

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

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Job Skills Activity Sheet*School Job Ranking* Activity Sheet (completed during Lesson 1)**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.

Academic Content Area(s)		Specific Skill(s)
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 personal skills that he/she possess to aid in performing 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):

Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.

Explain the opportunity to job shadow with school personnel of their choice

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several to explain the rationale for their choices. 2. Using the <i>Job Skills Activity Sheet</i>, instruct the students to select their top 3 choices on the <i>School Job Ranking Sheet</i> one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct 	<ol style="list-style-type: none"> 1. Students will discuss what they wrote at the end of Lesson 1. 2. Students will create a comparison list.

<p>students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs.</p> <p>3. After completion of the of <i>Job Skills</i> activity sheet, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing.</p> <p>4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.</p>	<p>3. Students reevaluate their top three choices to make sure they match the skills.</p> <p>4. Students will participate in job shadowing when assignments are made.</p>
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Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

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Name: _____ Date: _____

Job Skills Activity Sheet

School Worker _____

List skills needed to be successful at this job.
