

WHY DO I NEED TO LEARN___?

Purpose: In this lesson, students are introduced to career information and the relationship of school subjects to occupations/careers.

Time: 20-30 Minutes

Group Size: Whole Class

Grade Level: 2 or 3

Materials: Student Thinking Paper: [An Occupation Of Interest To Me—Today](#)

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.





Concept: CD.8.B. Education and Career Requirements

American School Counselor Association (ASCA): Domain/Standard:

Domain: Career Development

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

2 nd Grade	CD.8.B	Unit:	What Work Do Adults Do in Our Community?	 
3 rd Grade	CD.8.B	Unit:	Career Investigations for Jobs in the World of Work	 

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	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	This classroom guidance lesson emphasizes the relationship of all academic areas to the world of workers. It is designed to create a foundation for understanding that what they are learning now is a step toward preparing for their preferred future.
X Mathematics	
X Social Studies	
X Science	
X Health/Physical Education	
X Fine Arts	

Enduring Life Skill(s)

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

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

(Resource: Student Thinking Paper: *An Occupation Of Interest To Me—Today*) Students draw a picture of themselves in a job of interest—TODAY! (Tomorrow they may have another job of interest.) They demonstrate their knowledge & understanding of the relationship between school subjects and the world of workers by writing a two-paragraph narrative describing two (minimum) skills/ideas they are learning in school and how they would use the skills/ideas in a current job of interest. The content of students' paragraphs is organized logically and sequentially with a beginning, middle and end. Age-appropriate vocabulary (if following Common Core State Standards for ELA, Tier 1, 2 and 3 vocabularies [world of work is Tier 3 domain]) used to describe ideas in an interesting manner. Students use complete sentences and follow age-appropriate conventions of standard written English.

Lesson Preparation/Motivation

Essential Questions: Why study? Why do I have to go to school? What does social studies have to do with anything?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Systematically observe students as they complete thinking papers and whole-class discussions. Make note of students who have difficulty completing the thinking papers.</i></p> <p><i>Hook:</i> Begin this lesson with an alarming statement such as: “Have you heard the rumor??? No more school—ever!” Pause long enough for words to soak in and student thinking to emerge. Hmmmmmm! Let’s think...Sounds like fun...or does it? Encourage students to talk about consequences—short term/long term.</p> <p>Lead into the world of work and workers by inviting students to participate in a SHOW-ME...SHOUT-OUT (One-at-a-time, inside voices) all the occupations they can in one (1) minute. List occupations in a column on the board (leave enough room to add a 2nd and 3rd column as lesson progresses).</p> <ol style="list-style-type: none"> Following the “hook” and the generation of a list of occupations, invite students to talk about the consequences if these workers didn’t have a school in which they could learn the skills for their jobs. Write “Occupations” above the list generated during the “hook”. Write the heading “School Subject Used Most” above a second column and “School Subject Used Some of the Time” above a third column. Discuss meaning of the headings for each occupation. <p>Ask individual students to pick one of the occupations; ask other students to identify the subject and/or skills a worker in that occupation would need. Relate the advanced knowledge and skills required to</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Whoopee! No More School! Think about it...What if that was true? Contribute to discussion of consequences.</p> <p>Participate in SHOW-ME...SHOUT-OUT...ONE-AT-TIME: likity-split...shout-out the names of occupations.</p> <ol style="list-style-type: none"> Include long and short-term consequences of not having schools for workers to learn knowledge and skills in responses. Select an occupation from the list and other students identify the subject/skills required.

the foundation knowledge and skill students are learning now. *Listen for misconceptions about workers and occupations (e.g., girls aren't firefighters or self-imposed limitations on options such as "I know I can't go to college.")*

ASSESSMENT: Content: Distribute the Student Thinking Paper: [An Occupation Of Interest To Me—Today](#). Explain the instructions.

Depending on students' developmental levels, decide whether they need specific prompts/structure for their paragraphs. For example, you may want to provide something similar to the following:

This is me working as a _____. I'd use _____ to _____. I would also use _____ because _____. In addition to _____ and _____, I'd probably use _____ in order to _____. I will have to learn more about _____.

