

THINKING ABOUT WORKING CONDITIONS AND ME

Purpose: In this series of two (2) lessons, students become aware of working conditions in which they may or may not enjoy working in the future. All jobs have good and not so good aspects based on individual preferences. Through self-assessment and discussion, students identify their current personal preferences in regard to working conditions. Students, thus have another aspect to consider when evaluating future careers.

PSC Note: These 2 lessons (especially the self-assessment survey Working Conditions: Survey of My Current Preferences) complement the series of CD.7.A lessons: "Work Satisfies Needs".

Time: Two 30 -45 minute lessons (modify to use as single lesson) **Group Size:** Whole Class **Grade Level:** 4-6

Lesson 1: Working Conditions? Why Should I Think about Working Conditions? Lesson 1 focuses on defining *working conditions* and students' self assessment of current preferences for working conditions.

Materials: [Working Conditions: Survey of My Current Preferences](#) (Pages 1 and 2) Student Thinking Paper

Lesson 2: Working Conditions! What are My Current Preferences? Lesson 2 activities help students analyze the results of their self-assessments and apply self knowledge to future formal and informal observations of the World of Work.

Materials: Completed self assessment *Working Conditions: Survey of My Current Preferences* (Lesson 1 Pages 1 & 2) and [Summary of Results](#) (Page 3 of Survey)

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons:

4 th Grade	CD.7.A, B, C	UNIT: Finding My Place in the Community		
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	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	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally...and informally.... (<i>reflection statements</i>) 6. participating in...discussions of issues and ideas
	Mathematics	
X	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions (<i>World of Work and Workers</i>) 7. the use of tools of social science inquiry (... surveys ...)
	Science	
	Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance	X	Integrity: self-honesty		Problem Solving
	Courage		Compassion		Tolerance
X	Respect for self & work		Goal Setting	X	Curiosity

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See individual lessons.

Lesson Preparation/Motivation

Essential Questions: What is it REALLY like to work somewhere? What makes one setting a “better” place to work than another—even though workers are doing the same jobs? How will I know what the right working conditions are for me?

