

Unit #1 Title: Let's Investigate	
Lesson Title: Career Investigators	Lesson: 1 of 2
Grade Level: 5	
Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)	
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 Expectations (GLEs): CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. 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)

<p>Access to the <i>Occupational Outlook Handbook (online version)</i>, the <i>GOALs Toolkit</i>, Missouri Connections online resource, or other career information resources. Activity Sheet: <i>Career Paths: Working Together in Our Community</i> Activity Sheet: <i>Career Investigation</i> Sample Career Cards</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 8. Explore, prepare for and seek educational and job opportunities

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	
	Social Studies	
	Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.
 The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:
 What are the roles and responsibilities of workers from the different career paths?
 In what way are those roles/responsibilities alike? Different?
 What education is needed for workers, who pursue a specified career?

 NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): “I have a deck of cards with me, but these are not typical playing cards.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Pair each student with a partner. “When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity.” <p>Pass out cards – one per pair. The</p>	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will follow instructions.
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<p>cards may be color-coded to match the various career paths.</p> <p>NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.</p> <ol style="list-style-type: none"> 2. Give one copy of the <i>Career Paths</i> information to each pair of students for reference. Review the information regarding the career paths. “Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?” 3. Present students with the <i>Career Investigation</i> activity sheet - one per student team. <p>“You and your partner are going to be detectives. Your job is to find information about the career that you have been given.” Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as <i>on-the-job training, apprenticeship, trade/technical education, and seasonal employment.</i></p> <p>Distribute materials to students or have them go to the online resource to begin their investigation.</p> 4. “You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?” 5. “We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are different.” Designate corners of the 	<ol style="list-style-type: none"> 2. Students will ask questions as needed. Students will determine whether they have enough information. 3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating. 4. Each student team will report on the information gathered from their investigation. 5. Students will move to designated areas in response to prompts from the counselor.
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<p>room to allow student teams to “vote with their feet.”</p> <p>6. “Move to ___ if your career does not require a high school diploma.”</p> <p>“Move to ___ if your career requires a high school diploma.”</p> <p>“Does the career involve on-the-training or apprenticeship? Move to ____.”</p> <p>“Does your career require trade or technical education? Move to ____.”</p> <p>“If your job requires a college degree, move to ____.”</p> <p>Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group?</p> <p>Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.</p> <p>7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?</p>	<p>6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.</p> <p>7. Students respond.</p>
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Teacher Follow-Up Activities

Teacher will review students’ activity sheets and may need to allow time for completion before the next session.

Counselor reflection notes (completed after the lesson)

Sample Career Cards

Professional Athlete	Graphic Artist
Advertising Sales Manager	Personal Financial Advisors
Civil Engineer	Construction Equipment Operator
EMT or Paramedic	Chiropractor

Agricultural & Food Scientist	Conservation Agent
Event Planner	Childcare Worker

Human Services: Event Planner	Childcare Worker
Agriculture/Natural Resources: Agricultural & Food Scientist	Conservation Agent
Health Services: EMT or Paramedic	Chiropractor
Industrial Engineering & Technology Construction Equipment Operator	Civil Engineer
Business Management & Technology Advertising Sales Management	Personal Financial Advisors
Arts & Communication Professional Athlete	Graphic Artist

Career Paths: 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/Technology Path (Industrial & Engineering Technology)

People who like to figure out how things work and build things



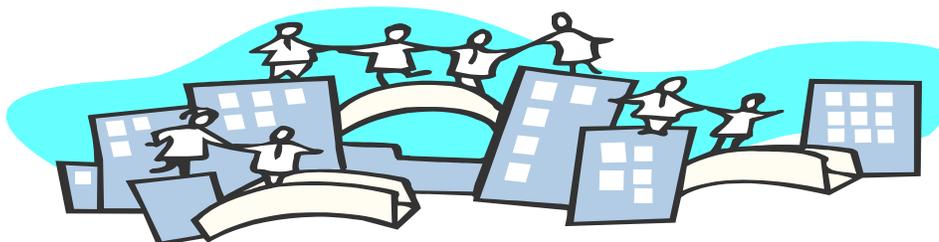
Helping Path (Human Services)

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



Health Path (Health Services)

People who like to care for animals and people



Career Investigation

Career

Career Path

What they do: _____

Circle the statements that describe the job you are researching.

Education required:

- | | |
|------------------------|------------------------------|
| no high school diploma | high school diploma |
| on-the-job training | trade or technical education |
| apprenticeship | college degree |

Work conditions:

- | | |
|--------------------------|------------------------------|
| works mainly in the city | works mainly in the country |
| works inside | works outside |
| works in an office | work that involves traveling |
| works alone | works with other people |
| works in a safe place | works in a dangerous place |

Work hours:

- | | |
|---------------------------------|--------------------------------------|
| part-time (less than 40 hrs/wk) | seasonal (work hours vary widely) |
| full-time (40 hrs/wk) | works overtime (more than 40 hrs/wk) |

Median Pay:

- | | | |
|---------------------------|----------------------------|---------------------------|
| less than \$10,000/year | \$10,000 to \$30,000/year | \$30,000 to \$60,000/year |
| \$60,000 to \$90,000/year | \$90,000 to \$120,000/year | more than \$120,000/year |