

Unit #1 Title: What Do the Adults In Your Family Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 1) **Lesson #** 1 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
 CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Expectation (GLE):
 CD.8.A.0K.a.i: Identify role and responsibilities of family members in the world of work.

American School Counselor Association National Standard (ASCA):
 Career Development
 C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Counselor Materials: a BIG magnifying glass (paper or real)
 “Tool Box”: a collection of tools that workers use. (See Counselor’s Resource: “Tool Box”)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
X	Fine Arts 1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of specific roles and responsibilities for various jobs.
 Assessment will be through the activities that accompany the "Tool Box" discussion.

Lesson Preparation

Essential Questions: (addressed during lesson)
 What is work?
 What is a role?
 What is a responsibility?

Engagement (Hook): Have or make an oversized magnifying glass. Tell the students that you are investigating the work people do. Ask the students to help you in the investigation.

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Walk around classroom using BIG magnifying glass to get a closer look at various people and things in the room – act like a detective ... without talking directly to students – Make comments like “hmmmm,” “this is interesting,” “I can use this as evidence.” As you’re walking around, gather “evidence” of a teacher’s work role and responsibilities. 2. Explain to students that they will help you investigate what people do while they are working. Ask 3-4 students to tell the class their definition of “investigate,” “work” and “workers.” 3. Reveal the “Tool Box.” Pull out one or two tools; ask individual students to help you by holding the tools. As you take the tools out of the box, continue your investigator role with comments such as “Hmmm...I wonder who would use this tool at work?” or “Who 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will demonstrate their engagement by following with their eyes. 2. Students will contribute to the discussion by volunteering definitions of “investigate” and “work” and workers. 3. Students volunteer to hold tools and will respond with the name of the job or worker“
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<p>will demonstrate how a worker uses this tool? What skills does someone need to use this tool at work? Does anyone have a family member who uses this tool at work?" Follow the same procedure with 3 or 4 more tools (depending upon students' attention span).</p> <p>4. As you close the lesson for this day, ask students to tell one thing they have discovered about workers. Ask students to help you learn more about what people do at work by observing workers wherever they go. "During our next lesson together, we will talk about your observations and you will get to see more of the tools in the "Tool Box."</p>	<p>4. Students will volunteer to respond.</p>
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Teacher Follow-Up Activities

Encourage teachers to use vocabulary of work and roles and responsibility throughout the day and in other lessons.

Counselor reflection notes (completed after the lesson)

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TOOL BOX: A Collection of Tools Workers Use
Examples of Tools to Include in “Tool Box” (Counselor Resource)

Please note that this list is not all-inclusive and one tool may work with a variety of jobs. Use toy tools and/or pictures as well as real tools in order to get broad representation of workers.

A reminder: The terms “tool” “job title” “role” “responsibility” may be unfamiliar to kindergarten students, e.g., their prior knowledge may associate the word “role” with something they eat (roll) or do (roll around on the floor); they may not have prior experience with the word “role” in relationship to what adults do on their job.

Tool	Job Title	Role	Responsibility
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (Could also be an artist.)	Paint Rooms/Houses	Change color to satisfy the owner.
Pencil	Writer	Write Books	Meet deadlines
Hair Dryer	Beautician	Fix People’s Hair	Talk with people about what they want done with their hair.
Bowl and Spoon	Chef	Cook Meals	Follow recipe
Stethoscope	Doctor	Help people who are sick	Listen to patient.
Ruler	Architect	Design buildings	Make sure the building is safe.
Books	Librarian	Provide information and resources.	Help people find books.
Telephone	Receptionist	Answer questions	Provide accurate information.
Calculator	Banker/Teller	Manage accounts	Accurately count money
Needle and Thread	Seamstress	Construct/Repair garments	Create or repair clothing to meet the interests of people.
Tractor	Farmer	Plant/Grow Crops	Take care of the crops/soil.