

Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 1)

Lesson: 3 of 4

Grade Level: K

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standard:

SL.K.1, SL.K.3, SL.K.4, L.K.5, SL.K.6, L.K.6

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 1, M 2, M 3,

B-LS.1, B-LS.6, B-LS.7, B-LS.9

B-SM.5, B-SM.7

B-SS.2, B-SS.3, B-SS.4, B-SS.6, B-SS.7, B-SS.8

Other Resources:

[Online Early Reader Books for Community Helpers](#) - from Scholastic

<https://jr.brainpop.com/socialstudies/communities/>

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster(1)
 Same two puppets from Lessons 1 & 2
 Various career hats, pictures or puppets
 Blank 5x7 index cards or sentence strips

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least two workers in school and their career paths.
 Students will identify at least two family members and their career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 Performance Task: Using the job list on the board, counselor will quiz students as a class asking them to match jobs with career paths.

Lesson Preparation

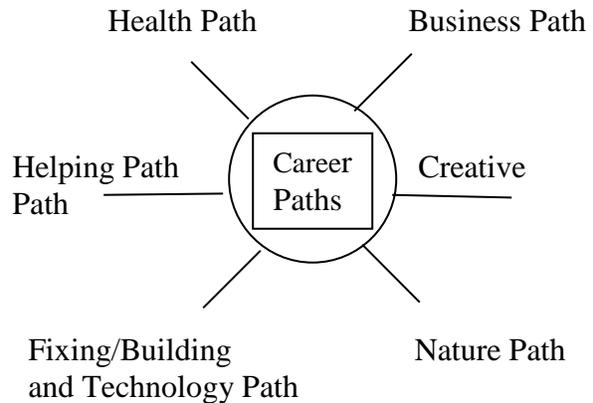
Essential Questions:
 Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson’s discussion of likes/dislikes, and into the need for career paths)
Engagement (Hook):
 The Puppets, introduced in Lesson 1 of this unit, discuss the six career paths utilizing career puppets or hats or pictures that represent each of the six career paths.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Puppets ask the students to identify jobs that they are aware of. 2. Puppet One asks the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4. 3. Puppet Two explains that different jobs are for people who like to do different things and activities, reminding them of the previous lesson’s discussion of likes and dislikes. 4. The puppets ask the students, “Did you know that you are on a career path?” When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor offers further explanation.) 	<ol style="list-style-type: none"> 1. Students identify jobs. 2. Students respond to questions asked. 3. Students listen to the explanation, responding to any questions about the previous lesson’s discussion that might be asked. 4. Students respond accordingly.

5. The puppets ask students, “What are some things you have learned since starting school? The counselor writes students ideas on the board.
6. The puppet reviews the list of ideas and says, “Are these things a person might need when working at their job?” Would a teacher need these skills...banker, construction worker, police officer...?
7. The counselor distributes copies of the *Career Path* mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are six different kinds of career paths, and that there are many jobs in each career path.
8. Introduce the six paths with the aid of the mini poster. The counselor draws a circle on the board with career paths written in the middle. The counselor draws six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each. Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.
9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.

5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).
6. Students review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs.
7. Students review the *Career Path Poster*, and listen to the examples.
8. When the copy of the poster is distributed, the students review the paths as the counselor/puppets talk about each career path.



9. Students write their name on the poster and hand it in to the counselor.

Teacher Follow-Up Activities

Teacher will post the career path poster in the classroom.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

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 and 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.

