

Unit #1 Title: It’s Magic! Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 1) **Lesson #** 1 of 2

Grade Level: 5

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.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.

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

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: <i>Career Paths Strips</i> (Master Copy)
Activity Sheet: <i>Career Graphic Organizer</i> (copies for students)
Dry erase board, smart board, chart paper, or other visual media

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
	Social Studies
	Science
	Health/Physical Education
	Fine 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 compare and contrast the roles and responsibilities of two careers by using a graphic organizer.

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 students will gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (during lesson 2) to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet 2).

Lesson Preparation

Essential Questions: How do training and skills affect a person’s roles and responsibilities in the community?

Engagement (Hook):

Copy the resource, *Career Path Strips*. Cut the strips apart, and put the strips into the Magic Hat or box, or write the names of the Career Paths along with examples of careers in each path on slips of paper and place into a hat or box. Tell students that magic can happen when people find the work they enjoy. Then, wave your magic wand with great enthusiasm and say: “Hocus Pocus, what career path am I in today?” Pull one Career Path slip out of the hat or box. Example: “Hi! My name is Chris Carpenter. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blueprints. I build safe and durable products.” Pull Tony Teacher’s slip out of the hat/box. How are Tony Teacher’s roles and responsibilities different?

Procedures

<p>Instructor Procedures/Instructional Strategies: <u>NOTE:</u> For this strategy, you will need display or project the <i>Career Graphic Organizer</i>.</p> <ol style="list-style-type: none"> 1. After the “hook,” encourage students to respond. Discuss with the class the similarities and differences between Tony Teacher’s career and Chris Carpenter’s career. List the responses on the <i>Career Graphic Organizer</i> on display. Begin with 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.
---	---

<p>Tony Teacher as Career One and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Chris Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Chris’ and Tony’s roles, responsibilities, skills and necessary training and education.</p> <ol style="list-style-type: none"> 2. Tell students that the task in this Unit is to compare and contrast roles, responsibilities, skills and training/education of different careers. What does “compare” mean? What does <u>contrast</u> mean? What does <u>compare and contrast</u> mean? Today we will be comparing and contrasting the roles and responsibilities of two careers. 3. Remind students that roles and responsibilities may be similar or different depending upon the careers. Are there similarities that <u>all</u> occupations have in common? Are there ways specific occupations are different from all other occupations? 4. Divide the class into six groups. Distribute the names of 2 career paths and the activity sheet <i>Career Graphic Organizer</i> to each group. As you are distributing the materials to each group, ask students to think for a minute about the many careers in each path. If they were counting, which career path would have the most occupations? What causes the difference in numbers of occupations in each Career Path? 5. Tell students to write the names of the two careers their group identified in the header row (row one) of columns 2 and 3 of the activity sheet <i>Career Graphic Organizer</i>. Each group will complete the 2nd and 3rd columns of the graphic organizer for roles, responsibilities, skills of the two careers. Training/Education will be discussed in Lesson 2. 	<ol style="list-style-type: none"> 2. Students actively engage in the conversation about the meanings of the terms compare, contrast, and compare and contrast. 3. Students answer the questions. 4. When groups receive their assigned career paths (2 per group) group members will identify one career to explore in each of those career paths. 5. Students will add information to complete the roles, responsibilities, skills rows for the 2nd and 3rd columns of the activity sheet.
--	--

<p>6. After identifying and listing the roles, responsibilities, and skills in the appropriate rows on the activity sheet, students will study the data and identify similarities and differences between the two careers in roles, responsibilities, and skills.</p> <p>7. Collect the graphic organizers and save for the next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their career graphic organizers.</p>	<p>6. In the 4th and 5th columns, students will identify and list the similarities and differences between the careers.</p> <p>7. Students give their group's graphic organizers to counselor.</p>
--	--

Teacher Follow-Up Activities

During instruction, discuss the roles and responsibilities for careers related to the teacher's content area.

Counselor reflection notes (completed after the lesson)

COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one “career strip” to each small group. Group members will generate the names of more occupations than are suggested on the “career strip.” They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond “arithmetic” or “reading” to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

Counselor/Teacher Resource

Career Graphic Organizer

(Make this page into a large chart, or project it so the class can see it in use)

	Career 1	Career 2	Similarities	Differences
Roles				
Responsibilities				
Skills				
Training & Education				

Student Activity Sheet

NAME: _____

Career Graphic Organizer

The career I chose to study is:	
Roles	
Responsibilities	
Skills	
Training & Education	