



**Grade Level:** 1-2

**Length of Unit:** Three 30- to 45-minute class periods

**Objectives:**

Students will be able to:

- Identify different types of jobs and the goods or services 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: goods (products) and services, employment, job training, income
- Language arts
- Vocabulary development: [career](#), [economics](#), [entrepreneur](#), [income](#), [salary](#)
- Research skills (optional)

**Materials:**

- Activity #1 worksheet or story paper and Assessment worksheet
- Chalkboard (or whiteboard)
- Computer(s) with high-speed Internet access (if available)
- Coloring supplies (crayons, colored pencils, or markers)

**Teacher Preparation:**

- Review materials
- Duplicate Activity #1 worksheet – 1 per student (optional – activity can be completed on story paper)
- Duplicate Assessment – 1 per student

**Procedure:**

**Part I: Class Activity**

On the website, visit *Mandarin Mountains: Mission 1 – The Cavern of Time* and *Mission 2 – Mandarin Museum*. View as a class. Write the vocabulary words (listed above) on the board as they are mentioned in the program. Next, discuss and review the program by asking the following questions:

- Why do people need to earn an [income](#)? (e.g. *shelter, food, clothing, transportation, entertainment, etc.*)
- What is a [career](#)? Name some jobs people might have.
- What do people need in order to be good at a job? (e.g. *skills, talents, education/training*)
- How can education and training affect your income?
- What is an [entrepreneur](#)?

If Internet access isn't available in your classroom, you can provide alternative materials that encompass the questions above.

## Part II: Class Discussion

Ask students to name some [careers](#) (jobs) with which they are familiar. Record students' answers in a T-chart on the board, listing the jobs and careers in the left column. As jobs are suggested ask the students what skills and training are required. Record those responses in the right column. Encourage them to share their personal experiences and whatever anecdotal information they possess about people who work in various types of jobs, or who are currently in school training for a job or earning a degree.

Use of some of the following as examples if needed.

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

### Activity #1

Distribute **Activity #1 worksheet** (or story paper) and coloring supplies. Give the following instructions:

- Choose a career you might like to have; write the name of that job at the top of the paper.
- Write a story about this career by answering these questions:
  1. Why would you like to do this job?
  2. Why do you think you would be good at this job?
  3. What kinds of skills and talents do you need for this job?
  4. What kind of education or training do you need to do this job?
- Draw a picture of yourself doing your dream job.

At the conclusion of the assignment, allow some students to share their work. Create a "Job Board" to display the students' work.

### Assessment:

Distribute an assessment page to each student. Call upon students to read aloud the [careers](#) listed on the worksheet. Have students work independently (helping with reading as needed) to complete the assessment.

### 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.
- Have students (working independently or with the help of a mentor or the librarian) do computer research about their chosen careers. Try to find information about the training requirements and [salary](#) (income) for that job.
- Discuss with students some jobs older students might have for earning money.

## **Glossary Terms**

**Career:** An occupation chosen by a person based on their personal interests and educational background.

**Economics:** Anything that deals with or is related to people producing, sharing or consuming goods and services with others.

**Entrepreneur:** A person who starts his/her own business instead of working for someone else.

**Income:** A payment received for goods or services, or from other sources such as rent or investments.

**Salary:** A fixed amount of money you receive regularly for working at a job. In contrast, if you are paid by the hour, the amount you earn depends on the number of hours you work.