Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 3 Lesson 3 of 3

Grade Level: 3

Time Required: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLSs):
CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
  B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)
Prior to this lesson, students will have had an opportunity to job shadow a school employee
Paper for thank you notes
Pencils, crayons, and markers.
Activity Sheet: Thank you
Activity Sheet: Job Shadow Reflection

Show Me Standards: Performance Goals (check one or more that apply)

<table>
<thead>
<tr>
<th></th>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
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<tbody>
<tr>
<td>X</td>
<td>5. Comprehend and evaluate written, visual, and oral presentations and works</td>
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<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers</td>
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<th>Goal 2: Communicate effectively within and beyond the classroom</th>
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<td>Goal 3: Recognize and solve problems</td>
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<tr>
<th>X</th>
<th>Goal 4: Make decisions and act as responsible members of society</th>
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<tbody>
<tr>
<td></td>
<td>1. Explain reasoning and identify information used to support decisions</td>
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<td>3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States</td>
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<td>8. Analyze the duties and responsibilities of individuals n societies</td>
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This lesson supports the development of skills in the following academic content areas.

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<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td></td>
<td>Mathematics</td>
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<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to</td>
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Missouri Comprehensive Guidance & Counseling Programs:
Linking School Success to Life Success
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Enduring Life Skill(s)

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<th>Perseverance</th>
<th>Integrity</th>
<th>Problem Solving</th>
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<tbody>
<tr>
<td>Courage</td>
<td>Compassion</td>
<td>Tolerance</td>
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<tr>
<td>X Respect</td>
<td>X</td>
<td>Goal Setting</td>
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Lesson Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.  
Assessment can be question answer, performance activity, etc.

Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.  After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:

Why is it important to develop skills to obtain jobs?

Engagement: (Hook)

The job shadowing experience will be the engagement for this lesson.

Procedures

<table>
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<tr>
<th>Instructional Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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<tr>
<td>1. Instruct students to complete the Job Shadow Reflection activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.</td>
<td>1. Students will complete the activity sheet.</td>
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<tr>
<td>2. Ask the students to share, with a partner, one thing he or she learned during the job</td>
<td>2. Each student will share one thing he or she learned during the job shadowing</td>
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<tr>
<td><strong>shadowing experience.</strong></td>
<td><strong>experience.</strong></td>
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<tr>
<td>3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience.</td>
<td>3. Each student will share one skill he or she used or observed during the job shadow experience.</td>
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<tr>
<td>4. Students will use the <em>Thank you</em> Activity Sheet to write a thank you note to the person he/she job shadowed.</td>
<td>4. Students write thank you notes to the school staff member he or she job shadowed.</td>
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<tr>
<td>5. Arrange for delivery of thank you notes to the appropriate people by students or you.</td>
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**Teacher Follow-Up Activities**

Work with classroom teacher to allow time for students to deliver thank you notes.

**Counselor reflection notes**
Thank You Activity Sheet

Dear ____________________,

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Sincerely,

____________________
Job Shadow Reflection Activity Sheet

I did my job shadowing with _________________________________.

(Name)

She/He is a _________________________________.

(Job title, i.e. school librarian)

I observed ________________________________ perform the following tasks:

(Name)

1._____________________________ (i.e. shelve books)

2._____________________________ (i.e. check out books)

3._____________________________ (i.e. sort books)

For a person to be ________________________________, they would need the following skills:

1._____________________________ (i.e. organization)

2._____________________________ (i.e. cooperation)

3._____________________________ (i.e. communication)

Three of the skills I possess the would make me a successful ________________________________ are:

(job/career student selected to shadow)

1._____________________________

2._____________________________

3._____________________________

Two of the things I most enjoyed about shadowing ________________________________
(Name of individual the student shadowed) were: ____________________________

and ____________________________.

Two things I observed that would be hard for me to perform this career/job

are ____________________________ and ____________________________.