

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies: C:A2 Develop Employment Readiness

Indicators: C:A2.7 Develop a positive attitude toward work and learning

Materials:

- Balloon
- The Little Engine that Could by Watty Piper
- The Little Engine that Could Activity Sheet for each student (optional, if time allows)

Vocabulary:

- Effort - working hard to get something done

Gathering:

Blow up a balloon slowly and appear to use immense effort. Explain to students that little by little you have to keep trying at what ever you do, even if it's hard. "Sometimes it takes a lot of effort to get a job done. For example, it took a lot of effort to blow up the balloon, but if you believe in yourself and work hard you can do anything."

Review Agenda/Before the Lesson:

Tell students they "will read a story about a train who had to work hard and keep trying at something she needed to do. The train's job was to make it up a very steep hill to make an important delivery." Ask students to "listen carefully to the story to find out how she got such a difficult, or hard job done."

During the Lesson:

Read the book. During the story, encourage students to chant along with the book "I think I can, I think I can..." After story, ask students:

- "How did the Little Engine get her job done?"
- "What did she keep telling herself?"
- "What does "I think I can, I think I can" mean?"

After Reading Lesson:

Give a personal example of effort or use a relatable example to kindergarten (i.e. blowing up a balloon). Connect examples to jobs and how people in jobs have to keep trying and never give up. (i.e. "What would happen if your teacher gave up and stopped teaching? Would she/he get their job done? Would you be able to learn and get really smart in school?") Tell students they can do whatever job they want to do when they grow up, as long as they believe in themselves, work hard, and keep trying.

Checking Out What You Learned/Assessment:

Ask students to share something they work hard at in school.

If time permits, give each student a copy of the activity sheet. After students complete worksheet, have students form a sharing circle. Instruct each student to share their activity sheet and share a time when they had to keep trying and never give up. Use the following sentence stem: "When I was a baby, I couldn't _____. Now I can." (i.e. tying shoes, riding a bike...).

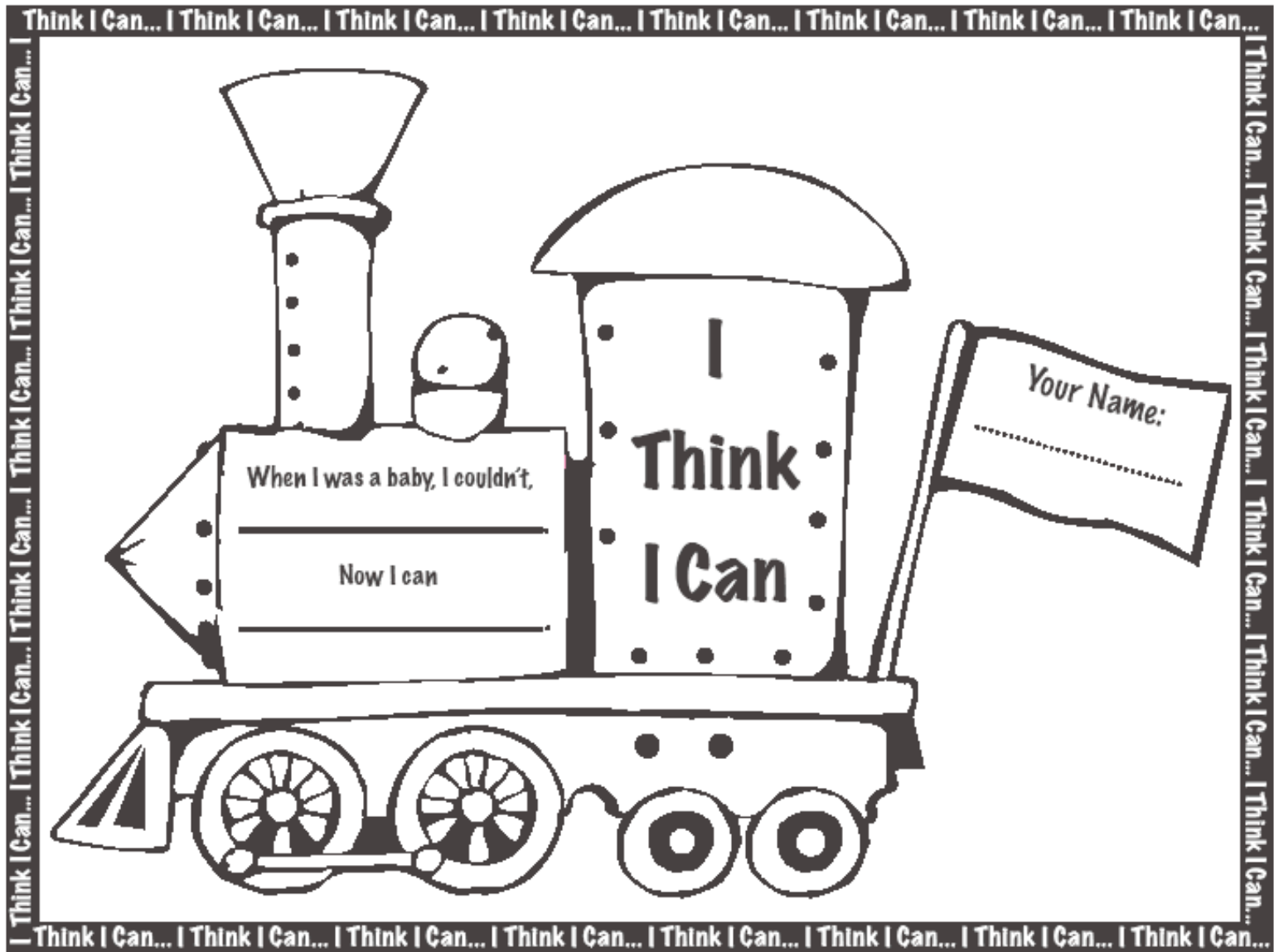
Closing:

Restate to students that little by little you have to keep trying at whatever you do, even if it's hard. Show students balloon again. Again, blow up the balloon slowly and appear to use immense effort. This time as you blow up the balloon instruct students to chant "I think I can, I think I can, I KNOW I can!" (repeat until balloon is fully inflated)

Reflective Questions:

What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?

Notes:



Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies: C:A1 Develop Career Awareness

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.9 Develop hobbies and vocational interests

Materials:

- Pictures of recognizable people to students (ie. Your school music teacher, school nurse, principal...)
- Cosmo Zooms by Arthur Howard
- Talent worksheet

Vocabulary:

- Talent – something a person can do well or is good at

Gathering:

Show students pictures of recognizable people, asking students “what is this person good at?” “What is this person’s talent?”

Review Agenda/Before the Lesson:

Tell students “what you are good at are usually the things you like to do. It doesn’t mean you have to be the best, but it is something you are good at, or a talent you might have”. Give personal example as a school counselor or another personal talent. Tell students they “will read a story about a dog that discovers, or finds, his talent.” Instruct students to listen carefully so they can figure out what the dog’s talent is too.

During the Lesson:

Read the book.

After the Lesson:

Ask students some or all of the following questions:

- “What talents did Cosmo’s friends have?”
- “Why did Cosmo think he had no talent?”
- “At the end, Cosmo found out what his talent was. What was Cosmo’s talent?”
- “How did he discover he had a talent?”

Tell students that “when people grow up they usually choose a job that uses all of their talents and is related to things they like to do.” Give students a personal example of being a counselor. “Counselors choose their job because they like working with students, and they are good at teaching and helping other people solve their problems.” Ask students what they’re good at or like to do. Popcorn around the room. Tell students they will have a chance to show their classmates what they’re good at.

Checking Out What You Learned:

Give each student a talent worksheet. Briefly discuss what each talent is. Instruct students to color two talents they have – the two things they are the best at.

Closing:

Staying at their tables and chairs, ask students to stand up when the counselor says their talent. If time permits, counselor can use a chart to graph student's talents and record frequency. At the end, tell students in the next lesson they will learn about different jobs and how they can use their talents in a job when they grow up.

Reflective Questions:

*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

After lesson, counselor can opt to compile students' talent worksheets into a "class book of talents."

Name _____

My Talents

Music



Writing



Gardening



Dancing



Working with Computers



Cooking



Playing Sports and Games



Art



*Adapted from Safe and Caring Schools, Free Spirit Publishing.

UNIT:
ACTIVITY:

Career Development
Different Places, Tools and Jobs

Grade Level K
Lesson 3

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies: C:A1 Develop Career Awareness

Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

Materials:

- Large job pictures (gardener, doctor, scientist, firefighter, artist, dancer, construction worker)
- Large places pictures (school, hospital, construction site, zoo, stage, office)
- Community Helper Pocket Flash Cards
- Job props (if available)
- “Matching Worksheet” for each student

Related Materials:

Who uses this? by Margaret Miller

Vocabulary:

- Job – work
- Talent – something a person can do well or is good at
- Tool – something a person uses to do their job

Gathering:

Select one or two of the provided job pictures and show students. Ask students: “What do you think this person’s job is?” “How do you know?”

