

Unit #2 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 1)

Lesson 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes (may require 2 sessions)

Mississippi College and Career Readiness Standard:
W.4.7, W.4.6

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 4, M 6
B-LS.4

Materials (include activity sheets and/ or supporting resources)

Counselor Resources: *Career Paths and Example Careers*; *Career Path Posters* (set of 6); *Career Path Strips* (Master Copy of single page—to be cut into strips)
Activity Sheets for students: *Career Paths and Example Careers*, *Relationship of My Current Learning*, *Worker Responsibilities*, *Post-Secondary Training and Education*
Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other, poster board or construction paper, pencils, markers

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 identify one academic content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 gather information and present the information to a small group of peers during a chart-making activity. Working with a team, the student will: 1) discuss and graphically represent on a poster board, the relationship of current (4th grade) learning to the responsibilities of workers in a specific Career Path; and 2) graphically represent the post-secondary training/education a person in that career path needs to succeed.

Lesson Preparation

Essential Questions: How does what a person learns prepare him/her for future jobs and careers?

Engagement (Hook): Come to class dressed as **Inspector “CareerSo”** with an oversized magnifying glass, and pretend to search classroom as if looking for clues. The counselor will say, “I am a detective who has been hired by the editor of the *Careerville News*. The editor’s in-box is overflowing with letters from people who want to live and work in Careerville. I have been hired to help by investigating the work people do in Careerville. There are too many inquiries for me to be able to respond to them all, so I have hired you (students) to help with the investigation and to become Career Information Columnists for the *Careerville News*.”

Draw a road on the dry erase board/SMART board/other, and write “Careerville” at the end of the road. Add the names of several careers that students explored in prior grades. Along the road, Inspector CareerSo (the counselor) writes the types of post-secondary training and/or education people need for each of the careers (e.g., 2-year college education in computer science, 4-year college degree in teacher education, 9 month Licensed Practical Nurse program at a local Career Center, etc.). Inspector CareerSo (the counselor) will say, “We are on a journey to “**Careerville**.” All of us will have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. How can we prepare ourselves to arrive in Careerville ready to be the “best workers we can be?”

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the “hook,” allow students to respond; write student responses on the path drawn on the board. 2. On the “Careerville” road, the counselor writes <i>newspaper editor</i> at the end. The counselor says, “How might we prepare ourselves to become the editor of the Careerville newspaper? What skills does a newspaper editor need? What are you learning currently at school that would help you in your job as an editor?” 3. Using the set of six <i>Career Path Posters</i>, review the concept of Career Paths, presenting the career paths as a way to organize the World of Work and Workers in our minds. Ask, “What jobs or occupations do you recall from your memory when I say “Helping Career Path?” The counselor continues this process with the other Career Paths. 	<ol style="list-style-type: none"> 1. Students respond to questions. (Go to school, study, go to college, follow the rules, etc.) 2. Students respond to questions (learn to read, write, do math problems). 3. Students respond to counselor questions, naming the career paths and occupations in each path.

<p>Helping Path (teacher, custodian, waitress); Health Path (doctor, paramedic); Business Path accountant, administrative assistant; Creative Path (actors, radio and TV broadcasters, journalism); Fixing, Building, and Technology Path (construction worker, architect, auto mechanic); and Nature Path (zookeepers, horticulture, farming)</p> <p>4. Divide the class into six groups and distribute <i>Career Paths and Example Careers</i> and <i>The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & Education Activity Sheets</i> to each student. Say, “The <i>Relationship of my Current Learning, Worker Responsibilities, Post-secondary Training and Education Activity Sheet</i> is an advanced organizer for the work you will be doing together. Say, “Think about your math lessons this week... what are you learning to do? Think about your science lessons? What have you discovered? Now write this information in the first of the three columns on the Activity Sheet. Think about your other subjects—what are you learning? On a blank piece of paper, write all the learning (in any subject) you can think of in the next 2 minutes.” Call time after two minutes and ask several students to state a “current learning” he or she wrote.</p> <p>5. Facilitate student self-evaluation by saying, “Reflect on the ‘learning’ you wrote on the blank piece of paper. Re-think your list by considering the difference between Subject Areas (e.g. History) and specific knowledge or skills (e.g. using the internet to research what it was like to live in Missouri 100 years ago). Focus on the knowledge and/or skill you are gaining and revise your lists by adding knowledge and skills to your lists. Revise and refine your lists by categorizing specific skills into</p>	<p>4. Students write current learning in the first column of their Activity Sheet –being specific about the learning, e.g., “long division” instead of “math” and then share their answers with the class.</p> <p>5. Students work with peers in small groups to reflect/ rethink/ revise/refine their lists.</p>
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<p>subject areas (you may find that skills will fit into more than one subject area). For example:</p> <table border="0"> <tr> <td>Mathematics</td> <td>Communication Arts</td> </tr> <tr> <td>Long division</td> <td>Letter-writing</td> </tr> <tr> <td>Problem-Solving</td> <td>Problem-Solving”</td> </tr> </table> <p>6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed.”</p> <p>Counselor Clue: Remember—These lists are to be representative of the process – rather than exhaustive.</p> <p>7. Say, “In the middle column, you will be asked to write the names of careers. Look at the careers listed on the <i>Career Paths and Example Careers Activity Sheet</i>. In the middle column, of the chart, write down the names of three or four careers you think you would like AND three or four you think you would not like.” Suggest that students relate the academic skills needed for the careers they have chosen to the knowledge and skill they wrote in the first column. Continue by saying, “Think about the responsibilities of a _____ and then think about the knowledge and skills you are learning today in school and how what you are learning now relates to the responsibilities of that career. Draw a line from the skill to a worker who uses the skill.” After a few minutes, ask the students to share their ideas about how current learning connects with the responsibilities of workers in specific careers.</p> <p>8. Supply each group with a “career strip” (Resource: <i>Career Path Strips [Master Copy]</i>) and a large piece of construction paper or poster board folded in thirds. Instruct students to sign their names on the back of poster board. (Groups will use only 2/3 of the poster at this time. The other third will be used later.)</p>	Mathematics	Communication Arts	Long division	Letter-writing	Problem-Solving	Problem-Solving”	<p>6. Students transfer lists to the first column of their Activity Sheet: “The Relationship of My Current Learning ...”</p> <p>7. Students write the names of three careers they think they would like and three careers they think they would not like in the middle column. Students then share what they have written.</p> <p>8. Students write their names on the back of their poster board.</p>
Mathematics	Communication Arts						
Long division	Letter-writing						
Problem-Solving	Problem-Solving”						

