

Intermediate Career Guidance Lesson

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Group Session – Introduction to Career Interests

Title: I have always wanted to be a... Choosing an Exciting Job

Age Range/Grade Level: Intermediate aged students ages (9-11) Grades 3rd – 5th

Goal: To introduce 3rd, 4th, and 5th-grade students to future career interests and explore possible career opportunities available to all students upon completion of high school

Learning Objectives:

III. Content Area: Postsecondary Planning and Career Readiness

III.B.i. Goal: Students will identify career opportunities that allow them to fulfill their potential

- **Identify the importance of all work that contributes to society**

III.B. ii. Goal: Students will make connections between personal skills, interests, abilities, and career choices

- **Explore how their personal skills, interests, and abilities can impact their career choices**

III.B.iii. Goal: Students will understand and explore their expanding world views

- **Understand that work is an important and satisfying means of personal expression**
- **Describe the effect of work on lifestyle**

(Texas Counseling Association, 2018, p. 146)

Career Counseling Theories: John Holland's Theory of Vocational Choice

1. Realistic "**The Do-ers**" see Appendix A.
2. Investigative "**The Thinkers**" see Appendix B.
3. Artistic "**The Creators**" see Appendix C.
4. Social "**The Helpers**" see Appendix D.
5. Enterprising "**The Persuaders**" see Appendix E.
6. Conventional "**The Organizers**" see Appendix F.

(Career Key, 2020) (D'silva, 2019)

ASCA Mindset and Behaviors Standard Alignment

- Mindset 1. Self-confidence in ability to succeed
- Mindset 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- Behavior-LS 2. Demonstrate Creativity
- Behavior-LS 7. Identify long and short-term academic, career and social/emotional goals

(American School Counselor Association, 2014, p. 4)

Materials: Small-group counseling room such as a library, classroom, or a conference room, career card copies for students, pencils, paper, anchor chart paper, and markers

Introduction – Ice Breaker Activity: After a quick establishment of group rules, students will participate in creating a Career Anchor Chart with the guidance of the school counselor. The school counselor will ask students to name careers or jobs they are interested in or have heard about from previous experiences. As the students call out career jobs and ideas, the counselor will write them on the anchor chart. The Career Anchor Chart provides the school counselor the ability to introduce career guidance to students in a fun and interactive manner.

Lesson Activities:

- The objective of this lesson is for students to be able to identify jobs that belong to each vocational theory group as established by John Holland using kid-friendly terms. For example, what jobs pictured represent the Realistic careers – "The Do-ers?" What jobs pictured belong to Investigative or "The Thinkers" group?
- After the completion of the Career Anchor Chart, students are distributed Appendix A – E (Career Samples) as well as a pencil and paper.
- Career Samples (Appendix A – E) have been color coated for easy identification for the group facilitator but not readily identifiable for the students. For example, the group facilitator understands that Appendix A. represents the work duties of a Realistic Employee or, in kid-friendly terms, "The Do-er."

Realistic	" The Do-ers " see Appendix A.
Investigative	" The Thinkers " see Appendix B.
Artistic	" The Creators " see Appendix C.
Social	" The Helpers " see Appendix D.
Enterprising	" The Persuaders " see Appendix E.
Conventional	" The Organizers " see Appendix F. (D'silva, 2019)

- Students will write their names on their papers. Then students are asked to think about how much they know about jobs and careers based on a 1 to 5 number scale (1. I do not know anything) to (5. I know a bunch). Students will write their corresponding career knowledge number at the top of their page. This number serves as a quick pre-assessment evaluation that can easily be measured.
- The counselor/group facilitator will then guide students in a group discussion of what the six vocational theories are using kid-friendly terms, such as "The Doer," "The Thinker," "The Creator," "The Helper," "The Persuader," and "The Organizer."

- Upon completion of the six vocational theories group discussion, the students will briefly work independently to try to identify what pictures and corresponding careers represent each category. For example, what pictures demonstrate "The Do-ers," "The Thinkers," "The Creators," "The Helpers," "The Persuaders," and "The Organizers"? (D'silva, 2019)

Lesson Closure: At the end of the lesson, each student is asked to look at the beginning number they wrote to represent how much they knew about different jobs and careers. Next, the group facilitator/counselor will ask students to think about what they have learned. Then, write down a new number to represent what they know about different types of jobs and careers.

