**Careers Lesson: First Grade**

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| **Grade** | **Essential Questions** | **Vocabulary** | **Knowledge** | **Skills** |
| **1** | Why is it important for people to work? Why is it important for people to go to school? | Review*-* Job Work | Understand going to school is a student's job. List the jobs people do at home and at school.  | Explain how school and jobs are connected. Share with us what job(s) you might want to have when you grow up. |

**Title of Activity:** Careers in the Community

**Time required:** 30 minutes **Grade Level:** First Grade

**Lesson Goal:**

* Review community careers and the skills and tools required in order for people to be successful in these careers.

**Objective:**

* Students will make the connection between the skills, duties, and tools required for a variety of community careers through an interactive “fly swatter” game. Student will also explain the importance of these careers in the community.

**Wisconsin Comprehensive School Counseling Standards Addressed:**

* C.1. Understand how to relate school to life experiences
* H.4.1.1 Learn to work together in a classroom setting
* G.1 Develop the ability to make informed career decisions based on self-knowledge
* I.4.3.2 Identify similarities and differences among people that are valuable at work and in society

**Competencies**:

* Students will begin an exploration of careers in the community as well as the types of jobs and skills they currently have in school and at home. Students will begin to connect the concepts of responsibility, skills, and interests to their projected career goals.

**Materials:**

* Two Fly Swatters
* “Swat Away: Let’s Get to Work!” Worksheet (Attached)
* Projector and White Board
* Swat Away: Community Workers Descriptions (Attached)
* Two Strips of Masking Take (To Mark Start Position)

**Introduction:**

* After a brief check-in with the students, tell the students that we will be beginning our unit about jobs, work, and what they want to be when they grow up.

**Main Activity:**

* *Whole Class Discussion*
	+ Do a quick go-around, having students state what he or she wants to be when they grow up.
	+ *Timed-Pair-Share:* Ask the students to talk to their carpet partner about the types of jobs they see at Nicolet. As the students discuss with their partner, provide hints that there are a lot more jobs than just teachers in schools.
	+ Bring the class back together, and have them share what they discussed with their partner. If not stated, bring to the student’s attention that there are a number of jobs in a school, and it takes a lot of people to make Nicolet a great school. Examples of school jobs include: principals, teachers, associate principals, cooks, cafeteria workers, recess supervisors, school counselors, school social workers, secretaries, custodians, etc.
	+ Ask the students: “Did you know you have an important job at this school?” (Students!). “What do you do in your job as a student?” (Follow school rules, learn, help each other, be respectful, responsible, safe, etc.)
* *Career Fly Swatter Game!*
	+ Split the class into two teams and have each team form a line on the carpet. Use strips of masking tape to mark the “start” point a couple of feet from the projector screen.
	+ Project the “Swat Away: Let’s Get to Work!” sheet on the screen.
	+ Tell the students that they will need to listen for clues about one of the jobs that are on the screen. Once they know which job the clues match with, they need to race their partner from the other team and “swat” the correct picture with their fly swatter. The student who swats the correct picture first, wins a point for their team. Those two students then move to the back of their team’s line, and the next team member listens to the clues for another job. The game continues until everyone has had a turn.
	+ ***Note:*** It may be appropriate to review the types of jobs depicted on each picture prior to beginning the game.

**Evaluation and Assessment**

* Students will be able to list a variety of careers available in the community and recognize basic skills related to community workers, as demonstrated through discussion and successful identification of community workers during the “Swat Away: Let’s Get to Work!” game. During the whole-class discussion, students will demonstrate their understanding of their job as a student by identifying at least one way they work as a student.