Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) Lesson # 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
CD.8.B.03: Gather information regarding training and education for a variety of careers.

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

Materials (include activity sheets and/ or supporting resources)
- Completed interview activity sheets (from lesson 1)
- Interview Summary Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

Show Me Standards: Performance Goals (check one or more that apply)
- Goal 1: Gather, analyze and apply information and ideas
- Goal 2: Communicate effectively within and beyond the classroom
- Goal 3: Recognize and solve problems
- Goal 4: Make decisions and act as responsible members of society

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>Communication Arts</td>
<td>3. Reading and evaluating nonfiction works and material</td>
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<td></td>
<td>4. Writing formally or informally</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
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<td>Science</td>
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<td>Health/Physical Education</td>
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<tr>
<td>Fine Arts</td>
<td>1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts</td>
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Enduring Life Skill(s)

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<tbody>
<tr>
<td>X</td>
<td>Perseverance</td>
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<td></td>
<td>Integrity</td>
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<td>X</td>
<td>Courage</td>
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<td>X</td>
<td>Respect</td>
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<td>Goal Setting</td>
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**Lesson Measurable Learning Objective:**
The student will gather information regarding training and education for at least two careers.

**Lesson Formative Assessment (acceptable evidence):**
Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

**Lesson Preparation**

**Essential Questions:**
How do people’s skills relate to jobs?
Why do job requirements change?
Why is it important that we find information on training and education requirements for jobs or careers?

**Engagement (Hook):** Magnifying glass from the previous lesson. Call students’ attention to this.

**Procedures**

**Instructor Procedures/Instructional Strategies:**
1. Review the previous lesson. If possible, use the magnifying glass saved from the previous lesson (this included a listing of career information resources).
2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs.
3. Tell class that today they will be working in small groups to compile information about the training people need to do their work.
4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4).

**Student Involvement/Instructional Activities:**
1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper.
2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college.
3. Students will ask clarifying questions
4. Students will “get out” their interview notes and take them to their groups of 4.
5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.

6. Have Activity Sheet Interview Summary, ready for analyzing the information.

7. Have students share what they learned. Compile Interview Summary Group Report Evidence Book” which will be kept in the classroom

8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.

9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.

Teacher Follow-Up Activities
Encourage teachers to talk about the “school skills” workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)
Activity Sheet: INTERVIEW SUMMARY
Group Report/Evidence Page

Group Members’ Names:

________________________________________________________________________

Name of worker and job:

________________________________________________________________________

1. We learned that this person’s role is to:

________________________________________________________________________

2. We learned that one of this person’s responsibilities is:

________________________________________________________________________

3. We learned that one skill this person uses is

________________________________________________________________________

4. We learned that one knowledge skill this person needs is

________________________________________________________________________

5. Another thing we learned about this person is:

________________________________________________________________________

6. I might like to become a _______________________

   Group Member ____________________  YES  NO  Maybe

   Group Member ____________________  YES  NO  Maybe

   Group Member ____________________  YES  NO  Maybe

   Group Member ____________________  YES  NO  Maybe