Unit #1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)   **Lesson:** 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standards
ELA: SL.6.1, SL.6.4
ELA: L.6.1, L.6.3, L.6.4, L.6.5, L.6.6
ELA: W.HST.6-8.7
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 2, M 4, M 5
B-LS.1, B-LS.2, B-LS.4, B-LS.7, B-LS.9
B-SMS.1, B-SMS.5
B-SS.1, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9
https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): *Career Path Descriptions
         *Career Path Posters (set of six)
         *Ideas for Personal Plan of Study/Career Portfolio
         Activity sheets*: *Worker Interview Questions (completed)
         Career Path Student Survey
         Job and Gender Role Survey
(*Materials introduced in the previous lesson).

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use career and educational information resources to choose one career path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the Job and Gender Role survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
Students will complete lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Note: The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. **Essential Questions:** How do the career paths relate to who you are? **Engagement (Hook):** Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review information career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?	1. Students will participate in the review process.
2. Divide class into small groups to present information gathered during their interviews with workers (see completed Worker Interview questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. **Note:** The purpose of this question is to create an awareness of students' unintentional stereotyping of occupations—with the goal of increasing students' awareness of their subtle/hidden biases.	2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.
3. Discuss gender role stereotyping and males and females in nontraditional work roles. Distribute the Job and Gender Role Survey to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning "men-only" and "women-only" jobs. Students will be asked if there are reasons why some careers should not be open to both genders.	3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

4. Students will be given the Student Career Path Survey. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students. **Note:** Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.

5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys. **Note:** Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study.

4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.

5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories:
   a. Activities of interest
   b. Personal qualities
   c. Free-time preferences
   d. School subject preferences

   Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.

Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in nontraditional roles and/or the skills needed to perform those jobs.

Counselor Reflection Notes (completed after the lesson)

Career Path Survey   Name _____   Grade _____

Career Path #1 is	**Career Path #2 is**	**Career Path #3 is**
_____	_____	_____
Activities That Interest Me o Preparing medicines in a pharmacy o Helping sick people o Working with animals o Helping with sports injuries o Studying anatomy and disease o Performing surgery **Personal Qualities That Describe Me** o Compassionate and caring o Good listener o Good at following directions carefully o Conscientious and careful o Patient **In My Free Time I Would Enjoy** o Volunteering in a hospital o Taking care of pets o Exercising and taking care of myself **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Physical Education **How Many Did I Pick?**	**Activities That Interest Me** o Predicting weather o Predicting or measuring earthquakes o Growing flowers/trees or gardening o Studying rocks and minerals o Raising fish or other animals o Working in a chemistry lab **Personal Qualities That Describe Me** o Helping with problems o Nature lover o Physically active o Problem solver o Observant **In My Free Time I Would Enjoy** o Hiking o Participating in FFA or 4H o Experimenting with a chemistry set **School Subjects/Activities That I Enjoy or Do Well** o Math o Social Studies o Science **How Many Did I Pick?**	**Activities That Interest Me** o Reading or writing stories or articles o Designing and building scenery for plays o Gardening o Taking photographs o Acting in a play or movie o Listening to or playing music **Personal Qualities That Describe Me** o Imaginative o Creative o Outgoing o Using my hands to create things o Performer **In My Free Time I Would Enjoy** o Working on a school newspaper or yearbook o Acting in a play o Painting pictures or drawing **School Subjects/Activities That I Enjoy or Do Well** o Music/Choir/Band o Language o Art **How Many Did I Pick?**
Career Path # 4 is	**Career Path # 5 is**	**Career Path # 6 is**
_____	_____	_____
Activities That Interest Me o Putting things together o Designing buildings o Working on cars or mechanical things o Using math to solve problems o Gardening o Using tools **Personal Qualities That Describe Me** o Practical o Like using my hands o Logical o Good at following instructions o Observant **In My Free Time I Would Enjoy** o Building stage sets for a school play o Drawing sketches of cars or mechanical things o Working on cars **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Shop **How Many Did I Pick?**	**Activities That Interest Me** o Interviewing people o Using computer programs to do math o Typing letters, forms, banners, etc. o Keeping records, taking notes at meetings o Working with numbers o Organizing files and paperwork **Personal Qualities That Describe Me** o Practical o Independent o Organized o Like to use machines o Like to be around people **In My Free Time I Would Enjoy** o Being in a speech contest or debate o Using a computer o Volunteering in a local hospital office **School Subjects/Activities That I Enjoy or Do Well** o Speech o Language o Math **How Many Did I Pick?**	**Activities That Interest Me** o Helping people solve problems o Working with kids o Working with elderly people o Preparing food o Being involved in politics o Solving a mystery **Personal Qualities That Describe Me** o Friendly o Open o Outgoing o Good at making decisions o Good listener **In My Free Time I Would Enjoy** o Tutoring young children o Helping with a community project o Coaching kids in a sport **School Subjects/Activities That I Enjoy or Do Well** o Language o Social Studies o Speech **How Many Did I Pick?**

Career Path Student Survey Answer Sheet

Career Path #1 = Health Services
Career Path #2 = Natural Resources/Agriculture
Career Path #3 = Arts & Communication
Career Path #4 = Industrial and Engineering Technology
Career Path #5 = Business, Management, and Technology
Career Path #6 = Human Services

Jobs and Gender Role Survey

One copy for each student

Name: _____ Grade: _____

Directions: Place a checkmark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	Males Only	Both Genders	Females Only
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the comprehensive guidance aspect of student portfolios.

I. Foundation principles
   1. The purpose of the Portfolio is three-fold:
      a. To serve as a storage/retrieval system for selected student work
      b. To provide students and counselors with a "running record" of students' achievement, their interests, their perceived aptitudes and abilities
      c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school
   2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
   3. Your ideas.

II. Contents
   1. Student's Personal Plan of Study.
   2. Assessment results (informal and standardized).
   3. Student's life career goals.
   4. Student's reflections.
   5. Your ideas.

III. Storage/Retrieval/Access
   1. Student privacy is of utmost importance.
      a. The sensitivity of student-provided content is addressed "before the fact."
      b. Students are able to determine who has access to Portfolio.
      c. The district's implementation policies/guidelines regarding the Family Educational Rights and Privacy Act will be followed.
      d. All access/retrieval policies and guidelines will be "transparent" for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
   2. Storage of Portfolio is the responsibility of the school district.
      a. Notebooks?
      b. Electronic?
   3. In the case of some documentation, it may be more appropriate for student to maintain information.