Review Agenda/Before the Lesson:

Say to students: “Today we will learn about different kinds of jobs – like the ones you just saw. Before we do that, I want you to think about last week’s lesson. Last week we learned how talents are important in choosing a job. Remember, a talent is something a person can do well or is good at. What was Cosmo’s talent? If Cosmo had a job, what do you think his job would be?”

During the Lesson:

Show students a picture of a school (included in “places pictures”). “What kinds of jobs do people in our school have?” (i.e. principal, school nurse, cafeteria staff, custodial staff, counselor, bus driver, music teacher...) Ask students what a principal might be good at, or what talents they might have? Nurse? Cook? Pick one or two additional “places pictures” and continue activity (choose developmentally appropriate pictures to match each class’s readiness level). Ask students what jobs people might have in each place.

After the Lesson:

Group students into pairs. Give each pair a Community Helper Pocket Flash Card. Show students Community Helper Tool Cards a specific job might use. (or use job props if available) Ask students to raise their job picture in the air with their partner if it fits with the tools shown. Emphasize how boys and girls can have any of the jobs presented. Intentionally emphasize job cards represented by non-stereotyped/nontraditional genders (i.e. police officer represented by a woman, nurse represented by a man...). Tell students: "Boys and girls are equally able to do any job they want to as long as they believe in themselves and try hard."

Counselor can opt to facilitate a second round if time permits and students are still actively engaged.

Checking Out What You Learned/Assessment:

Give each student a matching worksheet.

Closing:

After students have completed their worksheet, ask students "What will your job be when you grow up?"

Reflective Questions:

*What did my students gain from this lesson?
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Notes:

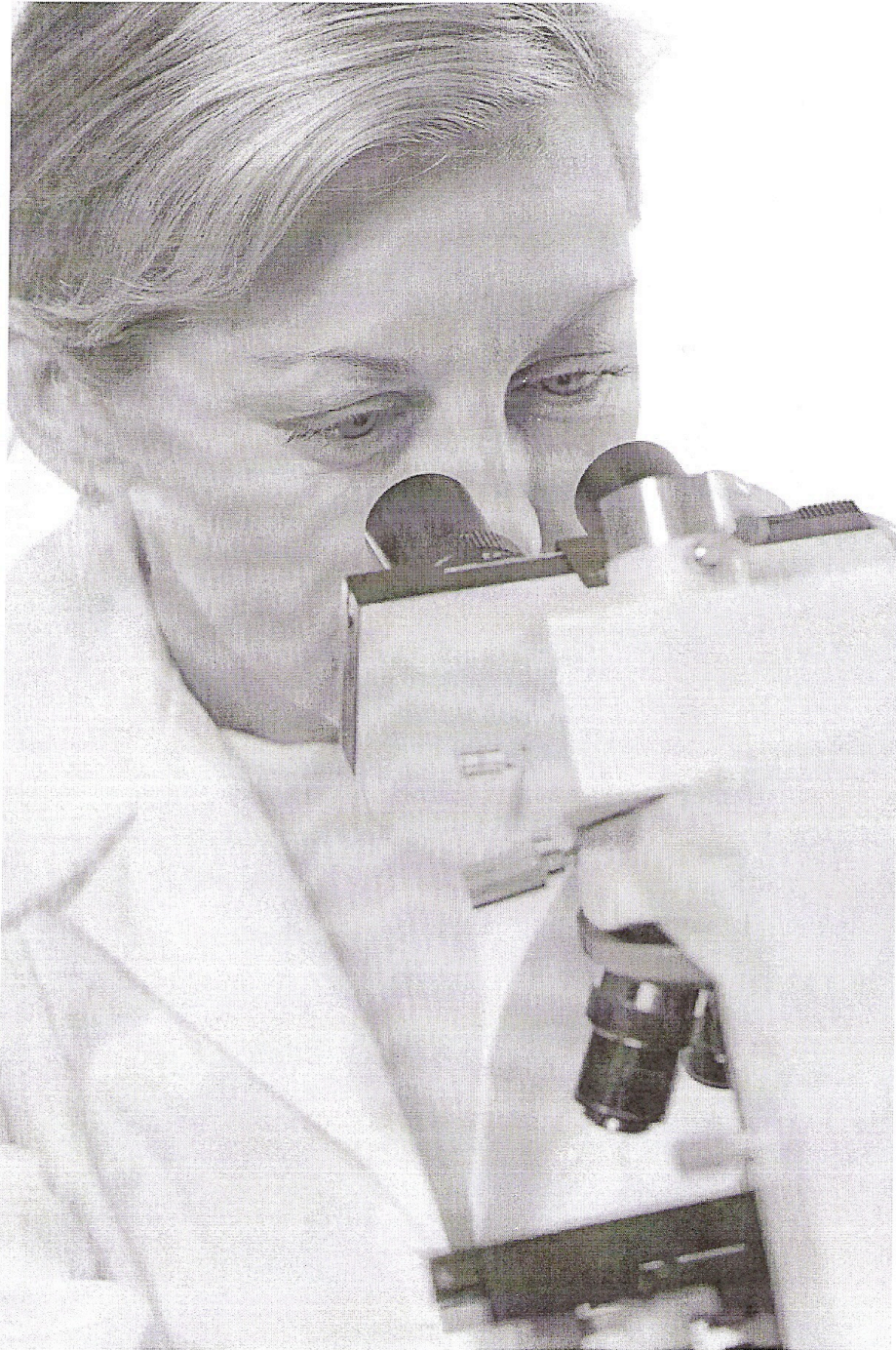
Counselor may want to review with students how to use the Community Helper Pocket Flash Cards. They are thin, easily bend, and must be used with respect.



