

- Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the work of work.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Competencies: A:1 Develop Career Awareness
B:1 Acquire Career Information
C:1 Acquire Knowledge to Achieve Career Goals
- Indicators: C:A1.1 Develop skills to locate, evaluate and interpret career information.
C:A1.2 Learn about the variety of traditional and nontraditional occupations.
C:B1.4 Know the various ways in which occupations can be classified
C:C1.6 Understand the importance of equality and access in career choice
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Materials:

- Career Path Poster
- Career Path Web Poster
- “McDonald’s Jobs” handout for each group (one set should be pre-cut)
- “Career Paths” handout for each group
- “Career Paths” answer sheet
- Scissors
- Glue sticks

Related Material:

- Website: www.mcdonalds.com

Vocabulary:

- Career paths – different groupings of jobs that share a common set of interests and skills for career success

Gathering:

On the blackboard or dry erase board, draw the McDonald’s Golden Arches. Ask students: “Does anyone know what this picture represents?”

Review Agenda/Before the Lesson:

“Today we are going to talk about McDonald’s’s. We’re not going to talk about their tasty cheeseburgers or sundaes, but we are going to talk about some of the different kinds of jobs that McDonald’s employs. Did you know that McDonald’s employs over 1.5 million people around the world? That’s a lot of people and a lot of different jobs! Not all of the people who work for McDonald’s work in the restaurant making burgers. There are a lot of jobs within the McDonald’s Corporation or that work closely with McDonalds that many people don’t know about. Today we are going to learn about some of those jobs. Many of those jobs fall within the six career paths you learned about in 2nd, 3rd, and 4th grade.”

Using the Career Path and/or Career Path Web Posters, briefly review the six career paths.

During the Lesson:

Divide students into groups of 3 or 4. Give each group a copy of the “McDonald’s Jobs” and “Career Paths” handouts. Working as a group, instruct students to read each job square and discuss which career path each job matches. Students will cut out all the job squares on the “McDonald’s Jobs” handout and glue them to the appropriate career path on the “Career Paths” handout. Students can write their own ideas on blank squares if they choose.

After the Lesson:

After groups are finished, have students discuss with their groups any jobs they are unfamiliar with.

Checking Out What You Learned/Assessment:

Place a blank copy of the “Career Paths” handout on the overhead or Elmo. Complete worksheet as a class, by having groups share their answers. Place pre-cut job squares on the appropriate path. Discuss answers.

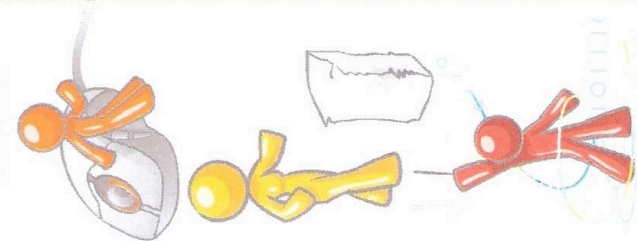
Closing:

“Raise your hand if you were surprised by how many different kinds of jobs McDonald’s employs. What career path do you think you might like to work in when you are older?”

Reflective Questions:

*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

<p>BUSINESS PATH</p> 	<p>People who like to work with numbers and be organized.</p>
<p>CREATIVE PATH</p> 	<p>People who like to draw, write, or perform.</p>
<p>NATURE PATH</p> 	<p>People who like to work outdoors with plants and animals.</p>
<p>BUILDING & TECHNOLOGY PATH</p> 	<p>People who like to figure out how things work and build things.</p>
<p>HELPING PATH</p> 	<p>People who like to help make things better for others.</p>
<p>HEALTH PATH</p> 	<p>People who like to care for animals and people.</p>

CAREER PATHS WORKING TOGETHER IN OUR COMMUNITY

DES MOINES ELEMENTARY COUNSELORS

ADAPTED FROM MISSOURI COMPREHENSIVE GUIDANCE PROGRAMS

McDonald's Job Squares

Cut out the jobs below and paste them to the "Career Paths" handout.

