

**Unit #1 Title:** Finding My Place In The Community

**Lesson Title:** Information, Please! **Lesson:** 2 of 2

**Grade Level:** 4

**Length of Lesson:** 30 minutes

**Mississippi College and Career Readiness Standard:**  
SL.4.1.c, L.4.4c

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
M 4, M 6  
B-SS.1

**Other Resources:**  
<https://kids.usa.gov/jobs/index.shtml>

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

For “hook”: map, travel books, hotel guide  
*Career Path Mini Poster*  
*Job Picture Activity Sheet*  
 Job Research Activity Sheet (*A Job I am Interested in Finding Out More About...*)  
 Computer or computer lab  
 Career exploration software, such as *Paws In Jobland* (Bridges.com)  
**or** Career exploration books, such as *Children’s Dictionary of Occupations* (Hopke and Parramore, Meridian Education Corporation) **or** Local Speaker in the Community (e.g., banker, human resource person, city sanitary worker, etc.)

**Enduring Life Skill(s)**

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

**Lesson Measureable Learning Objectives:**

The student will identify and “sample” two school and community resources that are available for exploration of the six 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.**  
 Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, find and use print resources.

**Lesson Preparation**

**Essential Questions:**

Why is it important to research careers? When will you know that you have enough information to make a decision about your career?

**Engagement (Hook):** Counselor stands in front of class holding a map or a travel guide. Counselor says: “If I were going to take a trip, what kinds of things would I need to get from here to there?” Counselor says: “A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information.”

**Procedures**

**Instructors Procedures/Instructional Strategies:**

1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration.
 

*Note: This lesson plan is formatted using three difference options for accessing career resources.*

  - a. *The first option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).*
  - b. *The second option is using a resource book for career exploration (Example: Children’s Dictionary of Occupational Titles).*
  - c. *The third option is using career exploration software, such as PAWS in Jobland.*

**Option 1:** This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used:

- Introduction of Self
- Job Title
- Description of Job
- Job Training Needed
- School Skills They Use on the Job (i.e. math, science, reading, writing)
- Demonstration of Equipment (if needed)

