

UNIT:
ACTIVITY:

Career Development
You Can Do It!

Grade Level 1
Lesson 1

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
C:A2 Develop Employment Readiness

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A2.7 Develop a positive attitude toward work and learning

Materials:

- Tiny plastic ant (alternatives: candy sprinkle of equal size or real ant in jar)
- Large marshmallow (counselor can also opt to give each student a marshmallow during the lesson)
- The Little Red Ant and the Great Big Crumb: A Mexican Fable by Shriley Climo
- "You Can Do It!" activity sheet for each student

Vocabulary:

- Determination – trying hard and never giving up until a job is done
- Fable – a story that teaches a lesson

Gathering:

Show students the little ant. Emphasize how small an ant is, and ask students to answer the question: "Do you think this little red ant can carry this huge marshmallow?"

Review Agenda/Before the Lesson:

Tell students: "Today we will read a fable about an ant like the one you just saw. A fable is a story that teaches a lesson. In our fable, the tiny ant finds a crumb that is too heavy to lift and searches for help. After seeking help from different animals she discovers who is really the strongest of all. Listen carefully so you can guess who is the strongest of all in the story."

During the Lesson:

Read the book. The book is lengthy and counselor must read quickly in order to make time for entire lesson. Use dialogic reading strategies in reference section.

After the Lesson:

Ask students:

- "What was the little red ant's job?" (Her job was to store food for the winter.)
- "Did the little red ant get her job done?"
- "How did she do it?"

Tell students: "Ants can lift things much, much heavier than them (10 to 50 times their body weight). The little red ant could easily carry the crumb, or the marshmallow, she only had to believe in herself. She had to be determined to succeed. When a person is determined they try very hard and never give up, just like the Little Engine from

kindergarten. The Little Engine had determination when she pushed the train up the very steep hill, and the little red ant had determination when she carried the crumb all by herself.”

Checking Out What You Learned/Assessment:

Ask students:

- “The ant’s job was to store food for the winter. What is your job at school?” (to store learning in your mind)
- “What is something that is kind of hard for you at school?”
- “What could you do to make it easier?” (Reinforce the importance of practicing, as well as asking for help. There are lots of people at school who can help them when they feel like giving up.)

If time allows, give each student an activity sheet and instruct them to draw a picture of something they have to try hard and practice at school. Students can draw their pictures inside the marshmallow. Tell students to write what is hard for them on the line at the bottom of the page. Counselor can give personal example of something that was hard for them, but how with practice and determination they were able to do it.

Closing:

Close lesson by leading students in a class echo chant (teacher says a line and students repeat the line for entire cheer):

Try, try, never quit!
Try, try, you can do it!
Practice, practice, never stop!
Practice, practice, until you reach the top!

