

Title: What Do I Want To Be When I Grow Up?

Grade Ranges:

K-4
 5-8
 9-12

Subject Tag:

Business Education

Synopsis:

In this activity students will become aware of the many types of jobs that exist by thinking about the people they know. As a class, students will chart the jobs of people they know and the work these people do. Students will share what they would like to be when they grow up and why they have made the choice they have.

Keywords:

jobs, neighborhoods, work, choices, careers, products, services

Body:

1. Before you begin this lesson, put the following chart on the board or flip chart.

PERSON	JOB	DOES THIS PERSON MAKE SOMETHING (A PRODUCT)? WHAT?	DOES THIS PERSON HELP OTHERS? HOW?
Ms. Jones	Teacher	No	Yes, Teaches students

2. Establish the focus for the lesson by asking the students to think silently about the following questions. The thinking process allows students to begin to process their thought patterns. Don't ask for oral responses. Observe students' faces. When you think they have given the question sufficient thought, move to the next question. Encourage the students to remember their thoughts and answers because they will need that information later in the lesson. The questions are:
 - Have you thought about what job you would like to have when you grow up?
 - What job or type of work would that be?
 - Have you thought about why you want to do that particular job?
 - Do you know anyone who has that particular job?
3. Tell students to take a minute and think (no talking allowed) about the people they know – their parents, grandparents, other relatives, parents of their friends, neighbors, etc. What kinds of jobs do these people have?
4. Move to the empty chart on the board or flip chart. Explain the chart by walking the students through the columns of the chart and explaining that you would like the students to tell you about a person they know, the job that person does, and whether this person makes a product or helps other people. As the example on the chart in Step 1 indicates, you can use yourself as the first example.

5. Encourage but do not require every student to contribute to the chart. Once you have about 10-12 responses, ask the students to count how many people will make things and how many people will help others. Make the notation at the bottom of the appropriate column. Take advantage of this opportunity to reinforce mathematics skills by asking the students to check the addition aloud with you. Ask for a show of hands as to which column has the most and which column has the least. You may also want to introduce the terms “products” and “services” as labels for each of the columns.
6. Ask the students if they still remember their thoughts and answers to the three questions you asked at the beginning of the lesson.
7. Tell the students that you are going to ask for volunteers to tell everyone what they want to be when they grow up. Explain that as they share their choices, you will make a list of the jobs. It is not necessary to list the students’ names, just the job titles. Again, do not require that every student participate.
8. Bring closure to the lesson by asking students to look back at the two charts and look at all the different jobs that are listed. Remind the students that there are many job opportunities for them as they grow.

Related Links:

Elementary Career Sites

<http://www.coe.iup.edu/ce636/ssites.htm>

Explore these career sites recommended by other elementary school students

What I want to be.....

<http://www.nashvilleschooltocareer.com/elemplan.html>

Explore links and learn about many careers. Site aimed at elementary school-aged children.

Objectives:

Students will:

- identify a variety of jobs that they have seen.
- recognize the work done in various jobs.
- share the types of jobs they would like to do when they grow up.

Standards:

NY: Language Arts 1 – Students will read, write, listen, and speak for information and understanding. **3** – Students will read, write, listen, and speak for critical analysis and evaluation.

NYC: A3a. Gather information to assist in completing project work. **A4b.** Keep records of work activity in an orderly manner.

CT: Technology Education 3: Career Awareness — Students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements

NJ: Cross-Content Workplace Readiness 3 — All students will use critical thinking, decision-making, and problem-solving skills.

Time Required:

One Class Session

Technology and Materials Needed:

1. Board or flip chart
2. Pre-developed matrix for group discussion

Procedures:

Assessment Criteria:

1. Could the students identify jobs of people they know?
2. Could students express themselves about what they would like to do when they grow up?

Recommended Lesson Plan Review Date:

Review comments:

Check Web sites.