**Students Involvement/Instructional Activities:**

1. Students listen to the examples of different resources and share ideas about resources during essential questions.

**Option 1:** Students listen to the classroom speaker(s) and ask appropriate questions.

<p><b>Option 1.2</b> The students are given <i>A Job I'm Interested in Finding Out More About... Job Research Activity Sheet</i> to complete while listening to the speaker.</p> <p><b>Option 1.3</b> After using one of the above resources in the classroom the counselor reviews the other resources available for future career exploration. Students are encouraged to use the Job Research Activity Sheet to interview workers outside the class</p> <p><b>Option 2:</b> Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: <i>Children's Dictionary of Occupations</i>) is given to share in each group. Each student is also given a job picture from the <i>Job Activity Picture Sheet</i> or is allowed to select a career to research based on what they discovered about themselves when they completed "<i>Where Do I Fit</i>" (Lesson 1). The students are also given <i>A Job I'm Interested in Finding Out More About... Job Research Activity Sheet</i> to use with the resource book to research a certain job.</p> <p><b>Option 2.1</b> The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.</p> <p><b>Option 3:</b> The counselor opens the <i>Jobland</i> Program. The counselor familiarizes the class with the icons used in the <i>Jobland</i> program. NOTE: Counselor strives to have computers available for each student. Counselor determines best way to ensure greatest hands on experience.</p> <p><b>Option 3.1</b> The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program.  <i>NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.</i></p>	<p><b>Option 1.2</b> Students complete worksheet.</p> <p><b>Option 1.3</b> Students participate in the review of resources and what they have learned.</p> <p><b>Option 2:</b> Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.</p> <p><b>Option 2.1</b> Students share their research with the class.</p> <p><b>Option 3:</b> The students observe the method of booting up a computer.</p> <p><b>Option 3.1</b> Students listen to the opening statements from Paws.</p>
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<p><b>Option 3.2</b> The counselor instructs the student to click on <i>Jobland</i>. Counselor tells students some general information about <i>Jobland</i>.</p> <p><b>Option 3.3</b> The counselor selects another student to click on one of the buildings in <i>Jobland</i> (this can be counselor choice or student choice).</p> <p><b>Option 3.4</b> From the pop up menu for that building, the student or counselor reads aloud the list of options. One option is selected.</p> <p><b>Option 3.5</b> Steps above are repeated, as time allows.</p> <p><b>Option 3.6</b> Counselor tells the class that there are 100 careers in the <i>Jobland</i> program, showing them the alphabetical list.</p> <p><b>Option 3.7</b> Counselor leads class in the <i>Jobland Job Finder Assessment</i>. When the <i>Job Finder</i> is complete, it indicates which area of <i>Jobland</i> might be of most interest, based on the students' responses.</p> <p><b>Option 3.8</b> Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's)</p>	<p><b>Option 3.2</b> Students watch the software and listens to the explanation of <i>Jobland</i>.</p> <p><b>Option 3.3</b> Students watch the demonstration. Students may encourage buildings to choose.</p> <p><b>Option 3.4</b> Students watch and listen to the description of the selected career.</p> <p><b>Option 3.5</b> Additional students are chosen to assist the exploration.</p> <p><b>Option 3.6</b> Students listen to the explanation and name jobs they hope are on the list.</p> <p><b>Option 3.7</b> Students help complete the assessment by responding to the questions. Students continue to share responses.</p> <p><b>Option 3.8</b> Students review where computers are located.</p>
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**Teacher Follow-Up Activities**

Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources.

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

Job Picture Activity Sheet

 <p><b>Farmer</b></p>	 <p><b>Astronaut</b></p>	 <p><b>Delivery Person</b></p>
 <p><b>Computer Programmer</b></p>	 <p><b>Bus Driver</b></p>	 <p><b>Optometrist</b></p>
 <p><b>Manicurist</b></p>	 <p><b>Photographer</b></p>	 <p><b>Camera Person</b></p>
 <p><b>Teacher</b></p>	 <p><b>Sanitation Worker</b></p>	 <p><b>Welder</b></p>

 <p><b>Chef</b></p>	 <p><b>House Keeper</b></p>	 <p><b>Lawn Care Person</b></p>
 <p><b>Bricklayer</b></p>	 <p><b>Receptionist</b></p>	 <p><b>Pediatrician</b></p>
 <p><b>Physical Therapist</b></p>	 <p><b>Pet Groomer</b></p>	 <p><b>Construction Worker</b></p>
 <p><b>Veterinarian</b></p>	 <p><b>Carpenter</b></p>	 <p><b>Auto Mechanic</b></p>

 <p><b>Architect</b></p>	 <p><b>Singer</b></p>	 <p><b>Police Officer</b></p>
 <p><b>Banker</b></p>	 <p><b>Artist</b></p>	 <p><b>Meteorologist</b></p>
 <p><b>Clergy</b></p>	 <p><b>Animal Care Taker</b></p>	 <p><b>Forest Ranger</b></p>
 <p><b>Actor</b></p>	 <p><b>Counselor</b></p>	 <p><b>Taxi Driver</b></p>



# *A Job I am Interested in Finding Out More About...*



*Name of Job:* \_\_\_\_\_

*Job Description:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Personal Skills needed:* \_\_\_\_\_

\_\_\_\_\_

*School Skills needed:* \_\_\_\_\_

\_\_\_\_\_

*Education needed:* \_\_\_\_\_

\_\_\_\_\_

*Job Outlook/Estimated Salary:* \_\_\_\_\_

\_\_\_\_\_

*Career Path this job fits best:* \_\_\_\_\_

*(Circle) This job matches/does not match my personal preferences.*

