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

**Lesson Title:** The Road to Careers (Part 2)

Lesson: 2 of 3

Grade Level: 4

Length of Lesson: 30 minutes

**Mississippi College and Career Readiness Standard:** W.4.1, W.4.1b,

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

## Materials (include activity sheets and/ or supporting resources)

Student-made charts (*Relationship of My Current Learning, Worker Responsibilities, Post-*Secondary Training and Education) begun in Lesson 1

Counselor Resources: *Career Paths and Example Careers, Career Path Posters* (set of 6) *Career Paths and Example Jobs* and *The Relationship of My... Activity Sheets* for students (see Lesson 1)

Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites

Chalkboard, chalk, poster board or construction paper, pencils, markers

## **Enduring Life Skill(s)**

Χ	Perseverance	Χ	Integrity	Χ	Problem Solving
Χ	Courage		Compassion		Tolerance
Χ	Respect	Χ	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 Summative 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 complete the poster started in Lesson 1 by adding the post-secondary options for training and/or education in the third column of the poster. Reminder: Column 1 = school-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

### **Lesson Preparation**

Essential Questions: How do people prepare for careers?

**Engagement (Hook):** Come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, "AHA! I see … The Career Paths lead to Careerville! WOW! You can get there in many different ways!" Draw a road on the dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "**Careerville**." Say, "All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville."

#### Procedures

Instructor Procedures/Instructional		Student Involvement/Instructional			
Sti	Strategies:		Activities:		
1.	Review the concept of "Post-secondary training and/or education." List, on the board, examples of the many options for students after graduating from high school (e.g., apprenticeships, on-the-job training, the military, technical school, community college, and four-year college).		Students will contribute post-secondary employment and education/training options.		
2.	Tell students to return to their "Lesson 1 groups" (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1.		Students will position themselves in groups.		
3.	Instruct the students to add the options written on the board regarding post- secondary training and education in the third column of their group's poster.		Students will list post-secondary options in the third column of their posters.		
4.	4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs.		Students will use the career information resources made available by the counselor to research options available for specific careers.		
5.	When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post- secondary training and/or education option in column 3. Use string or markers to make a visual connection.		Students will match workers/careers in column 2 with education and/or training requirements in column 3.		

sup and sup and the whi	cilitate students' developing ability to oport their "statements" with evidence I documentation. Guide them to oport their "matching" of work roles I post-secondary requirements by citing source of the information they found ile researching the post-secondary uirements of workers.	6.	Students will discuss the research that "informed" their decisions to match specific jobs/careers with specific education and/or training requirements.
guid letta adv Enc and Stu thei find the they or a NOTE:	orm students that during the next dance lesson, they will be writing ers to the readers who are seeking vice about working in Careerville. courage their continued observation I reading about work and workers. dents will be using the information on ir posters as well as information they d in other reliable sources to formulate information support for the advice y provide about choosing a career path a specific job.	7.	Students will listen.
reso bur	dent's Activity Sheets, the group's ources/ materials, group's poster) in a adle by classroom for ease of retrieval l use during the next lesson.		

# **Teacher Follow-Up Activities**

Ask the classroom teacher to keep the *Career Path Posters* displayed throughout the three lessons of this career unit.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: *Career Paths and Example Careers*).

## **Counselor reflection notes (completed after the lesson)**