest?” Explain that an interest is something you like to do or you want to learn more about, for example: “I’m interested in reading.” “I’m interested in building things.” Explain that an activity is something that you participate in at school, home or in the community. You can do this	3. Students volunteer to answer and invite others to volunteer.

<p>on your own or in a group. Ask students to give examples of activities that they are currently involved in. Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I’m a good reader (skill strength) and am curious about _____ (interest).”</p> <p>4. Counselor will give each student the activity sheet, <i>New Things to Learn and Explore</i>. Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn’t necessarily have to be good at an activity to learn it, but it’s important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.</p> <p>5. Counselor will instruct students to complete the first two section of activity sheet by writing two activities and two interests that they will explore.</p> <p>6. Counselor will distribute copies of the <i>Career Path</i> mini poster to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)</p> <p>7. Counselor will review the lesson by stating, “Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During our next lesson, we will be connecting the dots between academic (school) skills and career paths. Observe workers: look for the school skills they use.</p>	<p>4. Students will listen to the instructions.</p> <p>5. Students will write their responses to the first two on the worksheet.</p> <p>6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.</p> <p>7. Students will listen and volunteer to tell one “thing” they learned.</p>
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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

Name _____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1. _____

2. _____

3. _____

4. _____

Write at least two new interests that you will explore:

1. _____

2. _____

3. _____

4. _____

These are the Career Paths that my new activities and interests might lead to:

1. _____

2. _____

3. _____

4. _____

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.

