

Unit #2 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

Mississippi College and Career Readiness Standard:

SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, SL 3.4, W.3.4, W.3.8

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 4

B-LS.7, B-SS.1

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

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 and objectives.

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): Call students' attention to magnifying glass from the previous lesson.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the previous lesson. If possible, use the magnifying glass saved from the previous lesson (this included a listing of career information resources). 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. 3. Tell class that today they will be working in small groups to compile information about the training people need to do their work. 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. 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. 6. Have <i>Interview Summary Activity Sheet</i> ready for analyzing the information. 7. Have students share what they learned. Compile <i>Interview Summary Group Report Evidence Book</i> which will be kept in the classroom. 8. Student Reflection: Ask each student to write a concluding paragraph about his or her investigations. 9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers. 	<ol style="list-style-type: none"> 1. Students provide responses about sources of information (e.g., Books, library, Internet, television, newspaper, etc.). 2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college. 3. Students ask clarifying questions 4. Students get out their interview notes and take them to their groups of four. 5. In small groups, students 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. 6. Group members work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book. 7. Groups report information to the class and help compile evidence pages. 8. Students 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”. 9. High Five!

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, etc.).

Counselor reflection notes (completed after the lesson)

Activity Sheet: INTERVIEW SUMMARY
Group Report/Evidence Page

Group Members' Names:

Name of worker and job:

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

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

3. We learned that one skill this person uses is

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

5. Another thing we learned about this person is:

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