Restaurant Manager	Marketing (Creates and designs commercials)	Construction of new restaurants	Cashier (Someone who works at the front counter waiting on customers)
Accountant	Maintenance Groundskeeper	Nutritionist	Advertising Director
Office Assistant	Real Estate Surveyor (Someone who goes out and explores land and samples soil for new restaurants)	Lawyer	Dietician
Realtor (Someone who helps buy and sell McDonald's property)	Equipment Technician (Someone who works on the machines in the restaurant)	Trainers (Teachers)	Architect (Someone who designs new McDonald's restaurants)
Graphic Designer (Creates art on computers to be used for ads)	Pilot/Air Travel	Food Supplier to McDonalds (Someone who grows food and supplies it directly to McDonalds)	Interior Designer (Someone who designs the inside of a restaurant)
List another job someone might have at McDonald's	List another job someone might have at McDonald's	List another job someone might have at McDonald's	List another job someone might have at McDonald's

Career Unit

Grade 5, Lesson 1

Career Paths

Business Path	Creative Path	Nature Path
Building & Technology Path	Helping Path	Health Path

Career Paths Answer Sheet

Business Path	Creative Path	Nature Path
<p style="text-align: center;">Restaurant Manager</p> <p style="text-align: center;">Accountant</p> <p style="text-align: center;">Office Assistant</p> <p style="text-align: center;">Realtor</p>	<p style="text-align: center;">Graphic Designer</p> <p style="text-align: center;">Marketing</p> <p style="text-align: center;">Advertising Director</p> <p style="text-align: center;">Interior Designer</p>	<p style="text-align: center;">Real Estate Surveyor</p> <p style="text-align: center;">Maintenance Groundskeeper</p> <p style="text-align: center;">Food Supplier</p>
Building & Technology Path	Helping Path	Health Path
<p style="text-align: center;">Construction</p> <p style="text-align: center;">Equipment Technician</p> <p style="text-align: center;">Pilot</p> <p style="text-align: center;">Architect</p>	<p style="text-align: center;">Cashier</p> <p style="text-align: center;">Lawyer</p> <p style="text-align: center;">Trainer</p>	<p style="text-align: center;">Nutritionist</p> <p style="text-align: center;">Dietician</p> <p style="text-align: center;">(The above two are similar. In general, dieticians are higher paid and must have a degree and/or license. Nutritionists do not.)</p>

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: C:A1 Develop Career Awareness
C:B1 Acquire Career Information
C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: **C:A1.3** Develop an awareness of personal abilities, skills, interests and motivations
C:B1.4 Know the various ways in which occupations can be classified
C:C1.3 Identify personal preferences and interests which influence career choice and success

Materials:

- Career Path Poster
- Career Path Web Poster
- “Where Do I Fit: Interest Survey” handout
- “Where Do I Fit: Interest Survey Class Graph” for overhead

Related Material:

- Iowa Career Resource Guide

Vocabulary:

- Career paths – different groupings of jobs that share a common set of interests and skills for career success
- Interest survey – a set of questions that gathers information about what a person likes to do

Gathering:

Place the Career Path or Career Path Web Poster on the wall. As you point to each path, ask students: “What job might someone have in this path if they worked for McDonald’s?” Quickly popcorn as students share responses.

Review Agenda/Before the Lesson:

“Last week we learned about the millions of jobs a person could have within the McDonald’s Corporation and how they relate to the six career paths. Today, we are going to talk about YOU! Raise your hand if you think you know yourself very well in terms of the kinds of things you like to do?” Popcorn quickly around room. “Learning about ourselves is very important as we make decisions about our futures.”

During the Lesson:

“Today we will complete an interest survey to help you identify careers that you might like to have when you grow up. The purpose of doing this survey is to help you learn more about yourselves and your own skills, interests, and abilities so you can make decisions about your future. As we complete the survey, remember this is NOT a test. There are no right or wrong answers – only answers that fit you. Because of this, all of our surveys might come out very different from each other. After all, we are all different and we all have different skills, interests, and abilities that make us special.”

