

**SUSD Elementary Lesson Plan**

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| **Topic:**  Career Who Am I Game  **Duration:** 30 minutes  **Grade Level**: Kindergarten | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  C:A1.2 - Learn about the variety of traditional and nontraditional occupations  C:A2.3 - Demonstrate knowledge about the changing workplace  **ASCA MINDSETS & BEHAVIORS**  Mindset Standard: 4 – Understanding that postsecondary education and life-long learning are  necessary for long-term career success  Mindset Standard: 6 – Positive attitude toward work and learning | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| Students will focus on the concept of work by guessing the jobs of various workers in their community. | | Workers  School community  Neighborhood and city community | |
| **INTRODUCTION TO LESSON** | | | |
| Students will be introduced to the various workers and jobs at their school and community by listening to riddles that describe the worker's job (see job.pdf under resources). | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Play “Who Am I?” riddle game. Read each job riddle. | | Students must listen for all clues and then they may guess which worker has been described. | |
| After correct guesses, display the worker's picture. The various competencies can be addressed by referring to the following: personal qualities and education that is needed for that particular job. | | Students will state orally the importance of each job and how it relates to helping the school/community function properly. | |
| Ask if any of the jobs are just for men or just for women. Ask why worker names like: policeman and fireman were changed to police officer and firefighter. Cooperation among workers to accomplish tasks to get things done. | | Students will respond with thumbs up or down to answer if jobs are just for men and women. Students will state why worker names were changed to include women workers. | |
| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| Display the worker's picture. Ask students to name the people at their school, and their jobs. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W –  I- Students will use inquiry in determining of different communities: school, neighborhood and city community.  C- Students will collaborate in discussing and coming up with examples of community workers.  O –  R – | | | |
| **RESOURCES** | | | |
| Adapted from Missouri Comprehensive Guidance. A Model For Program Development, Implementation, and Evaluation. 1993 | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Adapt riddle comprehension questions that gets easier or harder depending on how the student is performing. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| <http://www.tusd1.org/contents/depart/counseling/elcurriculum/Who_am_I.pdf> | | |