

**Unit #1 Title:** School Jobs, School Success

**Lesson Title:** Silly School vs. Super School

**Lesson:** 1 of 2

**Grade Level:** 1

**Length of Lesson:** 20-30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.9: Applying Skills for Career Readiness and Success

**Grade Level Standard (GLSs):**

CD.9.A.01.a.i: Identify and develop personal, ethical, and work habits skills needed for school success.

CD.9.B.01.a.i: Understand how helper jobs are assigned in the classroom.

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

Career Development:

- B. Students will employ strategies to achieve future career goals with success and satisfaction.

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

Silly School Story  
Super School Story

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives**

The student will identify three personal, ethical and/or work skills needed for school success.

**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.**

Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

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

Why do students have jobs in the classroom?

Why is it important for people to do their jobs well?

**Engagement (Hook):** Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

**Write these words on the board:****Personal Skills****Ethical Skills****Work Habits**

Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

**Personal Skills** are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

**Ethical Skills** are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

**Work Habit Skills** are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Before the counselor reads the story, the counselor will say, "Silly Susie used to go to school at Silly School. Listen to what the school was like." The instructor reads the Silly School story.	1. Students listen to the story.
2. The counselor says, "What did you notice about the students at the Silly School?"	2. Students respond...(Possible answers: The students were not responsible and respectful. The students didn't listen. They

<p>3. The counselor says, “Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?”</p> <p>4. Before reading the second story, the counselor says, “One day Silly Susie’s parents decided to move to a new school named Super School. Listen to what this school was like.” The instructor reads the story.</p> <p>5. The counselor says, “What was different about this school? How were the students different?”</p> <p>6. The counselor asks, “Which school do you think has students who were more successful? Why?”</p> <p>7. The counselor continues by saying, “Let’s think about our classroom. Which school do you think the students in our classroom are more like?”</p> <p>8. The counselor asks, “What classroom jobs or responsibilities do you have?” List a few on the board.</p> <p>9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in “Super School” before ending the lesson.</p>	<p>didn’t do their work neatly or on time.</p> <p>3. Students respond with rationale, e.g., no because the students were unkind, didn’t get their work done, and they were not responsible.</p> <p>4. Students listen to the story.</p> <p>5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)</p> <p>6. The students respond and providing rationale for responses.</p> <p>7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.</p> <p>8. Students share ideas of classroom jobs and responsibilities.</p> <p>9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.</p>
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### Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

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

## **Silly School Story**

Once upon a time, there was a school that was not so great. It was called Silly School. The students at Silly School were not very good about following the rules and they made a lot of mistakes.

Students at Silly School did not do their best work, and they did not finish their work on time. They were not proud of the work they did, but they were too lazy to try very hard. The teachers wanted to be able to tell them they were doing a good job, but that was not the truth. They also did not get good grades because their work was sloppy and usually was not turned in on time.

Silly School's students did not treat each other with kindness and respect. They did not keep their promises, and never helped each other. They did not care about helping to keep their classroom and their school looking good, so everything looked messy. They did not keep track of their own books, pencils, backpacks, coats, and lunch money. They usually did not have the things they needed to do their work well. The students liked the teachers, secretaries, custodians, cooks, and principal. But they were not helpful to them. Whenever they had a helper job, they were sloppy and did not do their best work or finish the job on time. Some of the jobs never got done.

The teachers at Silly School could not count on the students to follow the rules and do the right thing, and the students could not count on each other for help. The students did not care about Silly School; most of them were absent a lot because they did not care about being there every day, and they did not care about learning very much.

Would you be able to learn at Silly School?

## **Super School Story**

Once upon a time, there was a school that was so great it was called Super School. All of the students tried their best to follow the rules and do everything right.

Students at Super School did their best work, and finished their work on time. They were proud of their work, and the teachers told them they were doing a good job. They also got very good grades.

Super School's students were respectful and kind. They kept their promises, and helped each other. They did their best to help keep their classroom and their school looking good. They kept track of their own books, pencils, backpacks, coats, and lunch money. The students loved to help the teachers, secretaries, custodians, cooks, and principal. Whenever they had a helper job, they made sure to do their best work and to finish the job on time.

The teachers at Super School trusted the students, and the students trusted each other. The students loved Super School so much; all of them had perfect attendance because they wanted to be there every day and learn as much as possible.

Would you be able to learn at Super School?