**UNIT: Career Development Grade Level K**

**ACTIVITY:** When I Grow Up **Lesson 4**

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|  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 |
|  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:A1.9 Develop hobbies and vocational interests |

Materials:

* Community Helper Pocket Flash Cards
* When I Grow Up by Mercer Mayer
* “When I Grow Up” activity sheet for each student
* Pictures of various jobs posted on black board (from lesson 3)

Vocabulary:

* Job - work
* Talent – something a person can do well or is good at

Gathering:

Choose four or five Community Helper Tool Cards. Show one card at a time to students and have them guess together what job would match the tools.

Review Agenda/Before the Lesson:

Review the various jobs students learned about during the previous lesson. “Today, we will learn about more jobs. Look at all of the pictures on the board, and listen carefully to the book we’re about to read. Both will give you ideas about what jobs you might like to have when you grow up.”

During the Lesson:

Read the book.

After the Lesson:

Give each student a “When I Grow Up” worksheet. Ask students to draw a picture of what they want to be when they grow up. (Encourage students to think about the book and look at pictures on the board to get ideas from.) Emphasize how boys and girls can be whatever they want to be, as long as they believe in themselves.

Checking Out What You Learned/Assessment:

After they are finished with their drawings, have students form a sharing circle on the carpet. Have students share their drawings.

Closing:

Emphasize how job choice can change as people get older. “While jobs use people’s talents and interests, our talents and interests change as we get older. We practice and get better at different things. Because of this, we might change our minds when we become grown-ups. That’s ok. The important thing is to keep thinking about what we want to be when we grow up.” Facilitate whole-group response. On the count of three, have students finish the sentence with their own response: “When I grow up, I want to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

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:

If desired, counselor can compile student worksheets into a class book.

**When I Grow Up**

I want to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_