

Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2)

Lesson: 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Standard (GLS):

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am...*, *Researching a Career* (optional)

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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 1. Explain reasoning and identify information used to support decisions. 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	Reading and writing; compare and contrast; research
X Mathematics	Data analysis
Social Studies	
X Science	Scientific inquiry
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
 Assessment can be question answer, performance activity, etc.
 Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:

How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, "Tomorrow's the day!"

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Say to students: You have to get a job by noon tomorrow!! The magic is ... you have the ability get the job of your dreams ... a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson. 2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: <ul style="list-style-type: none"> • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who “takes” an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”). 3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again? 4. Provide instructions for the <i>Who I Am...</i> activity sheet and have students complete it by marking an X in the boxes that are like them. 	<ol style="list-style-type: none"> 1. Students will identify a job. 2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions. 3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories ...in light of the job they identified earlier in this lesson. 4. Review the <i>Who I Am...</i> activity sheet and ask clarifying questions.
<p>NOTE: <i>Students may be unfamiliar with the vocabulary on this activity sheet. The</i></p>	

<p><i>counselor may choose to read the items and offer explanation as questions arise.</i></p> <ol style="list-style-type: none"> 5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation. 6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the <i>Who I Am...</i> activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into. 7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library. 	<ol style="list-style-type: none"> 5. Complete Step 1 of “<i>Who I Am...</i>” activity sheet; give to counselor after completing. 6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the <i>Who I Am...</i> activity sheet. 7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet <i>Researching a Career</i> to record information they find during the research they conduct.
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Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, 1998.

Activity Sheet: Who I Am

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- | | | |
|--|--|--|
| <input type="checkbox"/> High salary
(over \$50,000) | <input type="checkbox"/> Working in a wet place | <input type="checkbox"/> Working in a safe place |
| <input type="checkbox"/> Middle income
(\$20,000 to \$50,000) | <input type="checkbox"/> Working in some hazardous
surroundings | <input type="checkbox"/> Working at the same location
all day |
| <input type="checkbox"/> Low income
(under \$20,000) | <input type="checkbox"/> Pleasant working conditions | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Staying clean | <input type="checkbox"/> Working outside | <input type="checkbox"/> Getting dirty |
| <input type="checkbox"/> Working in a factory | <input type="checkbox"/> Working in a rural setting | <input type="checkbox"/> Working in many areas |
| <input type="checkbox"/> Working in a store | <input type="checkbox"/> Working in an office | <input type="checkbox"/> Traveling as part of the job |
| <input type="checkbox"/> Working in a noisy place | <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working in a quiet place |
| <input type="checkbox"/> Working in heat | <input type="checkbox"/> Planning your own work | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working in cold | <input type="checkbox"/> Doing work that provides a
chance to be creative | <input type="checkbox"/> Working in air conditioning |
| <input type="checkbox"/> Working in a dry place | <input type="checkbox"/> Doing the same task each day | <input type="checkbox"/> Having a high level of
responsibility |
| <input type="checkbox"/> Following orders | <input type="checkbox"/> Spending lots of time with your
family | <input type="checkbox"/> Doing different tasks every
day |
| <input type="checkbox"/> Working a seasonal job | <input type="checkbox"/> Being your own boss | <input type="checkbox"/> Having vacation time |
| <input type="checkbox"/> Working for someone else | <input type="checkbox"/> Working short hours | <input type="checkbox"/> Having flexible hours |
| <input type="checkbox"/> Performing mental, rather
than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week | <input type="checkbox"/> Having respect in the
community |
| <input type="checkbox"/> Working with details | <input type="checkbox"/> Working with tools | <input type="checkbox"/> Performing physical, rather
than mental, tasks |

- | | | |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits | <input type="checkbox"/> Manufacturing a product | <input type="checkbox"/> Performing a service |
| <input type="checkbox"/> Working while standing | <input type="checkbox"/> Working while sitting | <input type="checkbox"/> Helping people |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others | <input type="checkbox"/> Influencing others | <input type="checkbox"/> Working in a city |
| <input type="checkbox"/> Working in the suburbs | <input type="checkbox"/> Supervising others | <input type="checkbox"/> Making decisions on the job |
| <input type="checkbox"/> Working in a declining career area | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required |
| <input type="checkbox"/> Listening skills required | <input type="checkbox"/> Following directions carefully | <input type="checkbox"/> Trade or technical school required |
| <input type="checkbox"/> Working with a chance for advancement | <input type="checkbox"/> Advanced college degree required | <input type="checkbox"/> Using writing skills |
| <input type="checkbox"/> Using speaking skills | <input type="checkbox"/> Using reading skills | <input type="checkbox"/> On-the-job training required |
| <input type="checkbox"/> Apprenticeship offered | <input type="checkbox"/> License required | <input type="checkbox"/> Memory skills required |
| <input type="checkbox"/> Working as a member of a team | <input type="checkbox"/> Good grooming required | <input type="checkbox"/> Using science skills |
| <input type="checkbox"/> Advanced math skills required | <input type="checkbox"/> Basic math skills required | <input type="checkbox"/> Union membership required |
| <input type="checkbox"/> Typing skills required | <input type="checkbox"/> Special skills required | <input type="checkbox"/> College degree required |
| <input type="checkbox"/> Social studies skills required | <input type="checkbox"/> Good manners required | <input type="checkbox"/> Working by myself |

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box, 1998.