

**Unit #1 Title:** What Do Adults Do When They Go to Work?

**Lesson Title:** Career Investigators - Jobs of Family Members (Part 2)      **Lesson 2 of 3**

**Grade Level:** K

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

**Grade Level Standard (GLSs):**

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

**American School Counselor Association (ASCA) National Standard:**

Career Development

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

**Materials (include activity sheets and/ or supporting resources)**

Student Materials: *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*; *Magnifying Glass Activity Sheet*, classroom quantities; markers/crayons  
Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	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>
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

**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, objectives and GLSs.**

**Assessment can be question answer, performance activity, etc.**

The student's understanding of roles and responsibilities of the various jobs will be assessed through completion of a drawing of a parent or other adult at work

**Lesson Preparation**

**Essential Questions:** (addressed during lesson)

What is work?

What is a role?

What is a responsibility?

**Engagement (Hook):** Come to class with the oversized magnifying glass, pretending to look at things and people through the glass.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>See Counselor Resource, <i>Tool Box: A Collection of Tools that Workers Use</i>.</p> <ol style="list-style-type: none"> <li>1. Say: "The last time I was here, we talked about why I have this big magnifying glass. Who's willing to remind everyone about why I need your help? What help do I need?"</li> <li>2. Continue with – "A responsibility I gave you was to observe workers everywhere you went. What workers did you observe?"</li> <li>3. Re-introduce the tool box by asking students to remember one tool that was in the tool box.</li> <li>4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will volunteer to answer questions.</li> <li>2. Students will contribute to the discussion by naming workers they saw.</li> <li>3. Students tell the class one tool they remember.</li> <li>4. Students will contribute to the discussion by naming the tool and a worker who would use the tool.</li> </ol>

<p>uses the tool. Example: “Who uses a hammer as a tool at work?”</p> <p>5. Ask: What jobs do you do to help at home?” “The ways you help at home are your work and the jobs you do are your responsibilities. All workers have roles and responsibilities.”</p> <p>6. “Can someone tell me what an interview is? An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator and interview a parent or another adult. You will be asking adult questions about his or her work.” Provide opportunity for students to practice interviewing with a partner.</p> <p>Give each student a copy of the <i>Parent Letter</i> and the <i>Magnifying Glass Activity Sheet</i>. Tell students that the letter is for their parents and the magnifying glass will be used to “record” their investigation.</p> <p>7. Explain to students that, after their interview with an adult, they will use the <i>Magnifying Glass Activity Sheet</i> to record (draw) one adult doing his or her job. (The activity sheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).</p> <p>8. End session by commenting on investigator characteristics and commend the class on being good investigators of people at work.</p>	<p>5. Students will contribute to the discussion by identifying responsibilities they have at home</p> <p>6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.</p> <p>7. Students will ask clarifying questions and will summarize what they are to do at home.</p> <p>8. Students take home the <i>Parent Letter</i> and <i>Magnifying Glass Activity Sheets</i>.</p>
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### Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

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

**PARENT /FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES:  
Cover Letter**

Dear Parent/Guardian of a Kindergarten Student:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by \_\_\_\_\_.

Thank you in advance for your help in this project.

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My \_\_\_\_\_ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a \_\_\_\_\_ (insert job name). At this job, he/she

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(Insert brief description of role and responsibility family member has in his or her job).

Magnifying Glass Activity Sheet