Career Unit

Grade K, Lesson 3







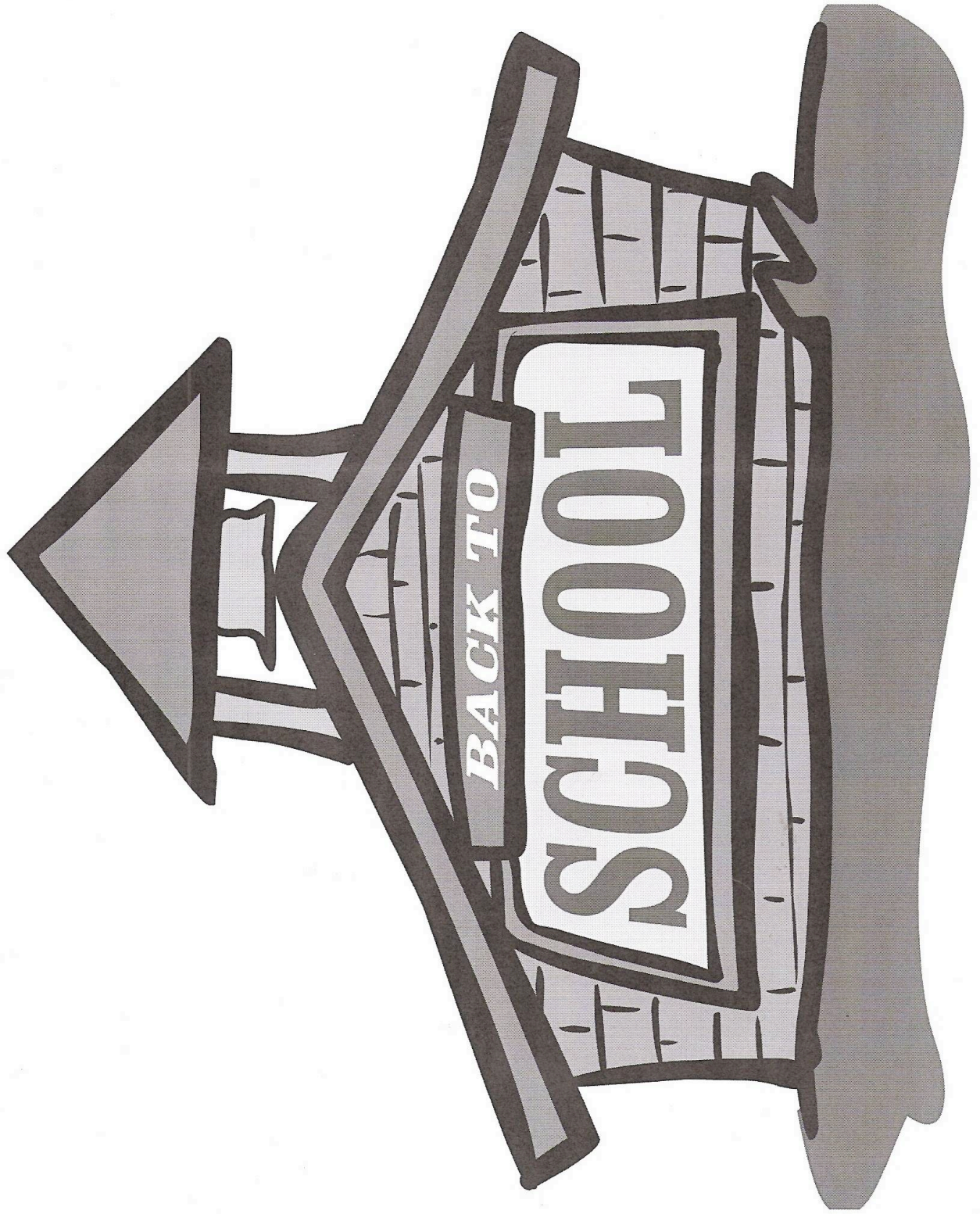






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Grade K, Lesson 3





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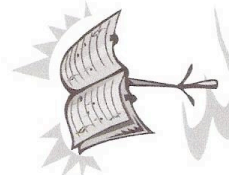
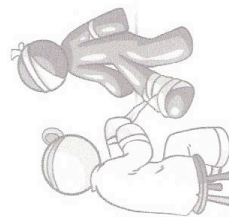
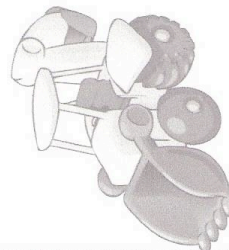
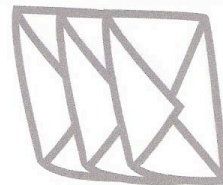
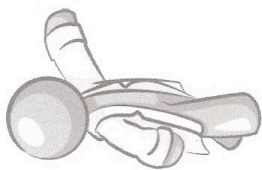
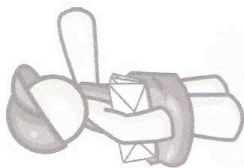
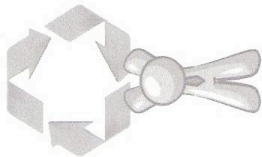
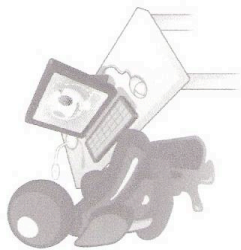
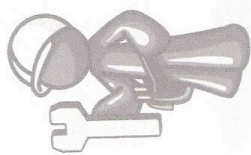
Career Unit

Grade K, Lesson 3

Name:

Different Places & Tools for Different Jobs

Directions: Draw a line from the place or tool to the matching job.



Kg, Lesson 3

Career
Unit

UNIT:
ACTIVITY:

Career Development
When I Grow Up

Grade Level K
Lesson 4

Career Standards: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies: C:A1 Develop Career Awareness

Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.9 Develop hobbies and vocational interests

Materials:

- Community Helper Pocket Flash Cards
- When I Grow Up by Mercer Mayer
- “When I Grow Up” activity sheet for each student
- Pictures of various jobs posted on black board (from lesson 3)

Vocabulary:

- Job - work
- Talent – something a person can do well or is good at

Gathering:

Choose four or five Community Helper Tool Cards. Show one card at a time to students and have them guess together what job would match the tools.

Review Agenda/Before the Lesson:

