

**Unit #1 Title:** What Work Do Adults Do At Your School?

**Lesson Title:** Workers Who Help Us At School (Part 1)

**Lesson:** 1 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

**Grade Level Standard (GLSs):**

CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school.

CD.8.B.01.a.i: Identify the skills needed by workers in the school.

**American School Counselor Association (ASCA) National Standard:**

Career Development:

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Magnifying glass

Poster board or Chart Paper

Markers

Writing paper for # 8

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

**Enduring Life Skill(s):**

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.  
 The student will identify a contribution of five jobs in the community.

**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.**

Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify implications of what would happen in the school community if we did not have a school worker to complete that role.

**Lesson Preparation****Essential Questions:**

What is a job? (Something that a person does. Examples: the custodian keeps the school clean; the teacher helps students learn; the cook prepares the food.)

What is a responsibility? (Things that are expected of the person in a work role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attend meetings, helps children manage their own behavior.)

Review the above concepts at the beginning of the lesson and the following concept after the activities relating to roles and responsibilities of workers.

Why are school and learning important to workers? (Summarize by telling students that they are describing the skills people need to be able to do their work.)

**Engagement (Hook):**

Arrive in classroom with magnifying glass; search classroom as if looking for clues.

On poster board or chart paper (use a media that you will be able to keep and bring back for additional lessons) have students brainstorm all of the people that work in the school setting. Examples may include: Principal, Counselor, Teacher, Librarian, Custodian, Cooks, Secretary, Bus Driver, School Nurse (add other roles as applicable to your school setting).

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
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<ol style="list-style-type: none"> <li>1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your hand. (Review Kindergarten lessons during which students interviewed parents and/or other adults about what they do in the world of work). I'm going to need your help again this year – You'll learn more about that in our next lessons together.</li> <li>2. Post a piece of poster board or chart paper with a circle or outline of a school building on it. Ask students to brainstorm jobs of the people who work within the school. As students brainstorm the possible jobs, counselor records the suggestions (be sure to leave plenty of space between each of the jobs so you will be able to write more about each job later in the lesson).</li> <li>3. After students brainstorm the list of school workers, select one of the workers and ask students to identify what that worker does and the responsibilities of the person who does that job. For example, you might say, "Let's begin with the cooks. What is the role of the people who cook breakfast and lunch in our school?" Record responses under the job title "cook."</li> <li>4. As the students brainstorm, explain that they are describing the role of the cook and the counselor will record the role of the cook onto the poster.</li> <li>5. Ask the students to brainstorm the responsibilities of the school cooks. Say something like: "Now, let's make a list of all of the responsibilities that our school cooks have." As students brainstorm the responsibilities, counselor again records the responses.</li> <li>6. Follow the same procedure with the remaining school jobs listed in # 2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate engagement by holding up their hands and contributing their ideas.</li> <li>2. Students will verbally brainstorm a list of jobs within the school building.</li> <li>3. Students respond that the role of the cook is to prepare breakfast (if applicable) and lunch for others in the school.</li> <li>4. Students come to a consensus on the role of the cook.</li> <li>5. Students brainstorm the responsibilities of the school cooks. Possible responses include: order food, cook food, serve food, get tables ready for students to eat on, wash trays and utensils, put away leftover food.</li> <li>6. Students respond as in the previous example.</li> </ol>
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<p>7. Ask students “How can we be sure that these lists are correct?” Guide students to include observation as a way to verify the accuracy of the lists.</p>	<p>7. Students offer suggestions, including observation. Counselor tells them that they are good investigators, and asks them to continue investigating until the next lesson by observing people doing their work.</p>
<p>8. In closing, ask students to draw a picture of one school worker job they would like to know more about (provide paper). Ask for 4 volunteers to tell the rest of the class the worker’s job he or she drew. Collect the papers to help you identify the jobs that stood out for class members.</p>	<p>8. Students will draw a picture of one worker and volunteer to tell everyone the job they would like to know more about; turn in paper with the pictures of workers.</p>

### **Teacher Follow-Up Activities**

Ask teachers to help students observe the responsibilities of school workers throughout the day.

### **Counselor reflection notes (completed after the lesson)**

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