

Kindergarten Career Development
Activity #1: Animals
Estimated time: 30-45 minutes

National Career Development Guidelines Indicators

PS1 - Develop understanding of yourself to build and maintain a positive self-concept

- PS1.K1 - Identify your interests, likes, and dislikes

PS2 - Develop positive interpersonal skills including respect for diversity

- PS2.K10 - Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement

ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals

- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options

Goal:

Students will investigate animal sciences and learn about veterinarians.

Objectives:

- Discuss animals and the doctors who care for animals
- Discuss interests, likes and dislikes

Materials:

- Chalk or whiteboard
- Drawing paper
- Crayons, markers, or colored pencils

Activity:

1. *Explain to the class that they will be studying careers that have to do with taking care of animals.*
2. *Ask, "Where do we find animals?" Possible answers: in the forest, on farms, at the zoo, in our homes. Allow students to discuss the question, then ask, "What are the differences between the animals we have in our homes and the animals in the forests, farms and zoos?" Allow students to discuss the question.*
3. *Ask, "How many of you have pets?" Allow students to name the pets they have -- dogs, cats, birds, snakes, etc. -- and list them on the board. Ask, "How many of you have animals on a farm?" Allow students to answer the question and list the farm animals on the board.*
4. *Review the board list and say, "The one thing all these animals -- and even the ones at the zoo -- have in common is, when they get sick, they need a special kind of doctor to come and take care of them. They need a veterinarian, a doctor who takes care of animals like our doctors take care of us. Sometimes, we shorten the word and call that doctor a vet: The cat is sick. We need to take her to the vet!"*
5. *Say, "I have a special song about the vet and how she takes care of our pets. It's sung to the tune of 'Jingle Bells.' Let's practice the words and see if we can sing a special song about the vet. Ready?"*

6. *Review the words to the song with the students using the board, and then have them join in singing. Go through the song until all students have the spelling and the tune mastered.*

D-O-G, D-O-G, D-O-G spells dog

C-A-T, C-A-T, C-A-T spells cat

P-E-T, P-E-T, P-E-T spells pet

And when my cat or dog gets sick I take him to the vet.

V-E-T, V-E-T, V-E-T spells vet.

She can cure my D-O-G and take care of my pet.

V-E-T, V-E-T, V-E-T spells vet.

She can cure my C-A-T and take care of my pet.

7. *Give students a round of applause for their song and say, "Raise your hand if you'd like to be a vet." Ask students the following questions about vets. Allow time for students to answer and record their answers on the board. "Do you think being a vet would be a fun job? What sorts of things would you have to like to be a vet?" Possible answers, liking animals, liking medicine, liking hard work, liking messy work, etc. "What about going to school and learning about animals? What about spending a lot of time training and working to become a vet?"*
8. *Say, "We've certainly learned a lot about being a vet. Let's sing our song one more time. Then, I want you to draw a picture of you being an excellent vet taking care of pets." Sing the song, and then distribute drawing paper and markers, crayons, or colored pencils to each student.*
9. *When students have finished their drawings, display them on the bulletin board.*

Evaluation:

Students will be evaluated on their participation in the singing and completion of their drawings.