

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

**Lesson Title:** On-the-Job Skills

**Lesson:** 2 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.9: Applying Skills for College and 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)**

*Classroom Job* Activity Sheet

Dry erase board/SMART board/other visual display

Pencil, markers or crayons to complete the activity sheet

**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.  
The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

**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.**  
Students verbally will list personal, ethical and work habit skills needed for classroom jobs during discussion.  
Students will draw pictures of helper jobs in the classroom.

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

1. Why is it important to be honest when doing a job in the classroom?
2. Why is it important to complete a job on time in the classroom?
3. Why is it important to do careful and thorough work when completing a classroom job?

**Engagement (Hook):** Counselor will refer to dry erase board/SMART board/other visual display, or previously prepared poster boards, with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills). Counselor brings uses Silly Susie puppet that students met during Lesson 1. Susie helps review (referring to dry erase board/SMART board/other visual display). “Is Susie still silly? What is a word that better describes her?” (helpful Susie, honest Susie, organized Susie).

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>1. The counselor will refer to the job skills information presented. Review each skill.</p> <p><b>Personal skills:</b> helpful, friendly, kind, caring, good listener, and compassion.  <b>Ethical skills:</b> honesty, doing the right thing, doing your own work (when working independently) and doing your best work.  <b>Work habit skills:</b> neat, organized, completing work and getting work done on time.</p>	<p>1. Students participate in the review by giving examples of the three skills.</p>

<p>2. The counselor gives the students a <i>Classroom Jobs</i> Activity Sheet with the instructions, and says, “I want you to write or draw four jobs that students are assigned in your classroom. These are jobs that help your classroom be more like a Super School. (This refers to the story “Super School” which is provided in lesson one of this unit.)</p> <p>3. Once the sheet has been completed the counselor asks students to move into a “Job Sharing Circle.” The counselor will write the classroom jobs listed on the board.</p> <p>4. After the classroom jobs have been identified the counselor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job.  <b>Example: Line Leader Classroom Job:</b>  <i>Personal Skills needed:</i> Good leader, polite, good listener friendly and respect for others.  <i>Ethical Skills needed:</i> Responsible and good role model and quiet in line  <i>Work Habits needed:</i> Travel quickly from one place to another. Faces forward when leading,  Give examples from one or two other jobs if time permits.</p> <p>5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.</p>	<p>2. Students complete the activity sheet (Sample classroom jobs could be drawn: Line Leader, Paper Passer, Board Eraser, Book Organizer, Trash Person or Errand Runner)</p> <p>3. The students move into the circle and share one idea from their sheet.</p> <p>4. Students give ideas for the three skills related to the classroom job.</p> <p>5. Students share ideas during the review.</p>
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### Teacher Follow-Up Activities

The teacher asks students to share a job they think they would be good at and why they think they would be good at that job.

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

# CLASSROOM JOBS
