

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

**Grade Level:** K

**Number of lessons in the Unit:** 3

**Time Required:** 90 minutes total (30 minutes for each lesson)

**Lesson Titles:**

Lesson 1: “Career Investigators” – Jobs of Family Members (Part 1)

Materials/Special Preparations Required:

Counselor Materials: a BIG magnifying glass (paper or real)

“Tool Box”: a collection of tools that workers use. (See Counselor’s Resource:  
“Tool Box”)

Lesson 2: “Career Investigators” – Jobs of Family Members (Part 2)

Materials/Special Preparations Required:

Student Materials: “Dear Parent” Letter/Family Member Job Role and  
Responsibilities (Activity Sheet) for each student to take home and use as a guide  
for the interview with an adult.

Counselor Materials: a BIG magnifying glass (paper or real)

“Tool Box”: A Collection Of Tools Workers Use. (See Counselor’s Resource)

Magnifying Glass Activity Sheet for each student

Markers/crayons

Lesson 3: “Career Investigators” – Jobs of Family Members (Part 3)

Materials/Special Preparations Required:

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)

**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:**

CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of  
work.

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.

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

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

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

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b>                  Students will draw pictures of family members at work. Students will complete an Activity Sheet with parents listing the skills family members use for their jobs.</p>
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<p><b>Brief Summary of Unit:</b>                  An important feature of this unit is the “investigation” of the world of work. Students will explore the work done by family members. Students will learn about roles, responsibilities, and skills during the lessons for the unit.</p> <p><b>Unit Goals:</b>                  1. Students will identify roles and responsibilities of family members in the world of work.                  2. Students will identify the skills family members use in their work.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</b>                  Students will have some knowledge of what family members do at work.                  Vocabulary:                  Work, Workers</p>
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