

Work Awareness: Exploring Jobs and Careers

Introduction	This activity asks students to explore the knowledge, skills, and abilities required for various types of jobs. It is a suggested follow-up to the Tsongas Industrial History Center's Workers on the Line program.
Target Grade(s)	4-6
Time	2 classes
Lesson Preparation Background Information	<p>Print a copy of Job Interview Worksheet for each student</p> <p>Students should have some knowledge about the world of "work": the types of work/jobs required to support a society and the reasons that people work.</p> <p>The Industrial Revolution, and the urbanization of society, changed the jobs people do and how they work. During the early 19th century, the development of industry in Lowell, and elsewhere in the United States, spawned a shift in life and work, but t</p>

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.2 : Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
--	--

Guiding Question	What types of knowledge, skills and abilities do people need to perform their jobs?
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe knowledge, skills and abilities people need to perform their jobs • Discuss what qualities they would want in a job.
Activity	<p>Day One-- Step One:</p> <ol style="list-style-type: none"> 1. Share the definitions of “work” and “job” All people do some sort of work, at an office, a store, a factory, home, etc. 2. Have class generate a list of different types of jobs or work familiar to them. You may have to round out the list with ones they don't come up with: e.g. farmer, architect, governor (or other politician), taxi driver, engineer etc. 3. Discussion with students What knowledge or skills does someone need in order to perform each of these jobs? Why might someone need certain knowledge or skills for a particular job? 4. Hand out an interview sheet to each student. Review the questions with the class. Students should interview a parent or other adult about their job/work. <p>Day Two -- Step Two:</p> <ol style="list-style-type: none"> 1. Lead the class in a discussion about what they learned through their interview. Are there commonalities/differences among the responses? 2. Possible discussion questions: What was the most interesting thing you learned about work? How are all these jobs similar/different? What other questions would you have liked to ask?

Assessment

Differentiated
Suggestions

- What type of job/work would you like to do when you are an adult?
- What knowledge, skills and abilities would you need to do that job?
- Why are these knowledge, skills, and abilities important to the job?
- How would you acquire those skills and knowledge?

If writing the interview responses is not possible, students could verbally ask questions and ask the interviewee to write their responses. If oral presentations are not practical, students could write notes on sheet or whiteboard. If it is not possible to interview an adult at home, students could ask different people at school for their responses.

Job Worksheet

My name:

I interviewed:

What is your job?

What are three things you do as part of your job?

What are your favorite and least favorite parts of your job?

How did you learn the skills you need to be successful at your job?

Come up with a question to ask your interview subject.

Question:

