

### BASIC PRE-CAREER SKILLS

**Purpose:** Students learn about the importance and inter-relationship of basic pre-career skills (e.g., personal responsibility) and school success skills. They compare the pre-career skills with classroom expectations for quality work and student cooperation.

**Time Required for Lesson:** 30-50 minutes

**Grade Level:** 9-10

**Missouri Comprehensive Guidance Program:**

**Strand:** Career Development

**Big Ideas/Concepts:**

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

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8. B Education and Career Requirements

**ASCA Standards:**

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 decision.

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-10 Unit: Navigation Through the World of Work Concepts: CD.7.A. & CD.8.B .**



### 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or solving 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	
X	Social Studies	6. Relationships of the individual/groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students identify and write the importance two skills need for his or her career

### Lesson Preparation

**Essential Questions:** Do you possess the necessary skills to perform in the duties in your chosen career?  
What skills are necessary?

**Engagement (Hook):** You are preparing for success! Explain to students that their journey through the educational system is preparing them for success in their chosen careers.

### Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Introduce the concept of “basic pre-career skills” by encouraging responses from students about their current career interest	1. Students discuss his or her current career interest
2. Ask students to think of a skill or success habit everyone needs to be successful in school and in the world of workers (e.g., personal responsibility). This should be general in nature. If a student responds with a very specific skill such as operating a computer, redirect his or her thinking to more general skills. For example, ask students to list skills one might need in order to operate a computer. Ask students to think of basic career skills workers need for any career. Examples include writing, math, and communications skills, taking directions and supervision in a positive way, accepting personal responsibility, and ability to get along with others (social skills).	2. Students think basic pre-career skills and discuss the importance to his or her current career interest
3. Write suggested skills on the board and discuss with students	3. Students suggest and discuss skills listed on the board
4. Illustrate the importance of these skills by reading the following story. Ask students to describe skills (from the list on the board) the person in the story needs in order to do the job.	4. Students listen to the story and identify the skills that are needed to perform duties.
5. Ask students to write two basic pre-skills that are	5. Students write two basic pre-skills that are

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
needed to perform the duties of his or her current career interest. Students are to indicate the importance of each skill.	needed to perform the duties of his or her current career interest and indicate the importance of each skill.

# A Day at the Ice Cream Stand

Helen, fifteen, has a job at the ice cream stand during the summer. She has to be at work by 11:30 a.m. in a clean, pressed uniform (personal responsibility). When she arrives, the assistant manager gives her a list of duties that must be done (taking directions and supervision). Often Helen will get telephone orders from people who will stop by on their lunch hour. She must record the order accurately, and tell the customer the correct cost of the order (communicating clearly, writing, and math skills). Sometimes she has to make a special order, so she must read the recipe card and mix the correct proportions (reading and math skills). Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Helen must solve the problem in a helpful way to satisfy the customer (ability to get along with others). Helen must clean up before she goes home. She misses activities with friends because of her job, but Helen likes the money her job provides (personal responsibility).