Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 2) **Lesson:** 4 of 4

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
CD.7.C.0K: Recognize that all work is important.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Career Development

Materials (include activity sheets and/ or supporting resources)

Posters of the 6 career paths
Career Paths posters & *Career Paths* mini poster from Lesson 2
Student generated list of jobs (on index cards from Lesson 2 & 3)
Same two puppets from previous lessons
Blank Index Cards (5x7) or sentence strips
Board Space for each Career Path
Musical Selection on tape or CD

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

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		institutions and cultural traditions
	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 two jobs and share one reason why each job is important to the world of work.

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 (as a class) will match job with the most appropriate career paths using job list on board or career cards as "starters". Students will be encouraged to add other jobs to the career paths.

Lesson Preparation

Essential Questions:
Why is it important for us to know where we are going when we get up in the morning? If we don't, what might happen?
Engagement (Hook): Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (Example: We are making a path to the bookshelf). When the song finishes explain to the students that you just made a path to different places in the room. Just like when people decide what job they want and then they have follow different paths to get there.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will distribute the *Career Path* mini poster from the last class. Using the same procedure from the last class, the counselor will draw a circle on the board with career paths written in the middle of the circle. The counselor will draw six lines from it (see illustration under #1 on student involvement).	1. Students will review the career path poster, and listen to the examples.

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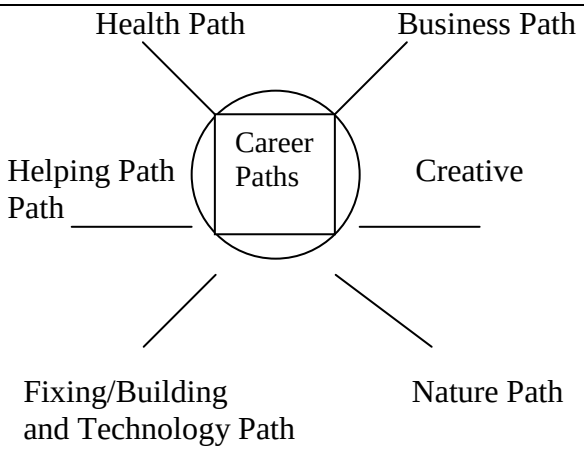
Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)…. Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.	
2. Discuss the Icon symbols on the *Career Path* mini poster and share what the symbol represents for that career path. The counselor will return each student's copy of the mini-poster from Lesson 2. Say, "Hold up you hand if you remember how many career paths there are. Distribute the poster to students. Hint: If you don't remember, look at the pictures on the Left side of the mini-poster.	2. The students will review the symbols as the counselor/puppets are talking about each career path.
3. Puppets will ask, "Which career path is the most important?" If students do not respond with "all," puppets will tell the class that EVERY career path is important and discuss why all jobs are important. Give an example: "If we didn't have doctors what would happen?" If we didn't have farmers what would happen?"	3. Students will offer suggestions.
4. Counselor will review the job titles listed during Lesson 2 and ask students to name jobs they observed people doing since that lesson. New cards will be made and added to the set of career cards. The puppets tell students they are going to play the "Career Path Game". Several students will be selected to draw Career Cards. The counselor will read the job title and the student will identify a possible career path for that job.	4. Students will contribute new job titles.

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5. Write the name of one career path on each of the 6 poster boards, bulletin boards, or other display. Career Cards will be placed in columns under the appropriate career path. 6. The puppets tell the students to take their Career Path Mini Posters home to discuss it with their parents or an adult at home. Suggest that the students ask their parents to help determine the career paths their parents' jobs fit into.	5. Students will play the game and respond with the appropriate career path. Classmates will assist in matching the jobs and career paths if needed. 6. The students will take their mini poster, home and discuss the career paths with their parents or other adults at home.

Teacher Follow-Up Activities

Teacher will discuss the career path poster when they have speakers or guest in the room.

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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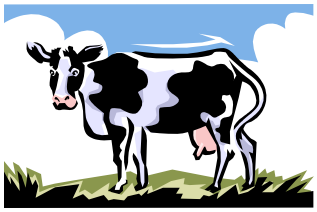

Nature Path

(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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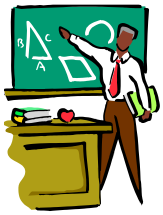
Helping Path

(Human Services)

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



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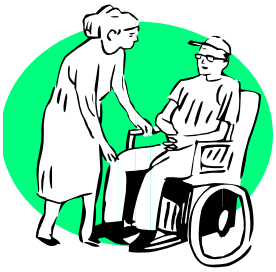
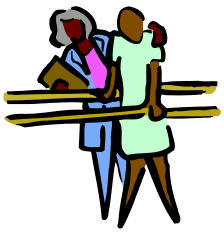
Health Path

(Health Services)

People who like to care for animals and people.





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