Each student will complete the lesson evaluation as a final step to a post-assessment

Lesson Evaluation:

1.	I understand that all jobs are important and contribute to society.	5	4	3	2	1
2.	I can work on future goals each day.	5	4	3	2	1
3.	I know that my skills, hobbies, and hard work can help me choose a job/career.	5	4	3	2	1
4.	I know work is important and is a satisfying way to show my skills.	5	4	3	2	1
5.	I understand that work is an important part of life.	5	4	3	2	1

Follow-Up Plan:

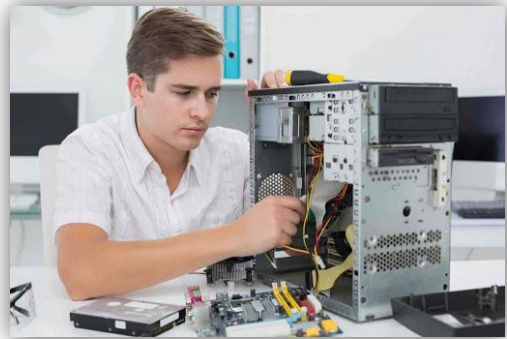
Before Introduction to Career Interests begins on the intermediate school campus, school staff members will be introduced to the career theories model during grade-level conference times or in a Professional Learning Community meeting after school. Upon completion of the career group, staff members will incorporate the Vocational Theories of John Holland into weekly lessons utilizing Appendix Tools A – F as a starting point. As an on-going process, the school counselor and career group members will create career anchor charts to place in the school hallways to encourage a career mindset within 3rd, 4th, and 5th-grade students at Grand Saline Intermediate School.

References

- American School Counselor Association. (2014). *Mindsets and behaviors for student success: K-12 college and career readiness standards for every student*. Alexandria: American School Counselor Association.
- American School Counselor Association. (2019, August 31). *ASCA school counselor ethical standards for school counselors*. Retrieved from American School Counselor Association:
<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- Career Key. (2020, June 21). *John Holland's theory of career choice and you*. Retrieved from Career Key: <https://www.careerkey.org/choose-a-career/hollands-theory-of-career-choice.html#.Xu-6N2hKiUI>
- D'silva, J. (2019, June 19). *Holland's six occupational personality types*. Retrieved from Medium: <https://medium.com/@joslinedsilva/hollands-six-occupational-personality-types-bfb01bb6d9ed>
- Google. (2020, February 19). Retrieved from Google: <https://www.google.com>
- Texas Counseling Association. (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). Austin: Texas Counseling Association. Retrieved from https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf

Appendix A.

**Pilot, Farmer, Horticulturalists, Builder, Armed Services,
Mechanic, Electrician, Computer Technologist**



(Google, 2020)

Appendix B.

Scientist, Researchers, Medical and Health Field, Forestry Technician, Laboratory Technician, Zoologist, Dentist, Doctor



(Google, 2020)

Appendix C.

Artist, Illustrator, Photographer, Composer, Singer, Musician,
Dancer, Actor, Reporter, Writer, Editor,



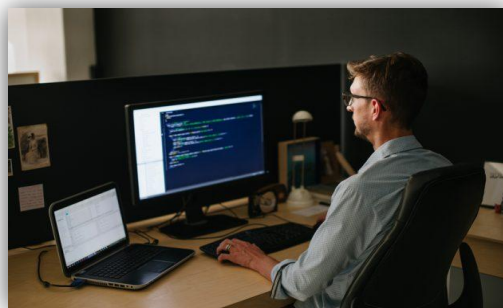
(Google, 2020)

Appendix D.**Teacher, Nurse, Counselor, Police Officer, Fire Fighter,
Salesperson, Customer Service Officer, Waiter, Coach**

(Google, 2020)

Appendix E.**Lawyer, Politician, Accountant, Business Owner, Executive or
Manager, Travel Agent, Sports Promoter**

(Google, 2020)

Appendix F.**Secretary, Receptionist, Office Worker, Librarian, Bank Clerk, Computer Operator, Stores Clerk**

(Google, 2020)