CSW Lesson Plan
1st Grade - Career Exploration

Lesson Plan Information			
Lesson Plan Topic:	Career Exploration		
Lesson Plan Title:	1st Grade – *Clothesline Clues*		
Target Audience and Scope:	Audience:	First Grade	
	Scope:	☐ Whole school ☑ Grade level: First ☐ Small group	

Lesson Plan Rationale	
Lesson Plan Purpose/ Objective:	Students will identify how clothing and tools relate to different jobs and understand that each job has unique responsibilities and helpers. Students will explore how people's work connects to the community and recognize that everyone uses special "tools" to do their job well—including their own job as a student.
Content Area:	☑ Intrapersonal Effectiveness ☐ Interpersonal Effectiveness ☑ Post-Secondary Planning and Career Readiness ☐ Personal Health and Safety
Specific Student Competency Addressed:	Students demonstrate awareness of how individual roles contribute to community functioning, identify different jobs by their tools or uniforms, and understand that personal responsibility is part of every job.
Specific Goal Addressed:	Students will describe how clothing and tools help people complete their work, recognize various community roles, and make personal connections to their own "job" as learners.
Legal, Board Policy, and/or TEKS Citations *(as applicable)*	• Texas Model for Comprehensive School Counseling, Domain III: Career Development • TEC Section 33.005 – Comprehensive School Counseling Program • TEKS §113.12. Social Studies K–1: Citizenship, Community Helpers, and Work Roles • TEKS §126.6: Exploration of work and careers

Lesson Plan Preparation			
Materials Needed:		**Student Needs to Consider:**	
• *Clothesline Clues to Jobs People Do* by Kathryn Heling and	• Chart paper or whiteboard • Clothing or tool	☑ Learning Style ☐ Developmentally/ age appropriate	☐ Language and vocabulary acquisition

Deborah Hembrook ● Lesson presentation	picture cards (optional visuals) ● Discussion prompts from lesson slides ● Markers, crayons, or visuals for interactive guessing	strategies ☐ Technology proficiencies	☐ Other Considerations: _____ _____

Lesson Plan Procedures **Duration of lesson: 30 minutes** **(Describe how you will…)**	
Introduce the lesson:	Greet students, review guidance expectations. Introduce topic: "Today we're going to play detectives! We'll look at clues—clothes and tools—and see if we can guess what job each person might have."
Communicate the lesson purpose/objective:	"We're learning how the clothes and tools people use help them do their jobs—and how we all have jobs to do, even at school!"
Teach the lesson content:	● Read *Clothesline Clues to Jobs People Do* aloud. ● Pause after each page for students to predict the job based on clothing or tools shown. ● Reinforce vocabulary (uniform, helper, tools, clues).
Practice the lesson content:	Discuss together using these questions: 1. Why do you think specific clothing might be needed for a job? 2. How are tools important to a job? 3. What would happen if someone didn't have the tools they needed? 4. What tools do you use to do your job at school? Optional activity: students act out a "job" using gestures or imaginary tools; peers guess the job.
Summarize the lesson:	Review key idea: "Every job has a purpose, and every helper needs the right tools and clothes to do it well."
Close the lesson:	Students share one new job they learned about or one tool they recognized. Counselor reinforces: "You already have a job too—being a student! You use your tools—your pencil, your brain, and your kindness—to help our school."
Extension Activities to Further the Student Learning Experience:	Follow-up discussion in later lessons: "What do community helpers do for us?"

Data Collection Plan	
Plan for Assessing Student Mastery and for Evaluating Lesson Efficacy:	Mastery assessed through students' ability to correctly identify jobs and tools during the read-aloud and discussion. Counselor reflection post-lesson for pacing, comprehension, and engagement.
Participation/Process Data: *(i.e.: Number of students who will receive the lesson, how many lessons, how long are the lessons, etc.)*	All 1st grade students (approx. 18–22 per section) will receive one 30-minute guidance lesson.
Perception Data: *(i.e: pre-/post- assessment data, needs assessments, feedback, opinions, etc.)*	Verbal responses and participation during class discussion (predictions, identifying tools, connecting to their role as students).
Student Outcome Data: *(i.e.: Achievement, Attendance, Behavioral)*	Increased student awareness of different community jobs and the connection between responsibilities, tools, and work roles.