

Unit #3 Title: It’s Magic: Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 2)

Lesson: 2 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standard:

W5.3b, RI.5.5, SL.5.5

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 4, M 6

B-LS.7, B-SS.1, B-SS.6

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed

Magic Wand, Magic Hat or Box

Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*

Dry erase board, smart board, chart paper, or other visual media

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will compare and contrast the training and educational requirements for two careers by using a graphic organizer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

Students will gather information about the roles, responsibilities, skills, and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathers to identify similarities and differences of the roles, responsibilities, skills, and post-secondary education; and present it on a T chart (*A Comparison of the Similarities and Differences Among Careers Activity Sheet*).

Lesson Preparation

Essential Questions: How do training and skills affect a person’s role and responsibilities in the community?

Engagement (Hook): Return with the “Magic Hat or Box”, pull out the bundle of activity sheets from the previous lesson. Say, “In today’s lesson, we are going to continue to look at the magical world of careers.”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| <p>Use the <i>Career Graphic Organizers</i> from Lesson 1 for this lesson.</p> | |
| <p>1. After the “hook,” discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the <i>Career Graphic Organizers</i> from Lesson 1.</p> | <p>1. Students describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that’s different, isn’t always different).</p> |
| <p>2. Remind students that our task today is to compare and contrast training and education of the careers worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.</p> | <p>2. Students contribute ideas about what they have observed workers doing that make them similar to and different from each other.</p> |
| <p>3. Divide the class into the same groups they were in for the previous lesson. Return each group’s <i>Career Graphic Organizer</i> and instruct the group members to complete the training and education row for the two careers they chose during the last lesson.</p> | <p>3. Each group completes the <i>Career Graphic Organizer</i> for the two careers they chose during the previous lesson:</p> |
| <p>4. When each group completes the <i>Career Graphic Organizer</i> students analyze the data and complete “<i>A Comparison of the Similarities and Differences Among Careers Activity Sheet</i>”, summarizing the results of their study.</p> | <p>4. Students complete graphic organizers and present findings to the class.</p> |
| <p>5. Each group reports one finding from the second part of their study (T-Chart summation) to the whole class.</p> | <p>5. Students report their findings to the class by using a graphic representation of their chosen career.</p> |

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| <p>6. <u>Unit Closure</u>: Students write a letter to themselves. The letter summarizes the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See: <i>I Can Perform Magic in MY Life! Activity Sheet</i>.)</p> | <p>6. Students write a letter to themselves highlighting what they have learned about themselves, as well as about finding and using information about the world of work and post-secondary training/education. Letters are placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.</p> |
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Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

Counselor reflection notes (completed after the lesson)

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ACTIVITY SHEET: I Can Perform Magic in MY Life!

I. M. Magic
1 My Life Lane
Itsmylife, MO 56789
5th Grade Year

Dear Self,

****WoW**** Here we are – fifth grade this year ... and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the ****WoW**** of people’s lives! The **World of Work** is that magical place! A magical place where everyone is important! ****WoW**!** A magical place where everyone can be happy!! ****WoW**!** The secret (a lot of people don’t know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about ****WoW**** in the late 19th and early 20th centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the ****WoW**** – just like that – Magic!

I want ****WoW**** in my life! It’s important for me to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

In order to perform magic in my life...I have to take action!!!

Let’s DO IT!!

Me