

Unit #2 Title: What Do Adults 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

Mississippi College and Career Readiness Standard:
SL.K.1, SL.K.1b, SL.K.6, L.K.5c

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 6
B-LS.2, B-LS.7, B-LS.9
B-SM.8
B-SS.1, B-SS.3, B-SS.4, B-SS.5

Other Resources:

<https://jr.brainpop.com/socialstudies/communities/>

<http://bkflix.grolier.com/r#>

Whose Tools Are These?: A Look at Tools Workers Use - Big, Sharp, and Smooth (Whose Is It... by Sharon Katz Cooper
<https://www.pinterest.com/pin/287597126178255525/>

Materials (include activity sheets and/ or supporting resources)

Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member’s job.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
The student 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

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Walk around classroom using oversized 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 “hmm,” “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 “Hmm...I wonder who would use this tool at work?” or “Who 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). 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 	<ol style="list-style-type: none"> 1. Students demonstrate their engagement by following with their eyes. 2. Students contribute to the discussion by volunteering definitions of “investigate” and “work” and workers. 3. Students volunteer to hold tools and respond with the name of the job or worker. 4. Students volunteer to respond.

<p>work by observing workers wherever they go. Explain, “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>	
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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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Counselor Resource
Tool Box: A Collection of Tools Workers Use
 Examples of Tools to Include in Tool Box

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 (or 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.