**Classroom Counseling Lesson Plan**

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| **Lesson Title** | **Grade Range** | **Time Needed** |
| The Career Triathlon | 3-5 | 30-40 mins. |

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| **Domain** | **Mindset Standards** | **Behavior Standards** |
| Career, E/S | 1, 3, 4, 5 | LS 1,2,3 SMS 1, 8, 9 SS 3,4,6,7,9 |

**Learning Objectives:**

* Students will use interpersonal skills to explore different careers and the tasks and skills associated with various careers.

**Supplies/Materials:**

* A copy of the Career Triathlon (see below)
* One pencil for each group
* A timing device (a wall clock or watch will do)

**Outline:**

1. Divide the class into even (or close as possible) groups. This can be done prior to class in order to save time.
2. Ask the class if they know what a triathlon is. If no one gives the correct answer, explain that it is a competition (often athletic) that has three components to it. Let them know that they must work together in their groups to score points in three different “events” that all have to do with careers. Remind them that groups are strongest when they work together and make sure all members are included and are allowed to contribute. Unless you assign roles, all groups can decide if they want one student to act as a recorder, if all members want to take turns writing, or another plan that all members agree on. Also let all the groups know that you are the “judge” and your answers are final.
3. Hand out the first page of the Triathlon face down. Instruct groups to not turn their papers over until you give them the signal to do so. Explain that in this round, all groups have the same three jobs and they are to list tasks that each of these careers would have to do at work. Let them know that they will ONLY score points if they can give accurate answers (answers the “judge” approves) that no other group has given. Instruct the group on how much time they will have (2-5 minutes is suggested, but adjust according to time and/or ability of the class). Give them the signal to go. As they work, move around the classroom making sure that all students are engaged and allowed to participate, etc.
4. After the established time, instructed all groups to put their pencils down and flip their papers over. Collect the first round papers and distribute the second event papers (these can be face up). Explain that in this event they will do the same thing as the first, but each group will have 3 different careers each. They will score one point for each “correct” answer they give. Distribute jobs to each group face down (these can be written on slips of paper and be any career you want; it may be helpful to use the “Career Deck” from the K-2 section of this binder). Remind the students of how much time they have and let them start. You may again walk around the room OR take a few moments to score the sheets from the first event (depending on time constraints, you may want to score all the sheets outside of class and bring the results to your next classroom session).
5. After time is up, collect all the papers and career slips/card. Distribute the final event papers face down. Explain that this time the groups will be writing in the name of a career based on a description of what it is. All groups will have the same questions and all groups will have an answer bank to work from. Remind students that not all answers will be used from the bank. Let them know the amount of time they have to work and let them begin. As before, you may circulate around the room or score the previous round.
6. At the end of time, have all students flip their papers over and collect. As time allows, you may either score the final round and share with the class or let them know you will bring results to the next class.
7. Discussion questions (you may use between each event or at the end) could include:
   1. “Were there any challenges your group faced in this round (any rounds)?
   2. “How did you know what a [name of career] did at work?”
   3. “Were there in clues in the name of [career] that helped you answer questions in round three?”
   4. “What benefits were there in working in a group versus working on your own?”

The Career Triathlon

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Part 1: List at least 3 things the following people do at their jobs. You will score 1 point for each answer you list, that no other team has.

1) Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2) Farmer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3) Librarian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Part 2: You will be given 3 jobs. You must think of at least 3 things a person in this job would do. You get one point for each correct answer you give.

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Part 3: Use the list of jobs below to match a job to a job description. You will get a point for each one you match correctly. NOT ALL JOBS WILL BE USED.

**Agronomist** Archaeologist **Paleontologist**  Game Warden **Oceanographer**

Astronomer **Industrial Engineer** Psychologist **Optometrist** Lobbyist

**Oncologist** Marketing Director **Bailiff** Human Resources Director **Judge**

**Marine Biologist** Editor **Jockey** Chemical Engineer **Illustrator**

Biographer **Metallurgist** Anthropologist **Meteorologist** Cobbler

1) This person fixes broken shoes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) This person studies the fish and other animals in the ocean. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) This person digs up and studies dinosaurs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) This person gathers information about a person’s life and writes it down. \_\_\_\_\_\_\_\_\_\_

5) This person protects wildlife. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) A special type of doctor who helps people with cancer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) A person hires and fires people for companies and organizations. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) This person rides a racehorse. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9) This person does things like design bridges. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bd07107_10) This person figures out what the weather is going to do. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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