

Unit #1 Title: Work, Career Paths and Me!**Lesson Title:** Career Paths in My Community**Lesson:** 2 of 2**Grade Level:** 1**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

Grade Level Standards (GLS):

CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths.

American School Counselor Association (ASCA) National Standard:

Career Development:

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

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster
 Career Puppets (counselor's choice)
 Paper, markers, pencils
 Set of *Career Path* posters

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.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies.

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 and groups to institutions and cultural traditions.
	Science	

	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify six community workers and how their jobs match each of the six career paths.
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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. The student will match six community jobs/careers with the appropriate Career Path.

Lesson Preparation

Essential Questions: 1. Why do we need workers in our community? Engagement (Hook): Counselor begins by giving clues of an easily identifiable community job, making sure that each clue relates back to the descriptors within a career path (i.e. I am a helping person. I like to work with people. I give medicine to people when they are sick. Who am I?) A job from each career path should be included.
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook activity, counselor/puppets explain that the jobs they just identified are all in separate career paths. The counselor will post the <i>Career Paths</i> mini poster at the front of the room. 2. The counselor asks students to put on “memory caps” and recall what they remember /know about the career path there are 6 different career paths; there are many jobs in each career path. Counselor/puppets will introduce the six career paths using the descriptions on the posters. 3. The counselor asks students, “What skills have you learned since starting school?” The counselor will write the students’ ideas on the board. “Did you know you started on your career path the first day you started preschool or Kindergarten?” Counselor explains the connection between what they are learning/have learned at school and the world of work. When you were in Kindergarten you learned about strengths and interests. Think about the things on our list you like or do well.... What workers are required to use the skills you like or do well in their work every day? Ask volunteers to answer. Did you know you can turn your interests into skill strengths if you want to! Say, “I’d guess that you are better at some of the skills than you are at others AND that you like to do some of the activities on the list more than you like to do others. If this is true for you, smile or give a “thumbs-up”. 4. The counselor will divide students into 6 groups. Each group will be given a large piece of paper and assigned one career path for which they draw pictures of jobs in that career path. The counselor says, “Today 	<ol style="list-style-type: none"> 1. Students offer suggestions to answer the “Who am I” questions. 2. A student will be selected to post each <i>Career Path</i> mini poster at the front of the room as each career path is described. 3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.). 4. Students respond with the counselor’s assistance. The students’ job in the company is to work together by sharing ideas and materials to complete the illustrations for the assigned career path.

<p>your job is working with a career path company, which promotes jobs in your assigned career path. You are to work with other people in your company to illustrate jobs in your assigned career path.” Bonus: Include the importance of each job.</p> <p>5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.</p> <p>6. Closure: Ask students to identify a skill strength required of one worker in one career path.</p> <p>7. Career path illustrations will be displayed in the classroom or in the hallway.</p>	<p>5. Groups will share illustrations with the class.</p> <p>6. Students will state the job title and one skill strength (e.g. A veterinarian has to have lots of skill strength in measuring so he or she will give the right amount of medicine to my horse.)</p>
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Teacher Follow-Up Activities

The teacher may want to keep the career path posters posted in the classroom. As jobs are mentioned in the course of instruction, the teacher can ask what career path each job matches.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

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 and 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 help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





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.

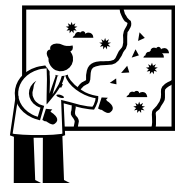




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with plants and animals.***





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Helping Path

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Health Path

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