<p>9. Explain that the first column on the poster board is where students graphically represent six important skills they are currently learning.</p> <p>10. Explain that the Second Column is where students write or graphically represent careers/jobs.</p> <p>11. Next, instruct students to connect the current learning/skills to the careers/jobs with string or with lines drawn with markers. Remind students that each skill is to be connected to more than one worker and each worker is to be connected to more than one skill. While students are working, ask, “What are you discovering about the relationship between your current learning and future jobs?”</p> <p>12. Close this part of the lesson by saying, “During our next session, we will match the careers you included on your poster with the post-secondary training/education required. Be sure to remember your group members.”</p> <p>Collect the groups’ charts/posters, students’ <i>Career Paths and Example Careers Activity Sheets</i>, and <i>Relationship of My Current Learning...Activity Sheets</i>. Bundle together in classroom groups for ease of retrieval. They will be completed during Lesson 2.</p>	<p>9. Working in teams, students determine the six important skills to be illustrated and complete the first column on the poster board.</p> <p>10. Students complete the Second Column.</p> <p>11. Students connect current learning/skills to future jobs with string or lines. Students (one group at a time) engage in answering the discussion question stated in counselor direction number eleven (11) by sharing their posters with the class.</p>
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Teacher Follow-Up Activities

Arrange with classroom teacher to keep the *Career Path Posters* displayed.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. (See Resource: *Career Paths and Example Careers*". Space has been left for additional careers to be added to each Career Path). Encourage relating the careers that apply to current learning during instruction and adding careers to the "poster."

Counselor reflection notes (completed after the lesson)

**COUNSELOR / TEACHER RESOURCE:
CAREER PATHS AND SAMPLE CAREERS**

This Resource is provided as a “memory refresher” for the Career Paths. Remember, the careers listed here represent a small percentage of all the careers in each Career Path. As with any system of categorizing, there will be an overlap of Career Paths for many careers. Teachers are urged to post this in their classrooms and encourage students to add careers to the lists in the Career Paths as they learn about and/or discover new careers.

Creative Path

(Arts and Communications)

museum curator, investigative reporter
actor, radio and TV broadcast journalist,
newspaper journalist, set designer,
cartoonist, greeting card designer

Nature

(Natural Resources)

zoo keeper, horticulturist, park ranger,
dairy farmer, conservation agent, cattle
farmer, geologist, florist, landscape
designer; environmental researcher,
forester

Fixing, Building, and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic,
architect, brick layer, software designer,
electrical contractor, entrepreneur,
industrial engineer

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur,
certified public accountant, restaurant
manager, Chief Executive Officer
(CEO), instructional technology
specialist

Health Path

(Health Services)

physician, nutritionist, veterinarian,
radiologist, pharmacist, dentist,
emergency room technician, school
nurse.

Helping Path

Human Services

teacher, custodian, restaurant server,
law enforcement officer, social worker,
tour guide, school counselor, minister



Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.





Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



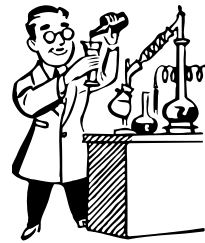


Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to figure out how
things work & build things.***

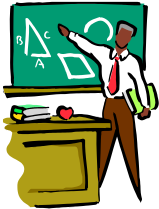




Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***

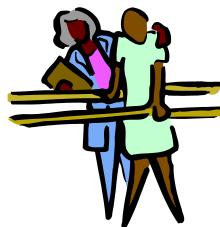




Health Path

(Health Services)

***People who like to care for animals
and people.***



COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training, and Education

My Current Learning
(e.g. Math: long division, Science: categories)

Post-Secondary Training and Education
Where people go to learn how to do the work they love

Worker Responsibilities in the
_____ **Career Path**