

## WHEN I GROW UP I WANT TO BE...

### Lesson Description

A unique approach to learning and reinforcing various jobs and careers performed by people in our world is **Occupations J-I-N-G-O**. Not only does the game build vocabulary skills, listening skills, and word/picture recognition, it focuses on careers people have, careers of people we know, or those careers that children dream for when they 'grow up'. This game is an easy technique for the classroom teacher to capture student interest while developing economic literacy.

### Concepts

producers, goods, services

### Grade Level

First Grade

### Arkansas Economic Standards

E.8.1.1 Recognize that people are producers of goods and services.

E.8.1.3 Discuss skills and education necessary to perform a job.

### Student Learning Objectives

Students will:

- demonstrate an understanding that people are producers of goods and services by providing correct verbal response as the teacher writes a list of jobs on dry erase board, chalkboard or chart paper
- Transfer the knowledge of adults as producers of goods and services to children growing up to be producers when directed to think about "What do I want to do when I grow up?"
- Students will demonstrate knowledge of various occupations by people they know personally
- Students will demonstrate jobs by playing charades to 'act out' the occupation of producers of goods or services
- Students will create a word web, "What Will You Be?", to list words related to the occupation, designate whether he/she would produce a good or service, and draw a self portrait performing the job

### Time Required

Lesson - JINGO Game - 20 minutes

Lesson - Teaching Segment - 15 minutes

Economic Concept Review - Charades Game - 15 minutes

Worksheet Word Web and Self Portrait - 30 minutes

### Materials

Lesson - game - Occupations J-I-N-G-O by Deandra Dean-McLoud

dry erase board, chalkboard, or chart paper and markers

Assessment - copies for each student - teacher created worksheet, "What Will You Be?",

class supply of sharpened pencils and crayons

### Procedure

1. Before playing the game, JINGO, ask students if they can tell the class what the term occupation means. Allow a few minutes for discussion before tell them that an occupation is a job or career. Allow a few minutes for students to tell the jobs of parents, before introducing the game. Explain the rules for playing apply just as other bingo games the class has played during the year. Play the game for approximately 20 minutes, taking care to read the definition of each job and whether the person produces a good or service as students look for it on their bingo cards. Continue playing until several students have had the opportunity to win. When checking a winner's game, allow classmates to name whether the job produces a good or service.
2. After playing the game, tell the students that they will help create list of jobs as the teacher writes them on the board. Write the title, JOBS or CAREERS, at the top of the board with two subheadings, "Goods" and "Services". (This can also be written on chart paper if the teacher prefers.)

### Closure

As a follow up, using the cards from JINGO, allow students to play charades. Place the cards in a stack, face down, and allow students to take turns drawing a card and acting out a job done by the producer named on the

card drawn. As a student correctly names the producer, he/she must also name whether the job done is a good or service. A correct answer earns that student the opportunity to draw the next card to demonstrate a producer at work.

### Assessment

To assess student learning of producers and the goods and services they produce, provide each student with the teacher created worksheet, "What Will You Be?". This activity requires students to write a job or career in the word web circle. Read the directions with the students. Reinforce the directions by telling them to write short phrases on the lines leading from the circle to describe the work done by a producer in that job. Allow time for students to complete the task.

Next, instruct students to draw a self portrait performing one of the tasks written on the lines of the web. Finally, students should answer the question that requires student to answer whether the producer in that job performs a good or service.

(One student's assessment is included in SUPPORT MATERIALS.)

Follow Up Activity - YOU'RE THE TEACHER NOW!

### Home/School Connection

A 'Career Day' sponsored by the school counselor allows parents to share their job expertise with their children's grade level peers. During these rotations, students rotate through presentations as they experience show and tell demonstrations about specific careers.

To involve all students and families in this teacher's class, students create displays, posters, decorated hats or aprons to use as resources to teach their class peers about a career. Some of the careers choices could be: nurses, teachers, policemen, firemen, race car driver, artists or veterinarians.