### TUCSON UNIFIED SCHOOL DISTRICT COMPREHENSIVE COMPETENCY BASED GUIDANCE

**Lesson Plan**

<table>
<thead>
<tr>
<th>Counselor Name: Denise Robison</th>
<th>School: Johnson Primary</th>
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<tbody>
<tr>
<td>Title of Lesson: All Those Jobs</td>
<td>Quarter: 3rd</td>
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<tr>
<td>Audience: Classroom</td>
<td>Small Group</td>
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<td>Level: Primary (K-2)</td>
<td>Intermediate (3-5)</td>
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<td>Target Grade: 2nd</td>
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### COUNSELING STANDARDS

**ACADEMIC**
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

**CAREER**
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

**PERSONAL/SOCIAL**
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

### COUNSELING COMPETENCY(IES)
CAREER-Display an awareness of the dignity of all careers. ACADEMIC-Show ability to follow instructions and to complete all assignments.

### ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

### MATERIALS/RESOURCES:
The book What Will I Be? by James Levin, (the book is optional) magazine, glue, scissors, large paper, chart paper, marker

### ACTIVITY:
1. If you have the book, it is a good way to introduce various careers, or make up your own way to introduce careers. Have students brainstorm additional ones. Put these on the chart paper.
2. Ask students to cut out pictures from magazines that show different careers and glue them to a large piece of paper. (Younger students may benefit from a graphic organizer divided into sections such as: jobs that involve things/data/people or jobs that are indoors/outdoors, working with people/alone, etc.)
3. Have students share collages with the class. Next, add
any career on the collage that is not already on the chart. 4. Put students in groups of four and have them share what they want to be when they grow up. With older students have them write about their choice. Tell students they may change their minds many times, but for today, what do they want to be.

**EVALUATION:**

**Pretest/Post test:** Ask students to list jobs that they are aware of and compare these to the list of jobs after completing collages.

**How did the student change as a result of this lesson?** Students will demonstrate a greater awareness of the different types of jobs and begin to see themselves in the role of a job holder.

**Information/Comments/Follow-up:** Be careful not to ask students what job their parents have because this could be embarrassing to students when their parents do not have a job.

REVISED 11/05/03