

**Unit #1 Title:** Developing Awareness of Work and Workers**Lesson Title:** Traveling the Career Paths (Part 1)**Lesson:** 3 of 4**Grade Level:** K**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 Standard (GLS):**

CD.7.B.0K.a.i: Identify workers in the school and in families related to the six (6) career paths.

**American School Counselor Association (ASCA) National Standard:**

Career Development

C. Students will understand the relationship between training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

*Career Paths* mini poster(1)  
 Same two puppets from lessons 1 & 2  
 Various career hats, pictures or puppets  
 Blank 5x7 index cards or sentence strips

**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
	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 3. Analyze the duties and responsibilities of individuals in societies

**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	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	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

Students will identify at least two workers in school and their career paths.  
Students will identify at least two family members and their career paths.

**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.**  
Performance Task: Counselor will quiz students as a class asking them to match job with career paths using job list on board.

**Lesson Preparation****Essential Questions:**

Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson's discussion of likes/dislikes, and into the need for career paths)

**Engagement (Hook):**

Puppets (introduced in Lesson 1 of this unit) discussion of the six career paths  
Career puppets or hats or pictures that represent each of the six career paths

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b> <ol style="list-style-type: none"> <li>1. Puppets will ask the students to identify jobs that they are aware of.</li> <li>2. Puppet One will ask the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4.</li> <li>3. Puppet Two will explain that different jobs are for people who like to do different</li> </ol>	<b>Student Involvement/Instructional Activities:</b> <ol style="list-style-type: none"> <li>1. Students will identify jobs.</li> <li>2. Students will respond to questions asked.</li> <li>3. Students will listen to the explanation, responding to any questions about the previous</li> </ol>
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<p>things and activities, reminding them of the previous lesson's discussion on likes and dislikes.</p> <ol style="list-style-type: none"> <li>The puppets will ask the students, "Did you know that you are on a career path?" When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor will offer further explanation.)</li> <li>The puppets ask students, "What are some things you have learned since starting school? The counselor will write students ideas on the board.</li> <li>The puppet will review the list of ideas and say, "Are these things a person might need when working at their job?" Would a teacher need these skills...banker, construction worker, police officer...?</li> <li>The counselor distributes copies of the <i>Career Path</i> mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are 6 different kinds of career paths, and that there are many jobs in each career path.</li> <li>Introduce the six paths with the aid of the mini poster. The counselor will draw a circle on the board with career paths written in the middle. The counselor will draw six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order).... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.</li> </ol>	<p>lesson's discussion that might be asked.</p> <ol style="list-style-type: none"> <li>Students will respond accordingly.</li> <li>Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).</li> <li>Students will review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs.</li> <li>Students will review the career path poster, and listen to the examples.</li> <li>When the copy of the poster is distributed, the students will review the paths as the counselor/puppets are talking about each career path.</li> </ol> <div data-bbox="818 1436 1403 1835"> <pre> graph TD     CP((Career Paths)) --- HP[Health Path]     CP --- BP[Business Path]     CP --- CrP[Creative Path]     CP --- NP[Nature Path]     CP --- FBTP[Fixing/Building and Technology Path]     CP --- HLP[Helping Path] </pre> </div>
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9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.	9. Students write their name on the poster and hand it in to the counselor.
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**Teacher Follow-Up Activities**

Teacher will post the career path poster in the classroom.

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

## *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.**

