

Activity

Teacher will ask students to react/respond to the following statement: “**You are a worker.**”

- *How can that apply to you as a student? Are you really a worker?*
 - *Think of yourself as a worker, who may not have “a job” with pay but think about how you can be a “worker” in other areas of your life (cook, gardener, livestock manager, childcare, teacher, athlete, collector, (music, videos, etc) musician, and chores. Think about your typical “work day” and what tasks you engage in.*
 - *Now let’s start the list (have a large piece of paper divided between daily tasks/activities) with volunteers. For overlap/identity of the same tasks, they could be tallied next to the task title*
 - *Now make your own list based on this: I am a _____*
 - *What would be your accomplishments at the end of the day? List them.*
 - *Put a star by the accomplishment that gives you the greatest satisfaction.*
 - *How does that task (accomplishment) make you feel about yourself?*
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- Students can then be assigned one of the the work values surveys, with the rating scale. They can work on this for the balance of the period, then file it in their student folder before leaving the classroom.
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- Teacher can determine the how and when of follow-up on this activity

Objectives

- Expand student’s definition of work
- Identify one’s personal work values
- Identify general areas of career interest

Materials

- ✓ Review the activity and each worksheet. Select appropriate worksheet(s)
- ✓ Determine time frames for each area
- ✓ Decide the best location for all students to participate in a collective listing of their daily work tasks, so that they can begin to see themselves as workers in the present

Vocabulary

- Job
- Career
- Worker
- Employment

Summary

- Teacher can summarize the lesson by giving examples from his/her personal life which lead to their career. If this is not comfortable, another staff member who the students probably know could be used as an example, (with staff member's permission for disclosure.)
- Ask students if they understand the concept today by giving an example of a life story of a career with early related experiences of "work" which lead them to the chosen career.

Notes for Teachers

- Some exercises may need to be shortened, modified or in some way altered to meet student needs
- The activity described in the lesson could be a worksheet or a full group exercise, using a big space that all can see as selected students write.
- Students could also be doing this at their desk
- Attached to this lesson is a worksheet option of this activity

Reflection

Teacher can ask:

- *If you are in agreement that you are a worker now, how does that identity make you feel about yourself? Does any of your thinking about yourself and where you are going with your life change?*
- *Do you believe that any of our experiences that we have now will influence our future choices of career interest? Give an example.*

Home Connection

Student can interview parent or other family member to determine how they arrived at their career. Ask them to identify interests/experiences which led them in the career/job direction. If parent does not have a career, what choices could they have made that would have helped them accomplish a career they are interested in?