ASSESSMENT: Personalization of Content: Invite 2 or 3 students to explain their hypothetical job and the skills they use.

After individual students explain their drawings, ask the entire class to think about the following questions:

- What interests you about the occupation you chose?
- How can you find out more about your hypothetical job (e.g., asking someone they see (or know) who works in the occupation, reading a book, taking a www.WWW field trip (search world wide web for information about World of Work and Workers).

CLOSURE: End class by asking the essential questions: Why study? Why do I have to go to school? What does social studies have to do with anything?

Before collecting their thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher **might** read the papers. Is that OK? If not "OK," write "PLEASE DO NOT SHARE" at top of paper. Collect students' thinking papers

After class, review students' drawings for (age appropriate) awareness of a (current) occupation of choice; review narratives for: 2 paragraphs, organization, use of interesting vocabulary; age-appropriate command of conventions of standard

Students' contributions reflect an ability to relate current learning to future job requirements.

ASSESSMENT: Content: Students demonstrate their knowledge & understanding of the relationship between school subjects and the world of workers by drawing a picture of them working in an occupation of interest. They write a 2- paragraph narrative describing how they will use 2 (minimum) skills or knowledge they are learning in school. *Note: See Assessment "box" above for specific guidelines for narratives.*

In pairs, students discuss their hypothetical jobs and the knowledge and/or skills required.

ASSESSMENT: Personalization of Content: Several students volunteer to tell the rest of the class about their Thinking Papers. Others volunteer to tell about how they will gain more information about their hypothetical job.

CLOSURE: Spontaneously respond to the questions, to indicate understanding of the need for school and the relationship of school subjects to the world of work and workers.

If you want responses to be private between the two of you, write "PLEASE DO NOT SHARE" at top of paper.

written English.

Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver those papers after your review.

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief outline of the lesson and a copy of the thinking paper [An Occupation of Interest to Me...Today.](#)

Summarize Systematic Observations: Identify persistent misconceptions about self, work and/or workers (e.g., gender stereotypes or self-limiting statements); identify students who had difficulty completing the thinking papers, were hesitant to express their ideas and/or appeared to have a limited knowledge of workers. Consider whether difficulty is a “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) the challenge OR if the inability to identify favorites is indicative of difficulty making decisions in other situations.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of lack of age-appropriate awareness of the world of work and workers; difficulty verbally expressing own ideas during class discussions/conversations and/or difficulty expressing ideas in writing.

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the academic skill requirements of occupations. Responsive Services involvement might be indicated (e.g., individual/group counseling regarding self-confidence and/or expanding awareness of school and work. For a few students more intensive parental involvement might be required.

After reviewing students’ thinking papers, ask classroom teacher to return papers students. Encourage him or her to relate school subjects to workers who use the knowledge and skill to be successful in their jobs.

Student Thinking Paper for *Why Do I Need to Learn* _____?**AN OCCUPATION OF INTEREST TO ME--TODAY****Name:** _____ **Class:** _____ **Date:** _____

DIRECTIONS: In the top portion, draw a picture of you doing a job in an occupation that is of interest to you today. For example you may think it would be interesting to work as a professional basketball player (occupation); draw a picture of you doing your job as a professional basketball player. Or you may think it would be interesting to work as a fire fighter (occupation); draw a picture of you doing your job as a firefighter.

In the bottom portion, write a 2-paragraph narrative describing the skills or knowledge you need in your hypothetical job. Include at least 2 skills or knowledge you are learning in school. Reminder: proofread your narrative to be sure your narrative: is organized logically and sequentially; interesting words are used to describe your ideas, your paragraphs have a beginning, middle, end and transition words are used between paragraphs. Use complete sentences and conventions of standard written English.

MY HYPOTHETICAL JOB**SCHOOL SUBJECTS I USE IN MY HYPOTHETICAL JOB AND HOW I USE THEM**