Engagement (Hook): See Individual Lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</p> <p><i>Throughout the lesson, assess students’ abilities to articulate (publicly and in writing) personal thoughts/feelings (opinions) about working conditions through systematic observations. Monitor students’ expression of ideas—make mental note of students who have difficulty with any aspect of lesson.</i></p> <p><i>Hook:</i> Start the lesson by saying (something like): <i>I just talked with my friend who is a computer technician—this morning her boss told her that she has to work late every night this week, all weekend and be ready to leave on Monday morning to go to Singapore. Her boss told her to prepare for 12-14 hour days while she’s there. She’ll have to be gone from her family for at least 2 weeks and maybe more. She makes a lot more money than I do, but I wouldn’t take any amount of money to work under those conditions! She never knows what her hours will be from week to week. She and her colleagues love the variety and the travel.</i></p> <p>1. Transition from the Hook to the lesson with: SHOW-ME...THUMBS UP, down or neutral: What do you think or feel about my friend’s job? Invite students to put their “thumb statements” into words.</p> <p>Explain that your friend’s OCCUPATION is “computer technician”. Her JOB includes the tasks all computer technicians AND the working conditions described. Other people in the same OCCUPATION do the same work in different working</p>	<p>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> As school counselor is talking about her friend’s job and working conditions, think about what ways her friend’s working conditions would affect your family. Would you like for your mother to have a job like hers?</p> <p>1. Participate in SHOW-ME: Thumbs up, down or neutral by responding with a show of thumbs. Volunteer to publicly share your thoughts/feelings.</p> <p>Would you like to be a computer technician? Would you like working in the friend’s job (working conditions)?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>conditions...their jobs as computer technician may require them to work 8:00am-5:00pm hours or they may never have to travel. Working conditions may make the difference between someone being really happy or being really unhappy in his or her occupation.</p> <p>2. Vocabulary development: Write “Job Satisfaction” and “Working Conditions” on board. Ask students what those words mean to them. Have they ever heard the terms before? List definitions on board.</p> <p><i>PSC Note: If you used any of the lessons in the series “Work Satisfies Needs”, relate working conditions to their knowledge of job satisfaction needs.</i></p> <p>3. Influence of Working Conditions on Job Satisfaction: Depending upon their responses, explain the influence of working conditions on one’s job satisfaction by comparing the working conditions of teachers in your building with the working conditions of your friend. Include the influence of “bosses” as a working condition.</p> <p>4. Distribute the <i>Working Conditions: Survey of My Current Preferences</i> Student Thinking Paper.</p> <p>Explain the purpose and directions for the thinking paper. Invite clarifying questions. Emphasize:</p> <ul style="list-style-type: none"> • This survey will help identify preferred working conditions. • There is no right or wrong answer; each person’s answers will probably be different from anyone else’s. • Mark each question with a “Y” for yes, “N” for no, and “M” for maybe. • Class will complete each section together so that questions may be asked about meaning of sections. <p><i>Complete as much of the survey as time permits during this lesson.</i></p> <p><i>PSC Note: Students’ independent reading ability will determine the level of assistance students need to complete each section of the Thinking Paper. To assure that it is a self-assessment of preferences for working conditions [and not a test of reading skill, you may need to read the items to students.</i></p> <p><i>As students complete thinking paper, systematically observe each individual’s approach to completing the paper; be aware of students who have difficulty making Yes-Maybe-No choices, asking questions or</i></p>	<p>2. If did not volunteer in Step 1, contribute to definition(s) of “Job Satisfaction” and/or “Working Conditions”.</p> <p>3. As school counselor is talking about working conditions, think about the meaning of his or her words to your own ideas about your current career preferences. Ask clarifying questions and/or comment about working conditions.</p> <p>4. Look over the <i>Working Conditions: Survey of My Current Preferences</i> Student Thinking Paper.</p> <p>Listen/think and ask clarifying questions about the purpose and/or directions for the thinking paper.</p> <p>Follow school counselor’s instructions; complete thinking paper with class.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>volunteering public comments.</i></p> <p>ASSESSMENT: Content: Assessment occurs throughout the lesson. Monitor students' involvement in process—make mental note of students who have difficulty with any aspect of lesson.</p> <p>ASSESSMENT: Personalization of Content: Invite several volunteers to tell their classmates one thing learned about self during this lesson.</p> <p>CLOSURE: Pose the questions (tell students to think about their responses in their heads). Pause for thinking time.</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p><i>Collect the surveys for safe-keeping until the next lesson.</i></p> <p>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES? <i>Take completed/partially completed Lesson 1 Working Conditions: Survey of My Current Preferences to class; distribute in Step 2.</i></p> <p>Materials: Page 3 (Summary of Results) of thinking paper <i>Working Conditions: Survey of My Current Preferences</i>.</p> <p>Hook: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...Since the last lesson, what did you observe about occupations and working conditions?</p> <ol style="list-style-type: none"> 1. As you start today's lesson, encourage students to think about the Essential Questions; They will be answered at the end of today's lesson: <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p>Return <i>Working Conditions: Survey of My Current Preferences</i> surveys to students.</p> 	<p>ASSESSMENT: Content: Throughout lesson, demonstrate involvement and knowledge of content being presented by volunteering to respond to school counselor's questions about meanings of words and the influence of working conditions on job satisfaction.</p> <p>ASSESSMENT: Personalization of Content: Volunteer to tell classmates one discovery you made about self during this lesson. If do not volunteer listen thoughtfully to others' contributions—compare them to what you might have said.</p> <p>CLOSURE: As the school counselor asks each question, respond in your head. Continue to think about the questions as workers are observed every day in their jobs.</p> <p>Give school counselor surveys.</p> <p>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES? Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts) by telling one observation, e.g., “I observed that workers at __ seemed happier and more customer-friendly than workers at ____.”</p> <ol style="list-style-type: none"> 1. Keep the Essential Questions in mind as working conditions are discussed during this lesson.

