

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: NAME THAT JOB

SUBJECT: Guidance Activity

GRADE LEVEL(S): K-2

SC Career Guidance Standard/Competency

- Learning to Work: Standard 5. Students will understand how community awareness relates to work.

- Competency 5.2. Describe how work and careers relate to the needs of their community

National Career Development Guidelines Goal/Indicator

- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

- Indicator CM3.K5. Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Lesson Objectives

1. Students will expand awareness of workers in their community.
2. Students will recognize that workers use many kinds of tools.
3. Students will recognize that they are workers and use tools to complete their schoolwork.

Assessment

1. Students will participate in the *Name that Tool* activity (informal assessment-observation).
2. Students will write the names of and/or draw pictures of at least 5 tools they use as a student “worker.”

Preparation

- Prior Learning—N/A
- Handouts/Worksheets—N/A
- Resources—Tools used in various occupations (e.g., hammer, hair dryer, mixing bowl, car keys, stethoscope, calculator, tape measure, blueprints, telephone, trowel, laptop computer, screwdriver, other), paper, crayons
- Time Required—45 minutes

Procedures

- Prior to the activity, gather an array of tools as suggested above and place them in a large box.
- Tell students there are a lot of tools in the box and ask them what they think a tool is.
- Next, remove the hammer from the box and ask the students if it is a tool. The students will probably answer “yes.”

- Take the hairdryer from the box and ask if it is a tool. Most likely the students will answer “no.” Explain that the hairdryer is a tool because it is something that helps a worker do his/her job. As such, it is a tool for a hair stylist.
- For the rest of the activity, display one tool at a time. As you take the tool out of the box, ask students to identify the object and say whether or not it is a tool. Ask students who might use the tool in their work. (If students gender stereotype who does what occupation, be sure to correct this. Remind students that both men and women can do the work.)
- Encourage students to ask questions about the occupations.
- As time allows, have students brainstorm other tools people use in their work.
- Discussion Points:
 - Ask students how much education they think each of the occupations requires.
 - Ask students if they found any particular occupation interesting to them.
 - Ask students if they know anyone who works in one of the occupations described.
- Remind students they are “workers” and use tools to do their schoolwork.
- Give students paper and crayons. Have them write their name and the title *Tools I Use in School* on the paper. Then explain that they are to write the names of and/or draw at least 5 tools they use as a student.