

Unit #1 Title: Let’s Investigate

Lesson Title: Career Investigators **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)

Mississippi College and Career Readiness Standard:
RI.5.3, RI.5.7

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 4
B-LS.7
<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Materials (include activity sheets and/ or supporting resources)

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.
 Activity Sheet: *Career Paths: Working Together in Our Community*
 Activity Sheet: *Career Investigation*
 Sample Career Cards

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.
 The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence)

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:
 What are the roles and responsibilities of workers from the different career paths?
 In what way are those roles/responsibilities alike? Different?
 What education is needed for workers, who pursue a specified career?
 NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.
Engagement (Hook): “I have a deck of cards with me, but these are not typical playing cards.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p>	<p>Student Involvement/Instructional Activities:</p>
<p>1. Pair each student with a partner. Counselor says, “When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity.”</p> <p>Pass out cards – one per pair. The cards may be color-coded to match the various career paths.</p> <p>NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.</p> <p>2. Give one copy of the <i>Career Paths</i> information to each pair of students for reference. Review the information regarding the career paths. Counselor says, “Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?”</p> <p>3. Present students with the <i>Career Investigation</i> activity sheet - one per student team.</p> <p>Counselor says, “You and your partner are going to be detectives. Your job is to find information about the career that you have been given.” Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as <i>on-the-job training, apprenticeship, trade/technical education, and seasonal employment.</i></p> <p>Distribute materials to students or have them go to the online resource to begin their investigation.</p>	<p>1. Students will follow instructions.</p> <p>2. Students will ask questions as needed. Students will determine whether they have enough information.</p> <p>3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.</p>

<p>4. Counselor says, “You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?”</p> <p>5. “We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are different.” Designate corners of the room to allow student teams to “vote with their feet.”</p> <p>6. Counselor says, “Move to ___ if your career does not require a high school diploma.”</p> <p>“Move to ___ if your career requires a high school diploma.”</p> <p>“Does the career involve on-the-training or apprenticeship? Move to ____.”</p> <p>“Does your career require trade or technical education? Move to ____.”</p> <p>“If your job requires a college degree, move to ____.”</p> <p>Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Counselor asks, “Did members of the same career path end up in the same group?”</p> <p>Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.</p> <p>7. Counselor asks, “What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?”</p>	<p>4. Each student team will report on the information gathered from their investigation.</p> <p>5. Students will move to designated areas in response to prompts from the counselor.</p> <p>6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.</p> <p>7. Students respond.</p>
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Teacher Follow-Up Activities

Teacher will review students' activity sheets and may need to allow time for completion before the next session.

Counselor reflection notes (completed after the lesson)

Sample Career Cards

Professional Athlete	Graphic Artist
Advertising Sales Manager	Personal Financial Advisors
Civil Engineer	Construction Equipment Operator
EMT or Paramedic	Chiropractor

Agricultural & Food Scientist	Conservation Agent
Event Planner	Childcare Worker

Human Services:	
Event Planner	Childcare Worker
Agriculture/Natural Resources:	
Agricultural & Food Scientist	Conservation Agent
Health Services:	
EMT or Paramedic	Chiropractor
Industrial Engineering & Technology	
Construction Equipment Operator	Civil Engineer
Business Management & Technology	
Advertising Sales Management	Personal Financial Advisors
Arts & Communication	
Professional Athlete	Graphic Artist

Career Paths: 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/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 make things better for others



Health Path

(Health Services)

People who like to care for animals and people



Career Investigation

Career

Career Path

What they do: _____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than \$10,000/year	\$10,000 to \$30,000/year	\$30,000 to \$60,000/year
\$60,000 to \$90,000/year	\$90,000 to \$120,000/year	more than \$120,000/year