

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

**Lesson Title:** Career Magic (Part 2) **Lesson:** 2 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.B.05: Compare and contrast the training and educational requirements for a variety of careers.

**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  
 Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*  
 Dry erase board, smart board, chart paper, or other visual media

**Show Me Standards: Performance Goals (check one or more that apply)**

<b>X</b>	Goal 1: Gather, analyze and apply information and ideas
<b>X</b>	Goal 2: Communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: Recognize and solve problems
<b>X</b>	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)
<b>X</b>	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 training and educational requirements for 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.**  
 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 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: *A Comparison of the Similarities and Differences Among Careers*).

**Lesson Preparation**

**Essential Questions:** How do training and skills affect a person’s role and responsibilities in the community?  
**Engagement (Hook):** Return with the **Magic Hat or Box**, pull out the bundle of activity sheets from the previous lesson. Say, “In today’s lesson, we are going to continue to look at the magical world of careers.”

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b>                  You will use the <i>Career Graphic Organizers</i> begun in Lesson 1 for this lesson.</p> <ol style="list-style-type: none"> <li>1. After the “hook,” discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the <i>Career Graphic Organizers</i> from Lesson 1.</li> <li>2. Remind students that our task today is to compare and contrast training and education of the careers that you worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that’s different, isn’t always different).</li> <li>2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.</li> </ol>
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<p>3. Divide the class into the same groups they were in for the previous lesson. Return each group's <i>Career Graphic Organizer</i> and instruct the group members to complete the training and education row for the 2 careers they chose during the last lesson.</p> <p>4. When each group completes the <i>Career Graphic Organizer</i> students will analyze the data and complete the activity sheet, <i>A Comparison of the Similarities and Differences Among Careers</i>, summarizing the results of their study.</p> <p>5. Each group will report one finding of the second part of their study (T-Chart summation) to the whole class.</p> <p>6. <u>Unit Closure</u>: Students will write a letter to themselves. The letter will summarize the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See activity sheet: <i>I Can Perform Magic in MY Life!</i>)</p>	<p>3. Each group will complete the Career Graphic Organizer for the two careers they chose during the previous lesson:</p> <p>4. Students complete graphic organizers and present findings to the class.</p> <p>5. Students will report their findings to the class by using a graphic representation of their chosen career.</p> <p>6. Students will write a letter to themselves highlighting what they have learned about themselves, as well about finding and using information about the world of work and post-secondary training/education. Letters will be placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.</p>
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**Teacher Follow-Up Activities**

During instruction, discuss the training and education for careers related to this content area.

**Counselor reflection notes (completed after the lesson)**



**ACTIVITY SHEET: I Can Perform Magic in MY Life!**

I. M. Magic  
# 1 My Life Lane  
Itsmylife, MO 56789  
5<sup>th</sup> Grade Year

Dear Self,

**\*\*WoW\*\*** Here we are – fifth grade this year ... and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the **\*\*WoW\*\*** of people’s lives! The **World of Work** is that magical place! A magical place where everyone is important! **\*\*WoW\*\*!** A magical place where everyone can be happy!! **\*\*WoW\*\*** The secret (a lot of people don’t know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about **\*\*WoW\*\*** in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the **\*\*WoW\*\*** – just like that – Magic!

I want **\*\*WoW\*\*** in my life! It’s important, Self, to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

*In order to perform magic in my life...I have to take action!!!*

Let’s DO IT!!

Me