Counselor Name: [Name]
Title of Lesson: I Am a Worker
School: Tucson Unified School District
Quarter: 3rd

Audience: ☒ Classroom  ☐ Small Group
Level: ☒ Primary (K-2)  ☐ Intermediate (3-5)
Target Grade: 1st

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)
Identify and describe responsibilities/chores at home.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
Chart paper
Markers

ACTIVITY:
Ask students to identify some of the responsibilities/chores they have at home to help their family. List responsibilities/chores on the chart paper. Lead the class in a discussion about chores being a “first job.” List materials the students need in order to do their chores. Discuss the importance of being prepared to do their chores properly and timely. If students say they do not have any chores, have them choose something from the list that they would be willing to do. Discuss how these “first jobs” help to prepare them for future jobs that they may or may not want to do.
EVALUATION:
Pretest/Postest: What is a chore?

How did the student change as a result of this lesson? Students will understand how these “first jobs” help prepare them for future jobs.

Information/Comments/Follow-up: Follow-up by showing students the list of chores, and ask what job matches the responsibility of the chore.

REVISED 11/05/03