

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 3) **Lesson:** 3 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.B.0K.a.i: Identify the skills family members use in their 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)

Completed parent interview and Magnifying Glass Activity Sheets (these were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the Activity Sheets will be sent home at least a week before this lesson to give time for completion of interviews and the return of the Activity Sheets)

Big magnifying glass (paper or real)

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 describe the skills that their family members use on the job, using the Activity Sheets completed with their parents as a guide.

Lesson Preparation

Essential Questions: (Review from lessons 1 & 2)

- What is work?
- What is a role?
- What is a responsibility?
- What is a skill?

Engagement (Hook):

Once again, bring in the big magnifying glass. This time, look through it at each child.

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. “Boys and girls, I am back to continue in our investigation of what people do at work. You all did some investigating of your parents’ jobs. Let’s see what’s on your Activity Sheets.” Ask students to show their drawings to a partner and explain what they learned about the adult’s job in their investigation. 2. Each student will have the opportunity to speak about what his or her family member does at work, and what skills are needed to be able to do the work. 3. After the students finish, ask them to name the kinds of skills they need in order to do their work at school and at home. 4. End by telling the students that they have been great investigators of the world of work. Have them give a high five. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will tell a partner two “things” they included in their magnifying glass illustrations. 2. Students respond by reporting what is written on their Activity Sheets. 3. Students will offer their ideas. 4. Students give a high five.
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Teacher Follow-Up Activities

Teachers may hang up the activity sheets, and may also discuss how the skills students use in school can be used in many jobs.

Counselor reflection notes (completed after the lesson)

PARENT LETTER/FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES: Activity Sheet

Dear Parent of Kindergartener:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____ (insert job name). At this job, he/she

(Insert brief description of role and responsibility family member has in his or her job).