Professional School Counselor Procedures:	Student Involvement:
<p><i>If students did not complete the Survey of My Current Preferences Student Thinking Paper during the last lesson, complete before going on.</i></p> <ol style="list-style-type: none"> 2. Review/tabulate data gathered with self-assessment of preferences. Place students in pairs; partners support and assist each other as they complete tasks. <ul style="list-style-type: none"> • Ask students to look over their responses. • Count & enter number of <i>yes-no-maybe</i> answers for each section (1-8). • <u>Summarize Data</u>: <ul style="list-style-type: none"> ○ Enter data in Table; ○ Enter the number of <i>yes-no-maybe</i> answers for each section in the appropriate column; ○ Add the numbers in each row (yes-no-maybe) and enter total in last column; • Circle items you marked with “Y” in each section. • Study results with partner: Compare responses; identify two or three occupations that might fit current preferred working conditions. 3. Summarizing preferences (continue working in pairs): <ul style="list-style-type: none"> • Distribute Page 3 of Survey: <u>Summary of Results</u> • Refer students to “Y” items circled on Pages 1,2; • Instruct students to summarize “Y” items in appropriate section of the <i>Summary of Results</i>; • Talk with partner about “Y” items. How do they fit with perceptions of self for each section? • Invite several pairs to talk about their results; • Invite a conversation about ways they can use the results of the survey. 4. Explain (Invite students to comment as you explain): <ul style="list-style-type: none"> • The purpose of this self-assessment of preferred working conditions is to help organize thinking about personal preferences. • The results are NOT cast in concrete as life-directions. • The results provide “hooks” on which to hang new knowledge about self and personal work preferences. • Mostly "yes" answers, indicate the likelihood of more flexibility when selecting careers, jobs and work settings. • Mostly "no" answers, indicate the likelihood of less flexibility when selecting careers, jobs and work settings. • As they get older and gain new experiences and knowledge, their thoughts and feelings about certain working conditions will most likely change. 	<p>Complete <i>Working Conditions</i> survey, if did not complete during first lesson.</p> <ol style="list-style-type: none"> 2. Look over responses on the survey; follow school counselor’s instructions for tabulating data. <p>In what occupations might you be happy?</p> <ol style="list-style-type: none"> 3. Listen/think/ask questions/make on-topic comments as school counselor explains how to think about the results of the working conditions self-assessment. 4. Listen, think and comment/ask questions as school counselor is explaining how you can use the results of the survey as you learn more about the world of work and yourself.

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: SHOW-ME...with words in a quick whip-around:</p> <ul style="list-style-type: none"> • Begin with a specific person and continue to the right (or left); • Each student contributes either a definition of the term “working conditions” OR an example of a working condition; • Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). <p>Following whip-around, invite volunteers to explain their current responses to the following questions:</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will you know what the right working conditions are for you? <p>Emphasize (again) that their thoughts and feelings will change with time and new knowledge about the World of Work (WOW) and self.</p> <p>ASSESSMENT: Personalization of Content: Call students’ attention to their (Summary of Results) and the Reflections/Projections section at the end of the page. Explain the open-ended sentences as necessary; invite clarifying questions and instruct them to complete the reflections in a way that demonstrates the following:</p> <ul style="list-style-type: none"> • Thoughtful, honest and “on-topic” responses. • Expression of thoughts and feelings in 1st person singular language. • Age-appropriate command of conventions of standard written English <p>Encourage the inclusion of additional thoughts and feelings about working conditions and their personal preferences; tell students to use backs of papers, too.</p> <p>As time allows, invite volunteers to read ONE of their reflection sentences.</p> <p>CLOSURE: Repeat (rhetorically) the essential questions (pause for thinking time after posing each question):</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p>Remind students to continue to seek answers to these questions as they explore the world of work)</p> <p>One more time (and if time allows): SHOW-ME...shout-out (one-at-a-time; inside shouts), one</p>	<p>ASSESSMENT: Content: Contribute to SHOW-ME whip-around by publicly stating either a definition of “working conditions” OR an example of one working condition.</p> <p>Remember, everyone has option to “pass”-WITH-RESPONSIBILITY (it is “ok” to pass—must say [something like] “I choose to pass for now”).</p> <p>Volunteer to answer one of the questions posed. Listen/think as school counselor talks about thoughts and feelings over time; i.e., there will probably be a change in what think and feel today about working conditions.</p> <p>ASSESSMENT: Personalization of Content: Complete Reflection section at the end of thinking papers.</p> <ul style="list-style-type: none"> • Be thoughtful, honest and “on-topic”; • Write in 1st person singular language; • Use conventions of standard written English. <p>Volunteer (especially if have not volunteered today) to read one reflection statement. (Remember to use a strong, convincing voice that everyone in room can hear.)</p> <p>CLOSURE: Listen/think as school counselor pose rhetorical questions and talks about keeping them in mind as making decisions about future careers.</p> <p>Participate in SHOW-ME...shout-out (one-at-a-time; inside shouts), by telling everyone one idea that stands</p>

