

Unit #1 Title: Finding My Place In The World**Lesson Title:** Where Do I Fit Now? Have I Changed?**Lesson:** 1 of 3**Grade Level:** 5**Length of Lesson:** 30-40 minutes**Missouri Comprehensive Guidance and Counseling Domain:**

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

Grade Level Standard (GLSs):

CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community.

CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet each student completed in grade 4, plus a new copy for grade 5 (if not used in 4th grade adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster Jobs in the World of Work

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.**Academic Content Area(s)****Specific Skill(s)**

X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
 The student will identify five workers who match his/her preferences. From the list of five, the student will choose one worker and will identify this worker's contributions to society through his/her work.

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 complete a new activity sheet indicating individual preferences. He/she will compare these preferences with those discovered in grade 4, comparing and contrasting the two sets of responses. Using the Career Paths Mini Poster, the student will select a career that matches his/her preferences.

Lesson Preparation**Essential Questions:**

Why is it important for things to change in the world?
 How have you changed over the years? How were those changes important to you?
 What are your personal and educational interests and strengths now?

Engagement (Hook):

Counselor asks: "Have you changed your interests since you were in Kindergarten? How have they changed?" Students will give their ideas of how they have changed. "Thumbs up if you have changed since last year?" Students will give thumbs up if they agree.
 Counselor explains that students will be doing a self-assessment (*Where Do I Fit*) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year's responses with this year's responses, and decide areas in which they have changed. "Remember: there are no wrong answers...only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will use responses in the "Hook" to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better	1. Students listen and contribute personal change.

<p>decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.</p> <p>2. Counselor will distribute the new copy of the <i>Where Do I Fit?</i> Activity Sheet. Students will be given time to “read-through” the Activity Sheet and to ask questions. They will be instructed to follow the directions by using “Y” “N” “M” to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).</p> <p>3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5th grade version. If a student did not complete the “Where Do I Fit” last year, have them contribute from their memory of last year’s preferences.</p> <p>4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – <i>Jobs in the World of Work</i>, which has a list of workers. Students will review attributes they marked on the “Where Do I Fit?” Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.</p> <p>5. Each student will choose a minimum of 5 workers from the list that they identify with most. From the list of 5 they will pick one worker and will briefly discuss this worker’s contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).</p>	<p>2. Students will complete the worksheet.</p> <p>3. Students will compare their answers on the worksheet to the 4th grade results.</p> <p>4. Students will compare their 5th grade responses to the preferences of workers in the Career Paths.</p> <p>5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker’s contributions to society through his or her work.</p>
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6. Ask students to tell one new “thing” learned about him or her and at least one new career that may match their personal attributes and preferences.	6. Students will reflect and give their responses.
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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

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NAME: _____

WHERE DO I FIT?

(Fifth Grade Self Assessment)

Do you ever wonder what you'll do best when you grow up? Do you think about your skills and talents, and wonder which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future.

On this activity sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should have a mixture of answers. Your answers should not be all yes, or all no.

1. Do you like to work with:

- a. _____ tools
- b. _____ animals
- c. _____ science
- d. _____ people
- e. _____ numbers
- f. _____ words
- g. _____ machines
- h. _____ musical instruments
- i. _____ computers
- j. _____ plants



2. Do you like to:

- a. _____ be outdoors
- b. _____ be inside
- c. _____ move around a lot
- d. _____ stay in one place
- e. _____ be with other people
- f. _____ spend time alone
- g. _____ make things/fix things
- h. _____ talk to people



3. Do you think you would be willing to:

- a. _____ work 10 to 12 hours each day
- b. _____ work very early in the morning
- c. _____ work in the evening or during the night
- d. _____ work on weekends, if necessary
- e. _____ travel and be away from home a lot
- f. _____ get a college education or more career training
- g. _____ continue to learn new things throughout your career

4. Are you physically able to:

- a. _____ climb a ladder
- b. _____ stand on your feet for hours at a time
- c. _____ walk a lot
- d. _____ hear what others are saying
- e. _____ see clearly
- f. _____ use your eyes for close work for hours at a time



5. Could you:

- a. _____ sit in one place for hours at a time
- b. _____ work alone if you had to
- c. _____ work with other people
- d. _____ speak pleasantly regardless of how you feel
- e. _____ be pleasant to someone who is not pleasant to you
- f. _____ do the same thing repeatedly and still be accurate and quick
- g. _____ do many different things in the same day
- h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:

- a. _____ persuade other people to do what you want them to do
- b. _____ keep accurate records
- c. _____ follow written directions
- d. _____ follow oral directions
- e. _____ do a job as instructed
- f. _____ get your work done even if the boss is away
- g. _____ leave your personal problems at home



7. Are you willing to:

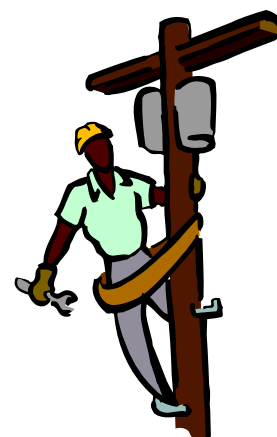
- a. _____ be neat, clean, and dressed nicely while you are working
- b. _____ be on time for work and regular in your attendance on the job
- c. _____ get your hands and clothing dirty
- d. _____ wear a uniform
- e. _____ work without pay while you are learning how to do your job
- f. _____ work at a job that might be dangerous

8. Are you the kind of person who could:

- a. _____ keep doing the same tasks over and over, and still do them well
- b. _____ work with people who are in trouble and need your help
- c. _____ work with people who are sick or injured
- d. _____ make decisions and accept blame if they are wrong decisions
- e. _____ give orders in such a way that others will follow them
- f. _____ think up ideas and new ways of doing things
- g. _____ remain calm in an emergency
- h. _____ meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. _____ you were in an open place high above the ground
- b. _____ you were in a small closed-in space
- c. _____ there was a lot of noise around you
- d. _____ you were in a place that was smelly
- e. _____ it was very hot
- f. _____ it was very cold
- g. _____ you had to work outside in the rain and snow
- h. _____ you had to work under pressure



Number of "yes" answers: _____

Number of "no" answers: _____

Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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.



Job List Mini Poster



JOBS IN THE WORLD OF WORK



Review the list of jobs below, and select at least 5 that match your preferences.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Server	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut