



Grade Level: 1-2

Length of Unit: Four to five 30- to 45-minute class periods

Objectives:

Students will be able to:

- Identify different types of jobs and the services or products they provide
- Understand the kinds of contributions different workers make to the community
- Identify and research the skills and education necessary for different types of jobs

Subjects Covered:

- Economics and micro-economics: products and services, employment, job training, earning
- Language arts
- Visual arts
- Vocabulary development
- Research skills

Materials:

Worksheet

Chalkboard

Computer(s) with high-speed Internet access (if available)

Preparation:

Review material and print out worksheets

Procedure:

Part I: Class Activity

Visit Mandarin Mountains: Mission 2. View as a class and discuss the content with the students, answering any questions they have.

If Internet access isn't available in your classroom, you can provide alternative materials or activities that address some or all of the following:

- Why people need to earn money
- Some of the different ways people earn money
- The kinds of skills and talents required to do different kinds of jobs
- The kind of training or education required to do different jobs
- How education and training can affect earning potential

Part II: Class Discussion

Ask class volunteers to summarize what they learned about earning in the last class. Then, encourage students to share their personal experiences and whatever anecdotal information they possess about people who work in various types of jobs and environments, or who are currently in school. For instance:

- The kinds of jobs students' parents, family members and acquaintances do to earn money
- Do students know anyone who is (or has been) in school or training for a particular kind of job, or who is in college, university, or graduate school to get a particular kind of diploma or degree?

You can record students' answers in a T-chart on the blackboard, listing the jobs and careers in the left column and the skills and training required in the right column. You can augment students' contributions with as many details and suggestions as required to include a broad and interesting cross-section of potential jobs in the graph.

Job	Skills/Training
Veterinarian	<ul style="list-style-type: none">• Good with animals (and their humans), not queasy about blood and giving needles• University and Veterinary school
Firefighter	<ul style="list-style-type: none">• Brave, strong, good at teamwork and staying calm in an emergency• Special firefighter training
Scientist	<ul style="list-style-type: none">• Good at doing research, careful and detail-oriented• University degrees in science
Bus Driver	<ul style="list-style-type: none">• Good driver, good with people, patient• Bus driver training
Carpenter	<ul style="list-style-type: none">• Good with hands, strong, good coordination, detail-oriented• Apprenticeship, working with more experienced carpenters
English Professor	<ul style="list-style-type: none">• Likes books and doing research, good teacher, enjoys writing• University and graduate degrees in English

Part III: Classwork

Hand out the worksheets and turn to Part 1. Tell students that they can either:

1. Draw a picture of a job they would like to do
2. Write a paragraph describing a job that appeals to them and what they like about it

Hand out drawing and coloring supplies to students who want to draw a picture. Ask students to write the name of their job at the top of the page above their drawing or essay.

After they've finished the exercise, discuss:

- Which jobs they picked and why
- What they like about the job
- Whether they think they would be good at that job and why
- What are some of the things they will need to pay for with the money they earn at their job
(*Hint: You can list these on the board*)

Part IV: Homework or Classwork

Ask students to fill in the rest of Part 1 of their worksheet in class, at home, or at the library. If students do not yet have the research skills to look up the training for their chosen job, they can work with their parents, with you, the librarian, teaching assistant, or other mentor to do the research using the Internet or print resources.

After they've finished, you can hang everyone's worksheet on an imaginary "job board" on one of the classroom walls.

Part V: Class Activity and Discussion

Working together as a class, complete Part 2 of the worksheet. Help students with the pronunciation of unfamiliar words and to understand the various skills and responsibilities involved in the different types of jobs represented.

(Hint: If your class is very advanced, or if you have a mixed-grade class including some higher-level students, you can let the students complete as much of the worksheet as they can in groups before finishing it as a class.)

When you've finished the worksheet, ask students to spend some time reviewing and memorizing some of the new vocabulary as homework or as an in-class assignment.

Assessment:

Completed worksheet
Participation in class discussion
Group cooperation and leadership
Mastery of new vocabulary

Additional Activities:

- Organize a career day by asking parents or other people in the community to come in and talk to your class about their jobs
- Discuss with students what they think employers look for in potential employees. Ask students to imagine that they are applying for their dream job. Ask them to write an imaginary letter explaining to an employer why he or she should hire the student for his or her dream job.
- Discuss with students some of the ways older students earn money and some of the jobs they do