

 **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 occupationsC: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 successMindset 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> |