

**Unit #2 Title:** What Do Adults 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

**Mississippi College and Career Readiness Standard:**

SL.K.1 , SL.K.1b, SL.K.5, W.K.3

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 6

B-LS.1, B-LS.6, B-LS.7, B-LS.9

B-SM.5, B-SM.7, B-SM.8

B-SS.1, B-SS.2, B-SS.3, B-SS.4, B-SS.5, B-SS.6

**Other Resources:**

<https://www.pinterest.com/pin/287597126178255525/>

**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 prior to this lesson to give time for completion of interviews and return of the activity sheets)

Oversized magnifying glass (paper or real)

**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 skills a family member uses in his/her 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 describe the skills his/her family members or other adults use on the job using the activity sheets completed with their parents or other adults 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 oversized magnifying glass. This time, look through it at each child.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Say, “Boys and girls, I am back to continue in our investigation of what people do at work. Let’s look at your activity sheets to find out what adults do when they go to work.” Ask students to show their drawings to a partner and explain what they learned about the adult’s job.</li> <li>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.</li> <li>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.</li> <li>4. End by telling the students that they have been great investigators of the world of work. Have them give a high five.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students tell a partner about two things they included in their magnifying glass illustrations.</li> <li>2. Students respond by reporting what is written on their activity sheets.</li> <li>3. Students offer their ideas.</li> <li>4. Students give a high five.</li> </ol>

**Teacher Follow-Up Activities**

Teachers may display the students’ work as a booklet as delineated in the letter and may discuss how the skills students use in school can be used in many jobs.

**Counselor reflection notes (completed after the lesson)**