Professional School Counselor Procedures:	Student Involvement:
<p>idea that stands out for you from these lessons.</p> <p>Before collecting thinking papers for this lesson, instruct students to staple the 3 pages. Inform students:</p> <ul style="list-style-type: none"> • Papers will be returned to classroom teacher; • Responses to the survey will be reviewed and their reflections read; • When papers are given to classroom teacher he or she might read their responses. Is that OK? • If not, write “PLEASE DO NOT SHARE” in BIG letters at top of thinking paper. Those papers will NOT be returned through classroom teacher. <p>Collect thinking papers.</p> <p><i>PSC: Review thinking papers for:</i></p> <ul style="list-style-type: none"> • Depth and appropriateness of responses. • Ability to summarize preferences. • Ability to articulate thoughts and feelings in 1st person language. • Age-appropriate command of conventions of standard English <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally give papers to those students.</i></p>	<p>out from these lessons.</p> <p>Staple the 3 pages of the thinking paper together. Listen/Think about what school counselor explains about his or her review of your thinking papers and how they will be returned.</p> <p>If prefer that responses be private between you and school counselor, at the top of your paper write in BIG letters: “PLEASE DO NOT SHARE!”</p> <p>Give completed thinking paper to school counselor.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief summary of these lessons and a copy of [Working Conditions: Survey of My Current Preferences](#) (pages 1 & 2 of Survey) and [Summary of Results](#) (page 3 of Survey) Student Thinking Paper.

Summarize Systematic Observations: Identify individuals who had difficulty making Yes-Maybe-No choices, asking questions or volunteering public comments. Identify students who had difficulty articulating (publicly and in writing) personal thoughts/feelings (opinions) about working conditions as well as students who had difficulty with any aspect other aspect of lesson.

Consult with Classroom Teacher: Talk with the classroom teacher about your systematic observations of students as they worked on the activities. Consider especially those who consistently had difficulty making Yes-Maybe-No choices, asking questions or volunteering public comments or had consistent difficulty with any other aspect of the lessons—cognitively, behaviorally or affectively. Does he or she validate your observations as being classroom concerns/behaviors as well? Determine if the difficulty is a “will” or a “skill” issue; for example, does student know **HOW** to participate in class discussion or other situations that require statement of personal opinion but lacks the motivation or confidence to take the risk to speak in public (**will**)? Or does the student lack the **skill** to identify/discuss preferences and/or make choices about preferences?

Collaborate with Classroom Teacher: Plan appropriate interventions together. Interventions might include (and are not limited to) additional classroom guidance activities developing awareness of self and the world of work , making choices or integrating personal information with World of Work (WOW) information. Responsive Services in the form of individual or small group counseling addressing issues such as self-confidence, decision-making or self-knowledge might be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What unique factors that might be influencing these students’ responses during classroom guidance lessons? Have behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

WORKING CONDITIONS: SURVEY OF MY CURRENT PREFERENCES

Name: _____ **Class:** _____ **Date:** _____

All jobs have good and not so good aspects. Only you can decide which not so good aspects you are willing to accept in order to enjoy the good aspects of any job.

The purpose of this survey is to encourage you to think about your thoughts and feelings about certain working conditions.

Directions: Circle "Y" for YES, "N" for NO or "M" for MAYBE for each question. **There is no right or wrong answer.** Actually, you should **not** answer yes **or** no to all questions.