Review the various jobs students learned about during the previous lesson. “Today, we will learn about more jobs. Look at all of the pictures on the board, and listen carefully to the book we’re about to read. Both will give you ideas about what jobs you might like to have when you grow up.”

During the Lesson:

Read the book.

After the Lesson:

Give each student a “When I Grow Up” worksheet. Ask students to draw a picture of what they want to be when they grow up. (Encourage students to think about the book and look at pictures on the board to get ideas from.) Emphasize how boys and girls can be whatever they want to be, as long as they believe in themselves.

Checking Out What You Learned/Assessment:

After they are finished with their drawings, have students form a sharing circle on the carpet. Have students share their drawings.

Closing:

Emphasize how job choice can change as people get older. "While jobs use people's talents and interests, our talents and interests change as we get older. We practice and get better at different things. Because of this, we might change our minds when we become grown-ups. That's ok. The important thing is to keep thinking about what we want to be when we grow up." Facilitate whole-group response. On the count of three, have students finish the sentence with their own response: "When I grow up, I want to be a _____."

Reflective Questions:

*What did my students gain from this lesson?
How did it impact their thinking, attitudes and abilities?
What things did I do well? How did I know?
In what way did the strategies I used enhance learning?
How does my assessment meet my lesson objective?*

Notes:

If desired, counselor can compile student worksheets into a class book.

When I Grow Up

I want to be a _____.

Name: _____