

**Unit #1 Title:** Career Investigations: Jobs in the World of Work

**Lesson Title:** Becoming A Career Detective (Part 2)

**Lesson #** 2 of 2

**Grade Level:** 3

**Length of Lesson:** 30 minutes

**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.B.03.a.i: Gather information regarding training and education for a variety of careers.

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

Career Development

A: Students will 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)**

- Completed interview activity sheets (from lesson 1)
- *Interview Summary* Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

**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 or informally
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)**

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

**Lesson Measurable Learning Objective:**

The student will gather information regarding training and education for at least two careers.

**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 analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

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

How do people's skills relate to jobs?

Why do job requirements change?

Why is it important that we find information on training and education requirements for jobs or careers?

**Engagement (Hook):** Magnifying glass from the previous lesson. Call students' attention to this.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Review the previous lesson. If possible, use the <b>magnifying glass</b> saved from the previous lesson (this included a listing of career information resources).	1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper.
2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs.	2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college.
3. Tell class that today they will be working in small groups to compile information about the training people need to do their work.	3. Students will ask clarifying questions
4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4).	4. Students will "get out" their interview notes and take them to their groups of 4.

<p>5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.</p> <p>6. Have Activity Sheet <i>Interview Summary</i>, ready for analyzing the information.</p> <p>7. Have students share what they learned. Compile <i>Interview Summary Group Report Evidence Book</i>” which will be kept in the classroom</p> <p>8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.</p> <p>9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.</p>	<p>5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.</p> <p>6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3<sup>rd</sup> grade classroom book.</p> <p>7. Groups will report information to the class and help compile evidence pages.</p> <p>8. Students will write a concluding paragraph in response to the prompt “As a result of analyzing the data collected by our team, I conclude the following about the world of work and me”.</p> <p>9. High Five!</p>
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### Teacher Follow-Up Activities

Encourage teachers to talk about the “school skills” workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

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

**Activity Sheet: INTERVIEW SUMMARY**

## Group Report/Evidence Page

Group Members' Names:

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Name of worker and job:

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1. We learned that this person's role is to:

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2. We learned that one of this person's responsibilities is:

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3. We learned that one skill this person uses is

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4. We learned that one knowledge skill this person needs is

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5. Another thing we learned about this person is:

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6. I might like to become a \_\_\_\_\_

Group Member \_\_\_\_\_ YES NO Maybe

Group Member \_\_\_\_\_ YES NO Maybe

Group Member \_\_\_\_\_ YES NO Maybe

Group Member \_\_\_\_\_ YES NO Maybe