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?*

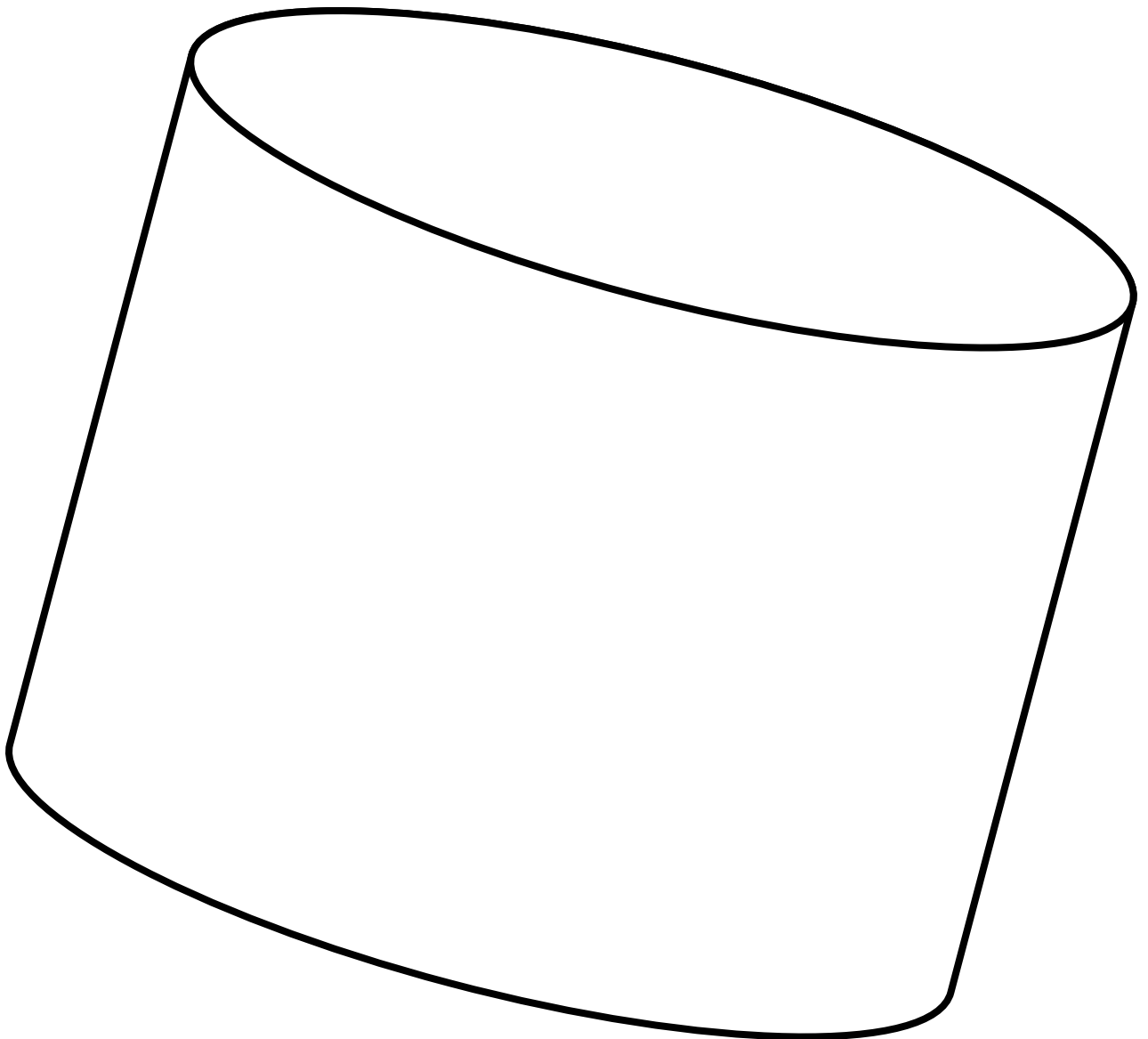
Notes:

*Adapted from Safe and Caring Schools

You Can Do It!!

Name _____

Try, try, never quit!
Try, try, you can do it!
Practice, practice, never stop!
Practice, practice, until you reach the top!



is sometimes hard for me, but I
will keep trying!!!



Career Unit

UNIT:

ACTIVITY:

Career Development

Recognizing Personal Dreams

Grade 1, Lesson 1

Grade Level 1

Lesson 2

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.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: C:A1 Develop Career Awareness
C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:C1.2 Explain how work can help to achieve personal success and satisfaction

Materials:

- Matthew's Dream by Leo Lionni
- 4 Career Pictures for each student (Counselor can pre-cut photos prior to lesson to save time)

Vocabulary:

- Career – a job that someone does for work
- Dream – something a person hopes will happen someday
- Talent – something a person can do well or is good at

Gathering:

Have students close their eyes and pretend to dream about what they want to be when they grow up. Take a few seconds and then call on students to share. Emphasize how there are two kinds of dreams. "One kind of dream you do while you sleep, the second kind of dreaming can be done while you are awake."

Review Agenda/Before the Lesson:

"Today we will learn about the kind of dreaming people do when they're awake. This kind of dream includes the things you hope will happen someday. We will read a story about a mouse named Matthew and a dream he had for what he wanted to be when he grew up – what he wanted to have for a career, or a job. In the story, he also discovers what his talents are – the things he is really good at. After our story, you will all get the chance to play a game and practice what you've learned."

