

**Unit #2 Title:** Finding My Place In The World

**Lesson Title:** Back In The “Old Days” **Lesson:** 2 of 3

**Grade Level:** 5

**Length of Lesson:** 30-40 minutes

**Mississippi College and Career Readiness Standard:**  
SL.5.1c, SL.5.5, W.5.2a

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
B-SS.1, B-SS.2, B-SS.3 B-SS.6

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

Picture of a family sedan from 10 years ago  
 Picture of a current “hot” car  
 Activity Sheet *How Times Change*  
 Activity Sheet *Job Changes in the World of Work* (one for each group)

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

As a member of a group, the student will identify one job and the changes which have occurred in that job over the last ten years.

**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 report to the group using information from the “*How Times Change Activity Sheet*” gathered during the interview with a worker.

**Lesson Preparation**

**Essential Questions:**  
 Why do jobs change?

**Engagement (Hook):**  
 Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. “Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?” Counselor then shows the picture of the new hot car, and repeats the process.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p>	<p><b>Student Involvement/Instructional Activities:</b></p>
<ol style="list-style-type: none"> <li>1. After the hook, explain that in the course of the students’ lifetimes, many things have changed...cars, clothes, computers, music and even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that changes can bring.</li> <li>2. The class is divided into small groups of three or four students. Each group is given a <i>Job Changes in the World of Work Activity Sheet</i>. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a <i>Recorder</i> to write changes group members think have taken place over the past 10 years or more in each job.</li> <li>3. When the activity sheet has been completed, the counselor asks each group’s <i>Reporter</i> to report the group’s thoughts about changes that have taken place in the world of work.</li> <li>4. <b>Assignment for next class session...</b> Each student will be given an <i>Interview Activity Sheet How Times Change</i>. The counselor will review the activity sheet step-by-step, allowing time for questions.</li> <li>5. Each student uses the activity sheet as a guide for interviewing a parent, adult friend or a school staff member. Each student brings back to school the information (data) gathered during the interview and the completed activity sheet. If a student is not able to interview a parent or adult friend,</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and offer suggestions of things that have changed.</li> <li>2. Students divide into small groups, assign group roles (Leaders, Recorder, Reporter), and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet.</li> <li>3. <i>Reporters</i> share the changes they think have taken place in the world of work.</li> <li>4. Students ask clarifying questions.</li> <li>5. The students take the “<i>How Times Change</i>” <i>Activity Sheet</i> and interview an adult before the next class period. They bring the completed activity sheet back to class the next session.</li> </ol>

<p>the student will ask a school staff member for an interview.</p> <p><b>Follow-Up Session (Lesson 3):</b></p> <p>6. During the follow-up lesson, the counselor asks the students to share the information gathered during their interviews.</p> <p>7. In groups, students develop a graph representing group data (see Lesson Assessment). Positive changes are recorded on chart paper/chalkboard.</p> <p>8. Counselor relates that in their futures, jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>6. Students offer information that they gathered in their interviews.</p> <p>7. Students are encouraged to comment on those changes and their impact on the jobs. Students organize and analyze data.</p> <p>8. Students write a paragraph relating future changes to their own future.</p>
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**Teacher Follow-Up Activities**

Teacher might discuss the many changes in teaching in recent years.

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





## ***JOB CHANGES IN THE WORLD OF WORK***



Write a change that has taken place in each job over the past 10 years or more.

<u><b>Job Name</b></u>	<u><b>Change</b></u>	<u><b>Job Name</b></u>	<u><b>Change</b></u>
Teacher _____		Psychologist _____	
Nurse _____		Nursing Home Worker _____	
Custodian _____		Banker _____	
Server _____		Farmer _____	
Attorney _____		Firefighter _____	
Construction Worker _____		Chef _____	
Doctor _____		Meteorologist _____	
Singer _____		Dancer _____	
Secretary _____		Carpenter _____	
Computer Programmer _____		Hairstylist _____	
Veterinarian _____		Television Announcer _____	
Physical Therapist _____		Artist _____	
Mechanic _____		Biologist _____	
		Astronaut _____	