Give each student a copy of the “Where Do I Fit: Interest Survey” handout. Tell students that you are going to read the directions first, then read every question to the whole class. Instruct students to circle each sentence that applies to them. Proceed to read the directions and have students complete the assessment.

After the Lesson:

Stress to students that their interests may change over time and that the survey results are intended to help them think about their own interests and talents, and what jobs they might enjoy having when they grow up. As they take more classes in the future and have more exposure to different jobs, their interests may change. However, this assessment will be a good start for them to gain some knowledge about themselves and their possible career choices.

Checking Out What You Learned/Assessment:

If time allows, place the Class Graph on the overhead or Elmo. Have students quickly share what paths they scored highest in. As students share their responses, counselor can color or mark boxes on graph.

Closing:

“I hope you have learned more about yourself and what career paths you might like in today’s lesson. I would like you to think about how your personal strengths and interests relate to your academic strengths. For example, if you indicated that you like to work with numbers or tools in the self-assessment, you may want to look at how well you are doing in your math class and if you need to strengthen your math skills.”

Reflective Questions:

*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

WHERE DO I FIT?

Interest Survey

Directions: Circle the items that describe you and record the total number circled in the boxes.

Business Path

1. I like to work with numbers.
2. I am very organized.
3. I work well with others.
4. I enjoy planning activities for others.
5. I like to be the leader in a group.
6. I like to create and communicate ideas to others.
7. I like Math in school.
8. I like Reading in school.
9. I like to persuade people to participate in activities.
10. I can easily use computer programs.

Total Number Circled _____

Creative Path

1. I like to write stories.
2. I like to draw.
3. I like to play music in my spare time.
4. I like to design things.
5. I am very creative and have a good imagination.
6. I like to entertain others.
7. I like to perform in front of others.
8. I like Music in school.
9. I like Art class in school.
10. I am a good communicator.

Total Number Circled _____

Nature Path

1. I like to work with animals.
2. I enjoy being outdoors in all kinds of weather.
3. I enjoy studying plants.
4. I am practical and good at solving problems.
5. I like Science in school.
6. I like to learn how things grow and stay alive.
7. I like outdoor recess at school.
8. I care about the environment.
9. I like to work by myself.
10. I enjoy nature.

Total Number Circled _____

Fixing & Building and Technology Path

1. I like to work with tools and machines.
2. I like to use my hands to build things.
3. I like to know how things work.
4. I like to fix things.
5. I like to take things apart and put them back together.
6. I pay attention to details.
7. I am good at following step-by-step directions.
8. I like Math in school.
9. I like Science in school.
10. I like to keep working on difficult problems.

Total Number Circled _____

Helping Path

1. I like being with other people.
2. I am friendly, understanding, and caring.
3. I like to make things better for people.
4. I like Social Studies in school.
5. I like to talk with all types of people.
6. I like to help others with their homework.
7. I like to work cooperatively with others.
8. I care about people.
9. I communicate easily.
10. I like to help other people with their problems.

Total Number Circled _____

Health Path

1. I like to help sick people or animals.
2. I am interested in how the body works.
3. I am calm and patient.
4. I am caring.
5. I like to learn about how to stay healthy.
6. I work well as a member of a team.
7. I am good at following directions.
8. I like Science in school.
9. I like Math in school.
10. I am good at making decisions.

Total Number Circled _____

Directions: Write down the three career paths that have the highest numbers.

My Top Three Career Paths of Interest:

1. _____
2. _____
3. _____

These are three paths you might like to have a job in someday. Your interests may change over time – and that's okay!

*Adapted from the Career Cluster Interest Survey of the Iowa Career Resource Guide

Career Unit

Grade 5, Lesson 2

Where Do I Fit? Interest Survey

Class Path Graph

Business Path	Creative Path	Nature Path	Building & Technology Path	Helping Path	Health Path
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
14	14	14	14	14	14
15	15	15	15	15	15
16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20
21	21	21	21	21	21
22	22	22	22	22	22
23	23	23	23	23	23
24	24	24	24	24	24
25	25	25	25	25	25