During the Lesson:

Read the book.

After the Lesson:

Follow book by asking students some or all of the following questions:

- “When Matthew’s parents asked him what he wanted to be when he grew up, what did he say?”

“What was Matthew’s dream?”

- “Why did Matthew have the dream he did?” (Emphasize how his dream centered on his talents.)

“What did Matthew decide to become when he grew up – what was his career?”

Introduce connection between careers and dreams.

Checking Out What You Learned/Assessment:

Tell students they will get the chance to practice what they learned about dreams, talents, and careers. Each student will get 4 career pictures. Career pictures will serve as “game pieces.” Each piece has a picture of a job on it: police officer, musician, veterinarian, and painter. The counselor will read questions about which career goes with specific dreams and talents. Students will raise in the air the pictures/careers that answer each question. Emphasize how some or all of the questions have more than one right answer (i.e. small town vets work outside and inside, police officers might work with animals if they are in the canine unit...). Recognize similarities and differences between jobs.

- “Show me a career someone might have if their dream is to help other people.”
- “Show me a career someone might have if they are good at (have a talent of) painting.”
- “Show me a career someone might have if they like to work outside.”
- “Show me a career someone might have if they like working with animals.”
- “Show me a career someone might have if music is their favorite subject in school.”
- “Show me a career someone might have if their dream is to take care of dogs and other pets.”
- “Show me a career someone might have if they have a talent of working with their hands.”

Closing:

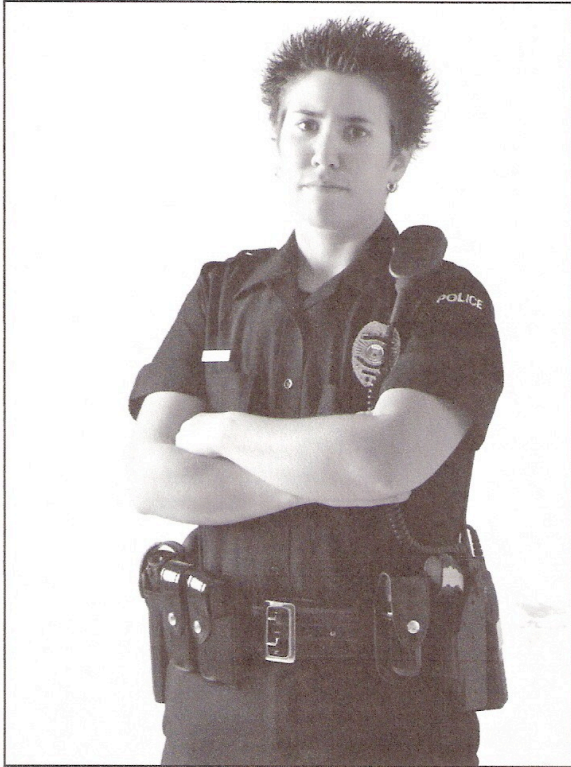
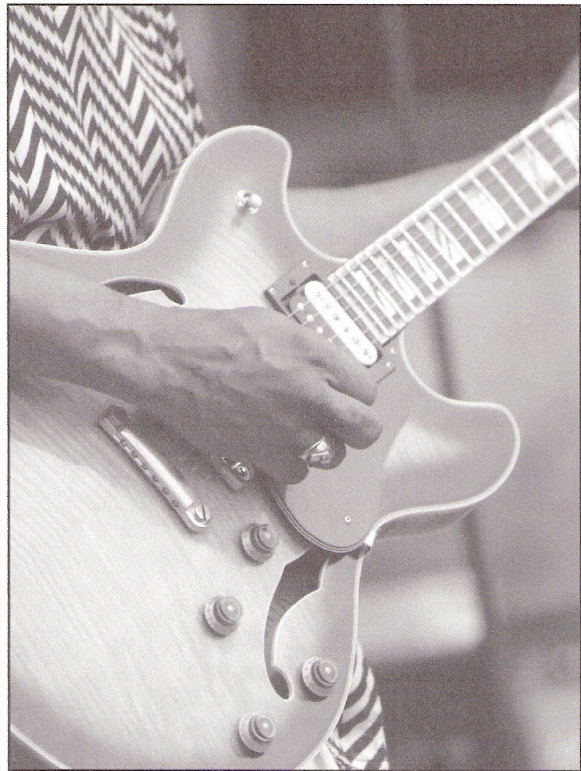
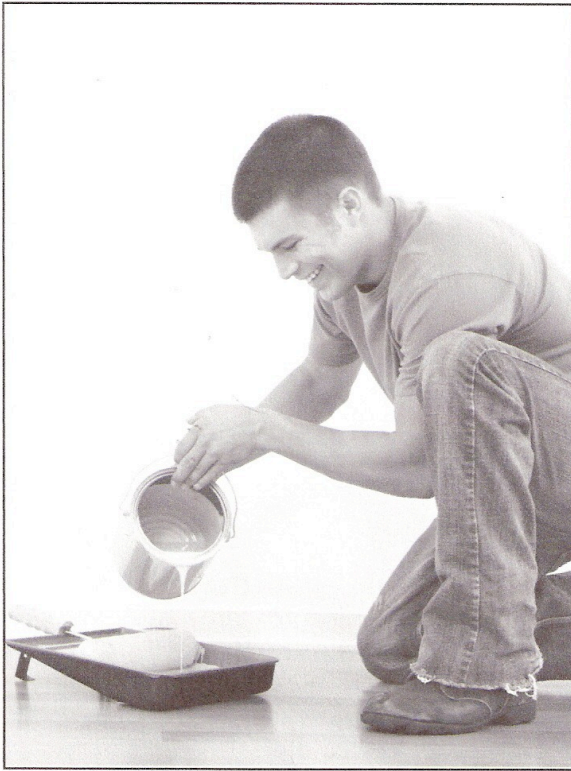
Emphasize to students how important it is for them to have dreams and know what their talents are. Knowing their dreams and talents will help them pick a career that will be right for them when they grow up. Instruct students to look at the four pictures and tell them to think about the one that they might like the most. “On the count of three, hold in the air one job you might like to do when you grow up.” Popcorn around the room quickly if students have additional jobs they might like to do instead.

