# UNIT: Career Development Grade Level 1

ACTIVITY: What Will I Be? 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.

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. (If you stack several ahead of time and cut on the three dotted lines this will save time). 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.

Have students walk around the room and share their book with others. Have them show the first three clues and see if the other students can guess the career.

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:

This may take two lessons. If you do not have time for 2 lessons, you may want to omit the book, or not have students share out their books.

When making the book and printing it you will need to print the left front side of the sheet on the back right side of the sheet.



Career Unit, Des Moines Elementary School Counseling Grade 1, Lesson 4What 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?**

Career Unit, Des Moines Elementary School Counseling Grade 1, Lesson 4



1. Cut on dotted lines.

2. Fold on solid line.

3. Lift flaps to see clues.

Pictures should be on the back side of the paper so when students open the clue tabs the pictures will be there.

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