

**Unit #1 Title: Let's Investigate****Lesson Title: Career Investigators****Lesson: 1 of 2****Grade Level: 5****Length of Lesson:** 45 minutes (this lesson may require two sessions, depending on the group)**Missouri Comprehensive Guidance and Counseling Domain:**

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Standard (GLSs):**

CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.

CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers.

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

B: Students will employ strategies to achieve future career goals with success and satisfaction

**Materials (include activity sheets and/ or supporting resources)**Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.Activity Sheet: *Career Paths: Working Together in Our Community*Activity Sheet: *Career Investigation**Sample Career Cards***Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas
	8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve 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	
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives**

**Assessment should relate to the performance outcome for goals, objectives and GLSs.**  
**Assessment can be question answer, performance activity, etc.**

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

**Lesson Formative Assessment (acceptable evidence):**

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

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

What are the roles and responsibilities of workers from the different career paths?

In what way are those roles/responsibilities alike? Different?

What education is needed for workers, who pursue a specified career?

NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

**Engagement (Hook):** “I have a deck of cards with me, but these are not typical playing cards.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>Pair each student with a partner.            “When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity.”</li> </ol>	<ol style="list-style-type: none"> <li>Students will follow instructions.</li> </ol>

<p>Pass out cards – one per pair. The cards may be color-coded to match the various career paths.</p> <p>NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.</p> <ol style="list-style-type: none"> <li>2. Give one copy of the <i>Career Paths</i> information to each pair of students for reference. Review the information regarding the career paths. “Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?”</li> <li>3. Present students with the <i>Career Investigation</i> activity sheet - one per student team.</li></ol> <p>“You and your partner are going to be detectives. Your job is to find information about the career that you have been given.” Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as <i>on-the-job training</i>, <i>apprenticeship</i>, <i>trade/technical education</i>, and <i>seasonal employment</i>.</p> <p>Distribute materials to students or have them go to the online resource to begin their investigation.</p> <ol style="list-style-type: none"> <li>4. “You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?”</li> <li>5. “We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are</li></ol>	<ol style="list-style-type: none"> <li>2. Students will ask questions as needed. Students will determine whether they have enough information.</li> <li>3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.</li> <li>4. Each student team will report on the information gathered from their investigation.</li> <li>5. Students will move to designated areas in response to prompts from the counselor.</li></ol>
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<p>different.” Designate corners of the room to allow student teams to “vote with their feet.”</p> <p>6. “Move to ____ if your career does not require a high school diploma.”</p> <p>“Move to ____ if your career requires a high school diploma.”</p> <p>“Does the career involve on-the-training or apprenticeship? Move to ____.”</p> <p>“Does your career require trade or technical education? Move to ____.”</p> <p>“If your job requires a college degree, move to ____.”</p> <p>Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group?</p> <p>Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.</p> <p>7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?</p>	<p>6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.</p> <p>7. Students respond.</p>
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### Teacher Follow-Up Activities

Teacher will review students’ activity sheets and may need to allow time for completion before the next session.

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

### Sample Career Cards

<b>Professional Athlete</b>	<b>Graphic Artist</b>
<b>Advertising Sales Manager</b>	<b>Personal Financial Advisors</b>
<b>Civil Engineer</b>	<b>Construction Equipment Operator</b>
<b>EMT or Paramedic</b>	<b>Chiropractor</b>

<b>Agricultural &amp; Food Scientist</b>	<b>Conservation Agent</b>
<b>Event Planner</b>	<b>Childcare Worker</b>

<b>Human Services:</b> Event Planner	Childcare Worker
<b>Agriculture/Natural Resources:</b> Agricultural & Food Scientist	Conservation Agent
<b>Health Services:</b> EMT or Paramedic	Chiropractor
<b>Industrial Engineering &amp; Technology</b> Construction Equipment Operator	Civil Engineer
<b>Business Management &amp; Technology</b> Advertising Sales Management	Personal Financial Advisors
<b>Arts &amp; Communication</b> Professional Athlete	Graphic Artist

## Career Paths: 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/Technology Path**

**(Industrial & Engineering Technology)**

**People who like to figure out how things work and build things**



### **Helping Path**

**(Human Services)**

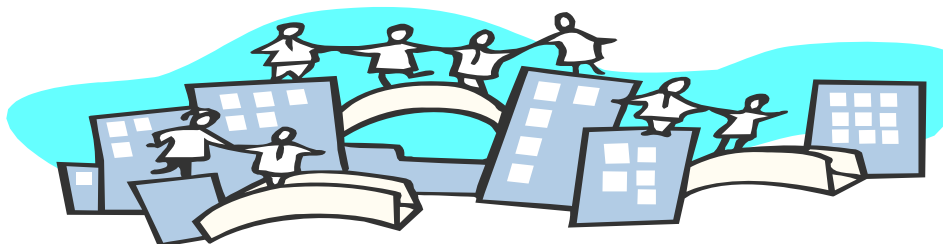
**People who like to work with people to make things better for others**



### **Health Path**

**(Health Services)**

**People who like to care for animals and people**





## Career Investigation

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**Career**

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**Career Path**

**What they do:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle the statements that describe the job you are researching.

**Education required:**

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

**Work conditions:**

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

**Work hours:**

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

**Median Pay:**

less than \$10,000/year	\$10,000 to \$30,000/year	\$30,000 to \$60,000/year
\$60,000 to \$90,000/year	\$90,000 to \$120,000/year	more than \$120,000/year