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:

*Adapted from Safe and Caring Schools



Career Unit
UNIT:
ACTIVITY:

Career Development
Careers A-Z

Grade 1, Lesson 2
Grade Level 1
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.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: C:A1 Develop Career Awareness
C:C1 Acquire Knowledge to Achieve Career Goals

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:C1.6 Understand the importance of equity and access in career choice

Materials:

- A-Z alpha list
- When I Grow Up by P.K. Hallinan
- Community Helper Pocket Flash Cards (2 complete sets)

Vocabulary:

- Job - work
- Career – a job someone does for work

Gathering:

Show A-Z alpha list on overhead or elmo, or write A-Z on board or chart paper. Ask students to name different jobs. As students name jobs, write their ideas under the appropriate letter the word begins with. Do as many examples as gathering time allows. (Five to ten depending on pace of activity.)

Review Agenda/Before the Lesson:

“On the count of three, what job did Matthew have from our story last week?” Write “painter” or “artist” under the appropriate letters. “It is very important for all people to have dreams about what they want to be when they grow up, just like Matthew had in the last lesson. Today, we will read a story about different jobs using the alphabet. As we read the story, pay attention so you can name different jobs to add to our alpha list. The book will give us a lot of new ideas!”

During the Lesson:

Read the book. Throughout the book, emphasize how both boys and girls can have every job included. “Both boys and girls can be good at whatever job they want, as long as they believe in themselves and try hard.”

After the Lesson:

Divide students into dyads or triads. Give each group 4 or 5 sets of Community Helper Pocket Flash Cards (career cards and career tool cards). Demonstrate (model) to students how to work together to match careers to the appropriate tools. As they work, encourage groups to talk about each career and the tools they use.

