

Unit #2 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 1)

Lesson: 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standard:

SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, SL 3.4, W.3.4

American School Counselor Association (ASCA) Mindsets and Behaviors:

M4,

B-LS.7, B-SS.1

Materials (include activity sheets and/ or supporting resources)

- An oversized magnifying glass drawn on a big piece of paper (students’ responses in “HOOK” and #1 will be written on magnifying glass” and saved for Lesson 2)
- *Interview Questions Activity Sheet*
- *Interview Summary Activity Sheet*
- *Investigative Reporter’s Notebook Activity Sheet* (optional)
- Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will explain what workers do and need to know in two careers.

Lesson Formative Assessment (acceptable evidence):

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

Assessment may be question answer, performance activity, etc.

The student will contribute to discussion of skills, knowledge, and tools used in different careers.

Lesson Preparation

Essential Questions:

What do workers do on their jobs? What do workers need to know to do their jobs?

Engagement (Hook):

Have or make an oversized magnifying glass. Remind the students of the “investigation” of the world of work that they have been conducting since kindergarten. (Display the magnifying glass you have drawn on chart paper.) Ask the class, “Where have you gathered information about careers?” Where else might you obtain information? Record answers on magnifying glass on chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Write class responses on the magnifying glass. Guide responses from the sources they used in grades K, 1 and 2 (observing and talking with parents, school workers, and community workers to other resources such as books/magazines/web quests).</p>	<p>1. Students respond with sources they have used and sources they will use.</p>
<p>2. Think of a well-known reporter (local or national). Ask students if they have ever seen or heard of (<u>the reporter</u>). Say, “The job title for _____ is reporter.” Ask, “What is the role of a reporter? What responsibilities does a reporter have?” Explain that you are hiring them as Investigative Reporters. Investigative Reporters investigate a “story” in depth. They will be doing in-depth investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.</p>	<p>2. Students respond with what they know about reporters. All students are expected and encouraged to respond with what they already know about reporters.</p>
<p>3. The first worker they will investigate in-depth is “Teacher.” Lead the class in a discussion of the career or job of a teacher. Ask, “What does a teacher do?” Write responses on the dry erase board, smart board, chart paper, or other.</p>	<p>3. Students’ responses might include: “Write Lessons, Present Lessons, Model Lessons, Assign Work, Correct Papers, Average Grades, Go to Workshops, Supervise Students, Go to Meetings, Call Parents, Discipline, etc.”</p>
<p>4. Ask, “What does a teacher need to know?” Write responses on the chalkboard. Ask, “What training or education do teachers need?”</p>	<p>4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.</p>
<p>5. Ask, “How might we find out more about what a teacher needs to know?” Tell students that you will be doing just that, interviewing their teacher. Give each student a copy of <i>Interview Questions Activity Sheet</i>.</p>	<p>5. Students respond with statements such as “We can discover more information through interviews. Students will look over the questions on the <i>Interview Questions Activity Sheet</i>.”</p>
<p>6. Interview the classroom teacher using the list of questions. As you are interviewing their teacher, tell students to take notes on the <i>Interview Questions Activity Sheet</i>.</p>	<p>6. While the counselor interviews their teacher, students take notes on the <i>Interview Questions Activity Sheet</i>.</p>

<p>7. After the interview, give students a copy of the <i>Interview Summary Activity Sheet</i>. Have students get into groups of three or four and, as a group, identify one responsibility, one job skill and one knowledge skill required for teachers to do their jobs. Write the responses on the <i>Interview Summary Activity Sheet</i>. Ask one or two groups to tell the class their responses. List their responses on the dry erase board, smart board, chart paper, or other.</p> <p>8. Close the lesson by asking students to tell a partner one thing they learned during the lesson and one thing they still want to learn about the World of Work and Workers.</p> <p>9. OPTIONAL: Introduce students to the <i>Investigative Reporter's Notebook</i> and explain that investigative reporters might use a notebook such as this to compile evidence in a logical way. Draw attention to the pages with the interview questions and point out the importance of asking each person the same basic questions (although reporters may ask additional questions of individuals).</p> <p>10. If you choose not to use the <i>Investigative Reporter's Notebook</i>, give each student a blank <i>Interview Questions Activity Sheet</i> and tell them that they are to interview a worker in the school or in the community and record the information on the Activity Sheet. These will be used for the next class session.</p>	<p>7. Students complete the <i>Interview Summary Activity Sheet</i> in small groups and report the information to the class. Each student tells a partner what he or she has learned and still wants to learn about the World of Work and Workers.</p> <p>8. Students may ask clarifying questions.</p> <p>9. OPTIONAL: Students put together the <i>Investigative Reporter's Notebook</i> to be used to take notes during interviews and to help organize data they have gathered with the data gathered by other students during their interviews with workers.</p> <p>10. Students review the process they will be using to conduct their investigation of the world of workers.</p>
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Teacher Follow-Up Activities

An excellent follow-up would be for the classroom teacher to invite a reporter to come to class to be interviewed. Ask teachers to provide opportunities for students to practice their interview skills by interviewing each other and/or finding out more information about the role and responsibilities of teachers. It will be helpful if teachers would announce the due date of the completed *Interview Questions Activity Sheets*.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1

INTERVIEW QUESTIONS 5 Ws and an H

Who influenced your decision to become a _____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a _____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a _____?

Why did you choose to become a _____?

How many years of training did it take to become a _____?

Is there anything else you would like me to know about being a _____?

Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

*World of Work
Investigative
Reporter's
Notebook*

Private Property of:

Add extra pages as needed; cut on dotted lines; fold on solid

INTERVIEW QUESTIONS 5 Ws and an H	INTERVIEW QUESTIONS 5 Ws and an H
Who influenced your decision to become a _____?	Who influenced your decision to become a _____?
What do you like about your job?	What do you like about your job?
What is your role as a _____?	What is your role as a _____?
What are some of your responsibilities as a _____?	What are some of your responsibilities as a _____?
What skills does a _____ have to have?	What skills does a _____ have to have?
What school subjects do you use as a _____?	What school subjects do you use as a _____?
When did you decide to become a _____?	When did you decide to become a _____?
Where did you get your training to become a _____?	Where did you get your training to become a _____?
Why did you choose to become a _____?	Why did you choose to become a _____?
How many years of training did it take to become a _____?	How many years of training did it take to become a _____?
Is there anything else you would like me to know about being a _____?	Is there anything else you would like me to know about being a _____?