

**Unit #2 Title:** Presenting: Me!

**Lesson Title:** Who Is the Best Person for the Job?

**Lesson** 1 of 2

**Grade Level:** 4

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.9: Applying Skills for College and Career Readiness and Success.

**Grade Level Standard (GLS):**

CD.9.B.04.a.i: Identify the components of a portfolio.

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

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)**

Room to work in groups.

A variety of media available for student presentations (chart paper, poster board, markers, and/or technology)

*Personal Portfolio Folder* (plan folder students can design and decorate)

*Personal Portfolio Profile Activity Sheet*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	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.**

**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	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Creativity

**Lesson Measurable Learning Objectives**

The student will identify three interests, talents, strengths, and two goals for the future by completing a personal portfolio profile.

The student will begin development of a Personal Portfolio Folder.

**Lesson Formative Assessment (acceptable evidence):**

Groups of four students will role play the part of managers of a new company, needing to hire employees. They will brainstorm what they believe is important information to know about a future employee and share their list with the class.

Students will design their own *Personal Portfolio Folder* and complete a *Personal Portfolio Profile*

**Lesson Preparation**

**Essential Questions: How do employers select employees? Or What types of information would an employer need about a job applicant?**

1. **Engagement (Hook):** Ask for two or three volunteers. Tell the volunteers they are going to magically move 20 years into the future with the wave of your hand. Tell them they are going to be managers of a business or company in the world (let them select their company name). Students will pretend they are managers using adult professional behavior. They will contribute ideas respectfully with the class. Tell the managers every person they interview is going to have a Portfolio. Does anyone know what a portfolio is? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). What qualities would you look for in your perspective employee's portfolio? What would you want to know about someone you were going to hire?" Have the managers respond and then have students to share additional ideas in small groups. Ask three or four groups to share their ideas. Re-direct students who are off-track or asking questions that are illegal (e.g., How old are you? What church do you attend?).

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Divide class into groups of 4. Say: "You have just become managers of a new company. You and your management team will be making decisions about hiring new employees. First of all, take a few minutes to decide, the name of your company and its purpose (e.g. a chocolate factory or an</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate personal and ethical skills as they decide on their new company's name and product.</li> </ol>

<p>amusement park).”</p> <p>2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences.</p> <ul style="list-style-type: none"> <li>• What have you learned about being a successful student?</li> <li>• What do you remember about the personal and ethical skills workers need to have?</li> <li>• About the training and education needed for specific kinds of jobs?</li> </ul> <p>3. Have students think about the skills needed by employees of their new company. (Provide each group large pieces of paper and markers) Choose a recorder for each group. In their groups, students will brainstorm a list of ideas. Coach them by asking if they have included specific job skills as well as personal and ethical skills. Have they included past experience and training? Help students play the part of managers Review Personal and Ethical Skills if necessary.</p> <p><b>Personal Skills</b> are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</p> <p><b>Ethical Skills</b> 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.</p> <p>4. Students will develop a <i>Personal Portfolio Folder</i> (design and decorate). Students will review their group formed lists and determine what is most important and what is not important. What traits might you have</p>	<p>2. Students will share information learned.</p> <ul style="list-style-type: none"> <li>• Completing work, organized, neat, good listener, responsible.</li> <li>• Helpful, doing the right thing, doing your best.</li> <li>• It is important to have a good education and the right training to do the job right.</li> </ul> <p>3. Students will develop individual lists and contribute to the brainstorming of group ideas.</p> <p>4. Working as a contributing team member, students will participate in discussion of the workers they want to hire, and share with the class.</p>
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<p>missed? Have students think about what type of profile they have created.</p> <p>5. Students are then given time to complete their own <i>Personal Portfolio Profile</i> Activity Sheet to put in the folder.</p> <p>6. Students are encouraged to keep their folder and add additional information about themselves throughout the year (e.g. progress reports, personal essays, other important information). The folders will be used in the next lesson.</p>	<p>5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if time permits.</p> <p>6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.</p>
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### **Teacher Follow-Up Activities**

Teacher should remind class of good worker behaviors that they use in class, such as punctuality, manners, neatness, honesty, doing a good job. Teacher will review students' Personal Portfolio Folder and encourage them to put information in the folder throughout the year.

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

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Activity Sheet



## *Personal Portfolio Profile*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

I am interested in these things:

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My special talents are:

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My personal and ethical strengths:

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My goals for the future (short-term or long-term)

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