

**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** We Are All Pieces of the Puzzle

**Lesson:** 3 of 3

**Grade Level:** 7

**Length of Lesson:** 30 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.C.07.a.i: Recognize the relevance of all work and workers and their existence in a global society.

**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 *Who I Am ...* and *Researching a Career* activity sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student);

Item(s) purchased locally but produced in another country

A small puzzle

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	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:**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLSs.**  
**Assessment can be question answer, performance activity, portfolio, etc.**  
 Students will be able to use graphic organizers related to careers and career paths.

**Lesson Preparation**

**Essential Questions:**  
 How are occupations inter-related?

**Engagement (Hook):**  
 Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

**Procedures for Lesson**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Distribute students' completed <i>Who I Am ...</i> activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0".</li> <li>2. Divide students into task groups. Give each group a <i>Map It Out</i> activity sheet. Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not.   <u>Example:</u> A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster.   Allow 5 minutes for students to complete the activity sheet.</li> <li>3. Review the groups' results, soliciting opinions from the rest of the class.</li> <li>4. Present items (products) purchased in the United States but produced in another</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched.</li> <li>2. Participate in group discussion while respecting the views of others.</li> <li>3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.</li> <li>4. Consider the many people who have work because of this product--in the country of</li> </ol>

<p>country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the <i>Map It Out</i> activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product.</p> <p>Allow 5 minutes for students to complete the activity sheet.</p> <p>5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.</p>	<p>origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.</p> <p>5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.</p>
---	--

**Teacher Follow-Up Activities**

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

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

### Activity Sheet: Map It Out!