1. WOULD YOU LIKE TO WORK WITH... Y N M musical instruments Y N M people Y N M animals Y N M numbers Y N M plants Y N M words & books Y N M machines Y N M Ideas SUB-TOTAL: Y _____ N _____ M _____	2. COULD YOU... Y N M sit in one place for hours at a time Y N M work alone Y N M work with other people Y N M speak pleasantly regardless of how you feel Y N M be pleasant to someone who is unpleasant Y N M do the same thing repeatedly and still be accurate and quick SUB-TOTAL: Y _____ N _____ M _____
3. WOULD YOU LIKE TO... Y N M work outdoors Y N M have close contact with other people Y N M work inside Y N M work with other people Y N M move around a lot Y N M make new things Y N M stay in one place Y N M work with very small objects Y N M drive a car or truck Y N M work with people who are in trouble and need your help Y N M tell other people what to do Y N M responsible for seeing that people do their jobs. Y N M do many different things in the same day Y N M plan your own work and follow your plan Y N M persuade other people to do what you want them to do. SUB-TOTAL: Y _____ N _____ M _____	4. CAN YOU... Y N M keep accurate records Y N M follow written directions Y N M follow oral directions Y N M do a job as directed Y N M get your work done even if the boss is away Y N M leave your personal problems at home Y N M put up with a lot of noise Y N M put up with unpleasant odors Y N M work at a job that requires a lot of physical endurance SUB-TOTAL: Y _____ N _____ M _____

Name: _____ Class: _____ Date: _____

5. IF YOU COULD EARN A LOT OF MONEY, WOULD YOU BE WILLING TO...	6. WOULD YOU BE WILLING TO...?
Y N M work 10 to 12 hours a day Y N M work very early in the morning Y N M work in the evening Y N M work on the night shift Y N M work on weekends if necessary Y N M travel and be away from home a lot Y N M earn a college degree Y N M enroll in a career/technical program Y N Y N M continue your education or training SUB-TOTAL: Y _____ N _____ M _____	Y N M be neat and clean all day Y N M dress professionally every day Y N M wear a uniform while you are working Y N M join a union Y N M be on time for work Y N M be reliable in your attendance on the job Y N M work without pay while you are learning the skills of a job Y N M get your hands and clothing dirty Y N M work at a job that can be dangerous SUB-TOTAL: Y _____ N _____ M _____
7. WOULD YOU BE PHYSICALLY ABLE TO...?	8. ARE YOU THE KIND OF PERSON WHO COULD...?
Y N M bend, stoop, and reach Y N M lift and carry heavy things Y N M climb a ladder Y N M use hand tools Y N M use a computer Y N M walk/ stand for hours at a time Y N M hear what other people are saying Y N M use your eyes on close work for hours at a time Y N M see with 20/40 vision or better Y N M see different colors SUB-TOTAL: Y _____ N _____ M _____	Y N M keep doing the same tasks and do them well Y N M work with people who are sick or injured Y N M make decisions and accept the blame if they are wrong Y N M give orders in such a way that other people will follow them Y N M think up new ideas and new ways of doing things Y N M remain calm in an emergency Y N M meet deadlines and have work ready when it is due SUB-TOTAL: Y _____ N _____ M _____

SUMMARY: Enter Y-N-M sub-totals for each section (columns); total Y-N-M rows; enter in last column.

	1	2	3	4	5	6	7	8	Total
Yes									Y
No									N
Maybe									M

If you have many "Yes" and "Maybe" answers, it is more likely you will be happy in many different types of working conditions. If you have many "No" answers, your options are more limited.

Circle your "yes" items in each section. Look for patterns.

SUMMARY OF RESULTS

Name: _____ **Class:** _____ **Date:** _____

Based on your review of your “yes” responses, summarize your preferences below. Review the Career Pathways and identify pathways that include your current preferences. List the Career Pathways under Section 8.

1. I would like to work with:

2 I could:

3. I would like to:

4. I can:

5. If I could earn a lot of money, I'd be willing to:

6. I would be willing to:

7. Physically, I would be able to:

8. I'm the kind of person who could:

REFLECTIONS/PROJECTIONS: (use back of paper as needed):

I am surprised I _____.

Even though I know my current preferences can and will change as I get older and learn more, based on this survey, it appears I would NOT like to work in a job if I had to _____.

On the other hand, this survey indicates I would enjoy working in a job where I can _____.