

**Unit #2 Title:** Workers in Our School Community**Lesson Title:** Me and My Job Shadow, Part 1**Lesson** 1 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)**

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.

Paper and writing materials for students to take notes.

Activity Sheet: *School Job Ranking*

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 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 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

**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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives**

The student will identify five skills needed to perform helper jobs within the school system.  
The student will write a rationale describing possible jobs to shadow.

**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 will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

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

Why is it important to develop skills to obtain jobs?

**Engagement: (Hook)**

Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall.  
Ask the students: What is this? What is a shadow? What does a shadow do?  
Let some of the students make shadow in front of the flashlight.

**Procedures**

<b>Instructional Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Tell the students that in the coming days, they will possibly have the opportunity to “job shadow” with school personnel of their choice in the near future. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it’s not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor). Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community. These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform on a daily basis.</li> <li>2. Introduce each speaker to the class and the speaker will talk for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will: <ul style="list-style-type: none"> <li>• Introduce themselves and share their job title.</li> <li>• Tell some important responsibilities they have with their job.</li> <li>• Tell what school skills they use on the job (reading, writing, math...)</li> </ul> </li> <li>3. After the last speaker, tell the students that between now and the next class session, students need to rank their top three choices and write a paragraph describing their reasons for the choices they made. Develop your own ranking sheet or use the one provided with the lesson <i>School Job Ranking</i> Activity Sheet. The students can write their paragraph on the back of the ranking sheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to the speakers and take notes on the information.</li> <li>2. Students will listen to the speakers and take notes on the information.</li> <li>3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.</li> </ol>

**Teacher Follow-Up Activities**

Ask the classroom teacher to allow students time to finish ranking job shadowing preferences and their rationale for their choices.

**Counselor reflection notes**

Activity Sheet

## **School Job Ranking Sheet**

(Rank your top 3)

_____	Principal
_____	Assistant Principal
_____	Secretary
_____	Custodian
_____	Speech Pathologist
_____	Teacher
_____	Counselor
_____	P.E. Teacher
_____	Media Specialist
_____	Music Teacher
_____	Bus Driver
_____	Art Teacher
_____	_____
_____	_____
_____	_____
_____	_____