Checking Out What You Learned/Assessment:

Ask students to name jobs they learned about in their game or in the book that were not mentioned at the beginning of the lesson. (Jobs/careers that are not written on the board.) As students share their ideas, ask the whole class to share what letter each job would fall under. Add jobs to existing list. Counselor can opt to use a different color marker to show additional careers learned throughout the lesson.

Closing:

Instruct students to look at the board. "These are just a few careers or jobs you could dream about having when you grow up. You might have a dream to do one right now. Your dreams might change when you grown up and that's okay – as long as you keep making them!"

Reflective Questions:

*What did my students gain from this lesson?
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What things did I do well? How did I know?
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Notes:

What could you be?

A to Z

A. _____	N. _____
B. _____	O. _____
C. _____	P. _____
D. _____	Q. _____
E. _____	R. _____
F. _____	S. _____
G. _____	T. _____
H. _____	U. _____
I. _____	V. _____
J. _____	W. _____
K. _____	X. _____
L. _____	Y. _____
M. _____	Z. _____

Grade 1 - 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.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: C:A1 Develop Career Awareness
C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:C1.6 Understand the importance of equity and access in career choice

Materials:

- Community Helper Pocket Flash Cards
- Career props (optional/if available)
- Magnifying glass image (use real magnifying glass if available)
- What Will I Be? by James Levin (cover the title of each job with a post-it note prior to each lesson)
- Sample “What Will I Be? Clue Book” activity sheet
- “What Will I Be? Clue Book” activity sheet for each student (counselor can cut and fold each sheet prior to lesson to save time)

Vocabulary:

- Clue – something that helps a person answer a question or solve a mystery
- Career – a job someone does for work
- Job – work

Gathering:

Show students two or three Community Helper Tool Cards (or job props if available) and have students guess what jobs match the tools. Show students image of magnifying glass. “What job would use this tool?” (detective)

Review Agenda/Before the Lesson:

Tell students they will be working as detectives today by solving mysteries. As detectives they will look for clues to figure out what jobs use certain tools. Introduce book to students. “What do you think the book will be about? What jobs do you think we’ll find in this book?”

During the Lesson:

Read the book. During the story, give students the opportunity to guess each job represented. As students guess, counselor can remove post-it notes so students can assess whether their guesses are correct or not. Also emphasize how “both boys and girls can have any of the jobs represented in the story. Girls can be police officers and carpenters; boys can be school teachers and nurses, etc... Both boys and girls are able to do anything they want when they grow up, as long they believe in themselves and try hard.”

After the Lesson:

Tell the students they will have an opportunity to make their own job clue book. Show students an example of a chef provided on the sample "What Will I Be? Clue Book." Show students each clue and have them guess what the job is. After their correct answers, show them the image of the chef.

Checking Out What You Learned/Assessment:

Give each student a blank job clue book. Instruct students to think of the job they want to have when they grow up. If counselor opts not to prepare books in advance, instruct students to cut along the dotted lines and fold along the solid line. Instruct them to draw or write three clues that represent the job they want (behind the 3 "clue" boxes). In the fourth spot, draw or write the name of the job. Give students time to create their books.

If time allows, form a sharing circle and allow each student to share their book. Allow students to guess one another's jobs.

Closing:

Reinforce how important it is to have dreams and believe in yourself when you think about what you want to be when you grow up. End with group cheer as an echo chant (teacher says a line and students repeat the line for entire cheer):

Try, try, never quit!
Try, try, you can do it!
Practice, practice, never stop!
Practice, practice, until you reach the top!

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:



1. Cut on dotted lines.
2. Fold on solid line.
3. Lift flaps to see clues.

What will you be?

Clue 1

Clue 2

Clue 3

What will
you be?

What will you be?

1. Cut on dotted lines.
2. Fold on solid line.
3. Lift flaps to see clues.



Clue 1



Clue 2



Clue 3



**What will
you be?**